

ARIZONA SCHOOL BOARDS ASSOCIATION
EMPLOYEE HANDBOOK FOR
FLAGSTAFF UNIFIED SCHOOL DISTRICT No. 1

WELCOME

Dear Flagstaff Unified School District Employees:

Welcome to Flagstaff Unified School District! Thank you for making FUSD your *Workplace of Choice* and being a member of our caring and dedicated staff. The Governing Board and administration look forward to working collaboratively with you to carry out our district's mission- *Providing all students with a high-quality education through diverse pathways to foster success in college, career, citizenship and life*. It is a great privilege to have the opportunity each day to positively impact students' lives, and instill the skills and inspiration each student needs to be on a path of success.

The purpose of this handbook is to provide essential information and procedures needed to deliver a quality education and environment for students. This handbook describes professional expectations and necessary conditions for our very important work together - the teaching and learning of our students. I hope this will be a valuable tool for you to use to understand how the school district operates and serve as a reference guide for answering questions about your employment. By demonstrating the expectations in this handbook and FUSD's core values- *COMMITMENT to Learning, Culture of INNOVATION, and a GROWTH Mindset*- you will prepare our students to become the future leaders, innovators, caretakers and citizens of our community.

Sincerely,

Michael A. Penca
Superintendent

PREFACE

The Flagstaff Unified School District is filled with hard working and dedicated professionals who support students in their academic, emotional and physical development to grow into adults who will be the leaders in our community or the community in which they choose to live. Here at FUSD we believe that ALL can be successful and when we are committed high expectations and to continuous improvement. We cultivate grit and effort in both our staff and students. We empower each other to be innovative and look at things differently. We possess the courage to take informed risks, try new approaches and embrace mistakes as learning opportunities. We are committed to being accessible to our parents and community and providing resources, facilities, and requirements of a STEAM based education.

The purpose of this handbook is to provide essential information, procedures, and standards required to deliver a quality education and environment for students. This handbook describes professional expectations and necessary conditions for our very important work together – the education and learning of our students.

This handbook will be a valuable tool for you to use to understand how the school district operates and to serve as a reference guide for answering questions about employment. Please know that your role with Flagstaff Unified School District is important in educating and developing our students to be successful and productive citizens.

This employee handbook gives balance to the needs of the organization and its employees. It is prepared for informational purposes, does not constitute a contract of employment between the Flagstaff Unified School District and its employees, and it should not be construed as such. The employee handbook is a resource that helps inform employees of expectations and services available. By thoroughly reading this resource and any applicable contract and/or comprehensive agreement, employees will be informed of benefits and opportunities as well as of potential consequences of failure to meet the expectations of the Flagstaff Unified School District.

The information, procedures, and practices contained in the employee handbook may be changed or amended at any time with or without notice for many employees. Employees are required to review this handbook annually and to certify that they understand their responsibility to comply with the District policies, practices, and work rules. Each employee is expected to fill out and return to their principal or Human Resources a copy of the Employee Verification form and the Conflict of Interest form (found at the end of this handbook) by September 1st of each school year. A copy will be retained in your employee file with Human Resources. Violations of this responsibility may constitute cause for a written letter of direction.

Work rules are designed to give direction to employees regarding district expectations.

All employees will have access to the Districts current Policies and Procedures via the FUSD portal: www.fusd1.org > administration > district policies.

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Section 1: Introduction to the District

District Mission Statement

The Flagstaff Unified School District provides all students with a high-quality education through diverse pathways to foster success in college, career, citizenship and life.

District Vision Statement

We will provide a challenging and supportive learning community in which our students may explore and develop their unique interests and skills in order to reach their highest potential.

District Values

- a. **Commitment** to learning
 - i. Possess a high purpose and duty to the quality education of students. Dedicated to the ongoing development of our students and staff. Accessible and able to partner with parents and community. Provide the resources and facilities to meet the competencies of a STEAM education.
- b. Culture of **Innovation**
 - i. Look at things differently and understand new perspectives. Possess the courage to take informed risks and cultivate new partnerships. Embrace mistakes as learning opportunities. Adapt to the changing needs of a 21st century education.
- c. **Growth** mindset
 - i. Believe everyone can be successful and empowered to pursue their passion and future. Understand barriers to achievement can be overcome with quality teaching and learning. Maintain high expectations and commitment to continuous improvement. Cultivate grit, effort and high-efficacy.

District Administration

The following is the office address for administrative and support staff of Flagstaff Unified School District:

Flagstaff Unified School District

3285 East Sparrow Avenue

Flagstaff, AZ 86004

928-527-6000

Office hours are 7:30 a.m. to 4:30 p.m. Offices are closed on Saturday and Sunday except by appointment. During the summer months' administrative offices are closed on Fridays as well.

Administrative Office

Superintendent	Michael Penca
Assistant Superintendent – Curriculum & Instruction	Mary Walton
Assistant Superintendent – Facilities & Support Services	Bob Kuhn
Director Business Services	Scott Walmer
Director Human Resources	Dawn Anderson
Director of Communications & Public Relations	Zach Fountain

District Map

<p>Cromer Elementary School</p> <p>Principal: Tracie Gordon</p> <p>7150 Koch Field Road</p> <p>Flagstaff, AZ 86004</p> <p>928-773-4150</p>	<p>DeMiguel Elementary School</p> <p>Principal: Ninon Wilson</p> <p>3500 Gillenwater Drive</p> <p>Flagstaff, AZ 86001</p> <p>928-773-4000</p>	<p>Killip Elementary School</p> <p>Principal: Joe Gutierrez</p> <p>2300 East 6th</p> <p>Flagstaff, AZ 86004</p> <p>928-773-4080</p>
<p>Kinsey Elementary School</p> <p>Principal: Ellen Herman</p> <p>1601 S. Lone Tree Road</p> <p>Flagstaff, AZ 86001</p> <p>928-773-4060</p>	<p>Knoles Elementary School</p> <p>Principal: Pete Galvan</p> <p>4005 E. Butler Avenue</p> <p>Flagstaff, AZ 86004</p> <p>928-773-4120</p>	<p>Leupp Elementary School</p> <p>Principal: Ryan Chee</p> <p>Located on Navajo Reservation</p> <p>928-686-6266</p>
<p>Marshall Elementary School</p> <p>Principal: Janelle Reasor</p> <p>850 N. Bonito</p> <p>Flagstaff, AZ 86001</p> <p>928-773-4044</p>	<p>Puente de Hózhó</p> <p>Principal: Robert Kelty</p> <p>3401 N. 4th Street</p> <p>Flagstaff, AZ 86004</p> <p>928-773-4090</p>	<p>Sechrist Elementary School</p> <p>Principal: John Albert</p> <p>2230 N. Fort Valley Road</p> <p>Flagstaff, AZ 86001</p> <p>928-773-4020</p>
<p>Thomas Elementary School</p> <p>Principal: Virginia Biggs</p> <p>3330 Lockett Road</p> <p>Flagstaff, AZ 86004</p> <p>928-773-4110</p>	<p>Mount Elden Middle School</p> <p>Principal: Tammy Nelson</p> <p>3223 N. 4th Street</p> <p>Flagstaff, AZ 86004</p> <p>928-773-8250</p>	<p>Sinagua Middle School</p> <p>Principal: Tari Popham</p> <p>3950 E. Butler Ave</p> <p>Flagstaff, AZ 86004</p> <p>928-527-5500</p>
<p>Coconino High School</p> <p>Principal: Stacie Zanzucchi</p> <p>2801 N. Izabel Street</p> <p>Flagstaff, AZ 86004</p> <p>928-773-8200</p>	<p>Flagstaff High School</p> <p>Principal: Tony Cullen</p> <p>400 W. Elm Street</p> <p>Flagstaff, AZ 86001</p> <p>928-773-8100</p>	<p>Summit High School</p> <p>Principal: Chris Koenker</p> <p>4000 N. Cummings</p> <p>Flagstaff, AZ 86004</p> <p>928-773-8198</p>
<p>Northern Arizona Distance Learning</p> <p>Director: Renee Rosales</p> <p>4000 N. Cummings</p> <p>Flagstaff, AZ 86004</p> <p>928-220-0461</p>	<p>Administrative Offices</p> <p>Superintendent: Michael Penca</p> <p>3285 East Sparrow Ave.</p> <p>Flagstaff, AZ 86004</p> <p>928-527-6000</p>	<p>Camp Colton</p> <p>Director: Mary Giannola</p> <p>Located approx. 15 miles outside of Flagstaff</p> <p>928-527-6109</p>

Yearly Calendar

FLAGSTAFF UNIFIED SCHOOL DISTRICT #1 REGULAR SCHOOL CALENDAR 2019-2020

Not including: Killip & Leupp

Welcome Back to School Meeting	Half Day AM/PM August 6, 2019
Staff Begin	Half Day AM/PM August 6, 2019
Staff Work Day	August 7, 2019
Classes Begin	August 8, 2019
Labor Day	September 2, 2019
Fall Holiday	October 10 & 11, 2019
*Staff Development Day	November 8, 2019
Veterans' Day	November 11, 2019
Thanksgiving Holiday	November 27-29, 2019
Winter Recess	December 23, 2019-January 3, 2020
New Year's Holiday	(Included above) January 1, 2020
M.L. King Day	January 20, 2020
Presidents' Day	February 17, 2020
Spring Break	March 16-20, 2020
Snow Make Up Days	April 27 & 28, 2020
Snow Make Up Days	May 6, 7 & 8, 2020
Memorial Day	May 25, 2020
Classes End	May 28, 2020
Teachers' Work Day	May 29, 2020

184 Contract Days

180 Instruction Days

*Staff Development Day for staff only no school for students

The Snow Make Up Days will be made up in the following order: April 23 & 22, May 8, 9 and 10

Days missed due to inclement weather may be made up at the discretion of the Governing Board.

Section 2: Governing Board

Governing Board Members

Name	Title	Term Expiration	Email Address
Carol Haden	President	12-31-2022	chaden@fUSD1.org
Anne Dunno	Clerk	12-31-2022	adunno@fUSD1.org
Christine Fredericks	Member	12-31-2022	cfredericks@fUSD1.org
Carole Gilmore	Member	12-31-2020	cgilmore@fUSD1.org
Kara Kelty	Member	12-31-2020	kkelty@fUSD1.org

Governing Board Policy Manual:

The District's Policy Manual contains the policies of the Governing Board along with administrative regulations and exhibits of the Superintendent. These documents form the basis of the governance of the District.

For access, the Policy Manual is housed in an electronic format. Each District employee is charged to comply with direction established in the Manual, and, with keeping up-to-date as new and adjusted policies, regulations, and exhibits are determined appropriate by the Governing Board and Superintendent. A breach in adherence to policy could result in disciplinary action up to and including termination. Your immediate supervisor will keep you informed of Manual adjustments, and, is the person you should go to when you have questions regarding any aspect of the documents found in the Manual.

Should inconsistencies occur in the interpretation of policies, regulations, or exhibits, applicable laws and regulations shall prevail.

For information regarding the content of the District's Policy Manual and its utilization, employees should review the Manual's Introduction. The Policy Manual can be found online at <http://policy.azsba.org/asba/Z2Browser2.html?showset=flagstaff>.

FLAGSTAFF UNIFIED SCHOOL DISTRICT #1
GOVERNING BOARD MEETINGS
2019 – 2020

Pursuant to A.R.S. §38-431.02(F), notice is hereby given to the members of the Flagstaff Unified School District Governing Board and to the general public that the FUSD Governing Board will hold regular meetings as indicated below (unless otherwise posted). A copy of the agenda will be available on the district website, www.fusd1.org, and in the lobby window of the Administrative Center, 3285 E. Sparrow Avenue, at least 24 hours in advance of each meeting. Pursuant to A.R.S. §38-431.01, a technological problem or failure that either prevents the posting of public notices on a website or that temporarily or permanently prevents the use of all or part of the website does not preclude the holding of the meeting for which the notice was posted if the public body complies with all other public notice requirements.

DATE	LOCATION	TIME
July 9, 2019	District Administrative Center	5:30 p.m.
August 13, 2019	District Administrative Center	5:30 p.m.
August 27, 2019	District Administrative Center	5:30 p.m.
September 10, 2019	District Administrative Center	5:30 p.m.
September 24, 2019	District Administrative Center	5:30 p.m.
October 8, 2019	District Administrative Center	5:30 p.m.
October 22, 2019	District Administrative Center	5:30 p.m.
November 12, 2019	District Administrative Center	5:30 p.m.
December 10, 2019	District Administrative Center	5:30 p.m.
January 14, 2020	District Administrative Center	5:30 p.m.
January 28, 2020	District Administrative Center	5:30 p.m.
February 11, 2020	District Administrative Center	5:30 p.m.
February 25, 2020	District Administrative Center	5:30 p.m.
March 10, 2020	District Administrative Center	5:30 p.m.
March 31, 2020	District Administrative Center	5:30 p.m.
April 14, 2020	District Administrative Center	5:30 p.m.
April 28, 2020	District Administrative Center	5:30 p.m.
May 12, 2020	District Administrative Center	5:30 p.m.
May 26, 2020	District Administrative Center	5:30 p.m.
June 9, 2020	District Administrative Center	5:30 p.m.
June 23, 2020	District Administrative Center	5:30 p.m.

Flagstaff Unified School District Governing Board Approved: 3/12/19. Revised 6/11/2019

Section 3: Aspects of Employment

Personnel Policies

Personnel policies adopted by the Governing Board are to serve as the framework for the efficient and successful functioning of the District. Policies are framed and intended to be interpreted within the context of applicable laws and rules that govern public schools. Changes in the laws and agency rules, as well as in the needs, conditions, purposes, and objectives of the District may result in revisions, deletions, and additions to the Manual. Therefore, to the extent permitted or required by law, District personnel policies may be modified, amended, or repealed at any time as the Board determines to be in the best interest of the District.

Employees do not have a vested right to continuing employment or benefits associated with District employment except as may be required by law and provided in the respective employee's written contract or employment agreement.

Reference: Governing Board Policy GB

Assignment and Transfers

Support Staff

All support staff assignments shall be based on the needs of the District, on the individual's qualifications, and on their expressed desires. When it is not possible to meet all three (3) conditions, an employee shall be assigned first in accordance with the needs of the District, second where the Superintendent determines the employee is most qualified to serve, and third as to the expressed preference of the employee.

Support Staff Transfers: The transfer of support staff members will be based on the needs of the District. However, staff members may apply for transfer whether or not a current vacancy in the District exists.

The resolution of any conflicts over the need for a transfer shall be based on what is best for the District's instructional program, the needs of the students, and the overall needs of the District as defined by the Superintendent.

The above applies to transfers within the same job classification and pay grade. The assignment of an employee to a position of greater or lesser pay requires the recommendation of the Superintendent followed by Board approval.

Reference: Governing Board Policy GDJ

Professional Staff

The Superintendent has the responsibility of assignment and transfer of all professional staff in the District. The procedure for assignment and transfer of professional staff members will be based on the needs of the District's instructional program. No right to an assignment in a specific department, position, school, grade, or teaching assignment shall be inferred from the professional staff member's contract.

Professional staff members may apply for transfer whether or not a vacancy exists. However, transfers will not be approved by the Superintendent during the school year unless the needs of the District dictate such approval.

In the case of vacancies in new or existing positions, first consideration will be given to qualified applicants among current employees.

The transfer of teachers from one school to another school within the District shall take into consideration the needs of the pupils in the District and the current distribution of teachers across all of the four (4) performance classifications as adopted by the State Board of Education and noted in Arizona Revised Statute 15-203(38).

A teacher who has been employed by the District for the major portion of three (3) or more consecutive school years and who is currently designated in the lowest performance classification, as adopted by the State Board of Education and noted in Arizona Revised 15-203(38), for two (2) consecutive school years, shall not be transferred as a teacher to another school in the District unless the District has issued a preliminary notice of inadequacy of classroom performance and approved a performance improvement plan for the teacher and the Superintendent has approved the new placement as in the best interests of the pupils in the school. Following a transfer under this provision, a teacher who continues to be designated in one (1) of the two (2) lowest performance classifications shall not be permitted to transfer to another school.

The resolution of any conflicts over the need for a transfer shall be based on what is best for the instructional program, the needs of the students, and the overall needs of the District as defined by the Superintendent.

Reference: Governing Board Policy GCK

Assistance Programs

Employee Safety

Employees may be required by the Superintendent, for purposes of employment or retention, to submit to such tests or examinations as a licensed physician deems appropriate.

When, in the opinion of the immediate supervisor and/or the Superintendent, the employee's physical or emotional condition warrants, the District may require a complete examination, at District expense, by a licensed physician selected by the District.

For employee safety, the District maintains compliance with the requirements of the Occupational Safety and Health Administration (OSHA), including an exposure-control plan, methods of compliance, work-practice controls, post-exposure evaluation and follow-up, and, administering vaccine to employees exposed to Hepatitis B virus.

All employees who, as a result of their employment, have had significant exposure to blood borne pathogens (Hepatitis B/Human Immunodeficiency Virus) are required to report the details of the exposure in writing to the District and are required to follow post-exposure evaluation and follow-up activities in accordance with Arizona and federal laws. An employee who chooses not to complete these reporting requirements will be at risk of losing any claim to rights.

Reference: Governing Board Policy GBGC
Administrative Regulation GBGC-R

Workers Compensation

All District employees are covered by workers' compensation insurance for any accident while on assignment, including an accident on school property or while on official business off school property. Employees must report any such work-related accident to their supervisor immediately.

Reference: Governing Board Policy GBGD
Administrative Regulation GBGD-R

Employee Assistance Program

If you have a problem in your job or a problem in your personal life that is affecting your job, please feel free to discuss it with your principal or supervisor and/or with Human Resources. Sometimes what seems like an insurmountable problem can be solved by talking with people who have experience in dealing with difficult situations. If you would like additional assistance, please consider accessing the Employee

Assistance Program (EAP). The EAP is available to all Flagstaff Unified School District employees and their immediate family members. The EAP is offered through Jorgenson Brooks Group and offers free and confidential counseling. The EAP is designed to help employees deal with a wide variety of problems including emotional stress, financial difficulties, alcohol or other drug problems, and marital or other family issues. To make an appointment, call the Employee Assistance Program at 888-520-5400 or you can access information online at www.jorgensonbrooks.com

Wellness Programs

It is a condition of employment that, unless exempted, all employees, including substitutes, shall present proof of immunity to rubeola (measles) prior to reporting for work. Similarly, unless exempted, all employees, including substitutes, shall present proof of immunity to rubella (German measles) prior to reporting for work.

Exempted employees include those with medical contraindications for receiving vaccines and those who refuse immunization for religious reasons. Nonimmune employees, including those who utilize the exemption, shall, in the event of an outbreak of either disease, be put on leave without pay, or, they may use accumulated sick leave during the period they are excluded from work due to the outbreak. If a staff member does not have any earned sick leave, a salary deduction of one day will be made for each day of authorized leave used.

Reference: Governing Board Policy GBGCA
Administrative Regulation GBGC-R

Conflict of Interest

The District has policy language that addresses conflicts of interest regarding the employment of relatives, business relations, vendor relations, and competitive purchasing. Policy establishes that:

1. No person employed by the District may be directly supervised by a close relative.
2. An employee who has, or whose relative has, a substantial interest in any decision of the District shall make known of this interest and shall refrain from any related aspect of the decision.
3. Employees are restricted from accepting gifts from any person, group, or entity doing, or desiring to do, business with the District other than widely distributed, advertising items of nominal value.

4. The District complies with strict competitive purchasing rules. All employees are required to adhere to these rules.

Reference: Governing Board Policy GBEEA
Administrative Exhibit GBEEA-E

Drug-Free Workplace

As a condition of employment, each employee shall abide by the terms of District policy respecting a drug-free workplace. The workplace includes any District/school-sponsored or District/school-approved activity, event, or function where students and/or staff members are under the jurisdiction of the District. In addition, the *workplace* shall include all property owned, leased, or used by the District for any educational or District business purpose. All buildings and grounds, athletic complex areas, school vehicles, parking lots and exteriors of the buildings are smoke-free environments and as such no smoking is allowed on school district property.

Alcoholic beverages, illegal substances, and legal substances used illegally shall not be consumed at any time during the employee's work shift. Reporting to work in an unsafe condition, or in a condition which impairs the employee's judgment or performance of job functions due to the use of alcohol or other substances, is a violation of school district work rules. Unauthorized possession or use of alcoholic beverages or other substances during work hours, while on district time or property, or while engaging in district business will result in disciplinary action, including immediate dismissal. Contact your immediate supervisor or Human Resource Director if you feel a co-worker may be impaired.

Drugs/Alcohol

The nonmedical use, abuse, or possession of drugs and/or use or possession of alcohol is forbidden on District property or at District-sponsored activities. The District recognizes Arizona's medical marijuana law and shall not discriminate against a person in hiring, termination or imposition of any term or condition of employment or otherwise penalize a person on the basis of the person's status as an eligible medical marijuana cardholder, or as a registered qualifying patient, having a positive drug test for marijuana components or metabolites, unless the person used, possessed or was impaired by marijuana on District property, at a District event, or during the hours of the persons regular or extended hours of employment, or as prescribed by law.

The Superintendent has developed procedures for the implementation of a program that is in compliance with the applicable provisions and regulations of the Omnibus

Transportation Employee Testing Act of 1991 and Arizona Revised Statutes. Each employee of the District who is required to have a commercial driver's license (CDL) for performance of job functions shall take part in the compliance program.

Reference: Governing Board Policies GBECA, GBECB and GBEC
Administrative Exhibit GBEC-EA, GBEC-EB

Child Abuse Reporting

All employees who, when acting in the scope of their employment, develop a reasonable belief that a child is or has been a victim of child abuse must immediately report or cause a report to be made to Department of Child Safety (DCS) or police. Such reports shall be made immediately either electronically or by telephone.

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

Abuse means the infliction or allowing of physical injury, impairment of bodily function, or disfigurement, the infliction of or allowing another person to cause serious emotional damage as evidenced by severe anxiety, depression, withdrawal, or untoward aggressive behavior, and which emotional damage is diagnosed by a medical doctor or psychologist. Abuse shall include inflicting or allowing sexual abuse, sexual conduct with a minor, sexual assault, molestation of a child, commercial sexual exploitation of a minor, sexual exploitation of a minor, incest, or child prostitution.

Employees may submit non-emergency reports via a secure online reporting website. Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Employees may submit non-emergency reports twenty-four (24) hours a day without wait times. All reports made via the online website will require the person making the report to provide contact information. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary.

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

Any certificated person who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. 13-3620 shall report or cause reports to be made to the Department of Education in writing as soon as is

reasonably practicable but not later than three (3) business days after the person first suspects or receives an allegation of the conduct.

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

Reference: Governing Board Policy JLF
Administrative Regulation JLF-R
Administrative Exhibit JLF-EA

Resignation/Retirement

Resignation of Support Staff

A member of the District's support staff who voluntarily resigns their service with the District is expected to give advance notice of not less than ten (10) working days. This notice should be submitted in writing to the person's supervisor. The notice should specify both the last day of work and the reason for resignation. For staff members who earn vacation credit, authorized unused vacation credit will be paid to employees with the last paycheck.

Reference: Governing Board Policy GDQB

Resignation of Professional Staff

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

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

Reference: Governing Board Policy GCQC

Retirement of Professional and Support Staff –

District retirement is available to staff members who meet the criteria set by the Arizona State Retirement System. Employee should notify their Administration no later than February 15 of year of retirement.

An employee eligible to retire under this section may seek post retirement work as a contracted employee for the year following retirement. After one year of contracted employment under phased retirement, a retiree who wishes to continue to work for

Flagstaff Unified School District must apply for vacancies for which they qualify. Returning retirees are subject to limited contracts and will not be granted continuing status.

Reference: Governing Board Policy GCQE

Nondiscrimination & Equal Opportunity/Harassment

Nondiscrimination & Equal Opportunity

The Governing Board is committed to a policy of nondiscrimination and providing equal opportunity to all staff members in relation to race, color, religion, sex, age, national origin, sexual orientation, and disability. Employees are expected to conduct themselves in a matter that does not represent any form of discrimination or that compromises equal opportunity toward other staff members, students, the public, educational programs and services, and individuals with whom the Board does business. Any employee who believes they have been the recipient of any form of discrimination has the responsibility to report the situation to their immediate supervisor or Compliance Officer.

Reference: Governing Board Policy AC

Administrative Regulation AC-R

Administrative Exhibit AC-E

Sexual Harassment

All staff members employed by the District including, but not necessarily limited to, the administration, professional staff, and support staff, part or full time, are expected to conduct themselves at all times so as to provide an atmosphere free from any form of sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member.

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

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

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

Reference: Governing Board Policy ACA
Administrative Regulation ACA-R
Administrative Exhibit ACA-E

Staff Ethics/Staff Conduct

Staff Ethics

All employees of the District are expected to maintain high standards in their relationships. As members of the staff and as a staff in whole, the District's primary purpose is to provide educational opportunities to the students we serve. To that end, every employee assumes responsibility for providing ethical leadership in the school and community. This responsibility requires the employee to maintain standards of ethics that are exemplary. In addressing these responsibility employees are expected to recognize that their actions will be viewed and appraised by the community, associates, and students. Any form of behavior that is deemed as bullying, discrimination, harassment, or does not meet the District's standards of ethics will not be tolerated.

Reference: Governing Board Policy GBEA

Staff Conduct

All employees of the District are expected to conduct themselves in a manner consistent with effective and orderly education and to protect students and District property. No employee shall, by action or inaction, interfere with or disrupt any District activity or encourage any such disruption. All employees shall at all times attempt to maintain order, abide by the policies, rules, and regulations of the District, and carry out all applicable orders issued by the Superintendent.

Staff members are to report any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument, or that could pose a threat of death or serious injury to employees, students, or others on school property. All such reports shall be communicated to the Superintendent who shall be responsible for reporting to local law enforcement.

Reference: Governing Board Policy GBEB
Administrative Regulation GBEB-R
Administrative Exhibit GBEB-E

Use of Physical Force

Any administrator, teacher, or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical force upon the minor to the extent reasonably necessary and appropriate to maintain order. Similar physical force will be appropriate in self-defense, in the defense of students and school personnel,

and to prevent or terminate the commission of theft or criminal damage to the property of the District or the property of persons lawfully on the premises of the District.

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

Reference: Governing Board Policy GBEB
Administrative Regulation GBEB-R

Child Find

Policy and Procedures

Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education rules R7-2-401.

The District is responsible for child identification activities for children whose parents reside in the District unless:

- A. The student is enrolled in a charter school or public education agency that is not a school district. In that event, the charter school or public education agency is responsible for child identification activities; or
- B. The student is enrolled in a nonprofit private school. In that event, the District within whose boundaries the private school is located is responsible for child identification activities.

The District will identify, locate, and evaluate all children with disabilities within its geographic boundaries who are in need of special education and related services including, but not limited to, children who are:

- A. Homeless;
- B. Highly mobile, including migrant children;
- C. Wards of the state; and
- D. Attending private schools or are homeschooled.

In its identification process the District will include children who are suspected of being children with a disability and in need of special education, even though:

- A. They are advancing from grade to grade; or

B. They are highly mobile children, including those who are migrant children.

The District will maintain a record of children who are receiving special education and related services.

The District will inform the general public and parents within its boundaries of the responsibility of the availability of special education services for students aged three through twenty-one years, and how those services may be accessed including information regarding early intervention services for children aged birth through two years. Services for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two.

Child Find – FUSD Procedures

Do you know a child who you suspect may have a disability or has trouble with any of the following?

- Seeing people or objects
- Hearing voices or other sounds
- Talking, or is hard to understand when they do talk
- Moving, especially when crawling, walking, or running
- Playing or getting along with children or adults
- Interacting appropriately with others

If you answered yes to one or more of these statements, FUSD can provide screenings for special services for all qualified children, ages 3 to 21, who reside in our district boundaries, including migrant and homeless students, wards of the state, and private- and home-schooled students, in the following ways:

For school-age children, ages 5-21, who currently attend an FUSD school, contact the child's school administrator, intervention specialist, or school psychologist.

For children ages 3-5, and whose 5th birthday is after August 31 and are not eligible for kindergarten, contact the FUSD Preschool Evaluation Team at 928.773.4148 or dnicholls@fUSD1.org. § For children younger than 3 years, services are available through the Arizona Early Intervention Program (AzEIP) at 928.779.1679

Section 4: Employee Pay and Benefits

Compensation

Support staff

Compensation is established by the Governing Board and is reflective of budget considerations and specific job responsibilities. Compensation levels are evaluated yearly as a part of budget planning for subsequent budget years. Compensation adjustments that may occur generally become effective at the beginning of the fiscal year. Periodic compensation for support staff is calculated on an hourly basis during a specific pay period.

Reference: Governing Board Policies DKA, GDBA

Salaried staff

Compensation are subject to the terms of employment contracts. Salaries are differentiated in relationship to duties and responsibilities. Compensation levels are evaluated yearly as a part of budget planning for subsequent budget years. Compensation adjustments that may occur generally become effective at the beginning of the fiscal year. Periodic compensation for contracted staff is calculated subject to the terms of the employment contract.

Reference: Governing Board Policies DKA, GCBA

Involuntary Deductions

Involuntary deductions reduce gross compensation through contributions for federal and state taxes, social security, and employee contributions to the Arizona State Retirement System.

Reference: Governing Board Policy DKB

Voluntary Contributions

Voluntary contributions are determined by the employee based on the following Governing Board authorized programs (District specific options may adjust the following list):

1. Insurance premiums for staff members or dependents who are being covered under Board-approved Section 125 cafeteria programs.
2. Direct deposits of net payroll with financial institutions.
3. Tax-sheltered annuities for companies approved by the District.
4. Credit union deposits.

5. U.S. Savings Bonds.
6. Professional dues.
7. Contributions to qualified charitable organizations.
8. Contributions to a public school for the support of extracurricular activities or character education programs of the public school.

Reference: Governing Board Policy DKB

Employee Benefits

Bereavement Leave

An employee may be granted, upon request to the building administrator, up to five (5) days of leave per year, with pay, to be used in the event of death in the employee's family as defined in Policy GCCA.

Extensions of bereavement leave may be granted upon personal request to the building administrator. If approved, all such extensions of bereavement leave shall be deducted from the employee's accrued sick leave.

In the absence of any accumulated sick leave, and upon request, the Director of Human Resources may approve an unpaid leave of absence for each day of extended bereavement leave used.

Reference: Governing Board Policy GCCH and GDCH

Family Medical Leave Act (FMLA)

The District fully complies with the Family and Medical Leave Act (FMLA) and all interim and final regulations interpreting the FMLA issued by the U.S. Department of Labor. FMLA requires the District to provide up to twelve (12) weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees are eligible if they have worked for the District for at least one (1) year, and for a minimum of one thousand two hundred fifty (1,250) hours over the previous twelve (12) months. The FMLA permits employees to take leave on an intermittent basis or to work a reduced schedule under certain circumstances. (not for Districts that are exempt due to size)

Reference: Governing Board Policy GCCC
Administrative Exhibits GCCC-EA through GCCC-EE

Jury Duty

The Board recognizes that no employee is exempt from jury duty. Employees called for jury duty shall be granted leave for the duration of the obligation. An employee

excused from jury duty after being summoned shall report for regular District duty as soon as possible. It is the responsibility of the Employee to reimburse the District for jury duty pay when such pay is made directly to the employee.

Reference: Governing Board Policy GCCD

Leave Without Pay

A leave of absence, without pay, may be granted a member of the certificated or support staff for not longer than one (1) year. Leave of absence may be requested for, but not limited to, the following purposes:

- a) For additional education that relates to the employee's primary assignment. A plan of contemplated course work must be presented to the Superintendent.
- b) To provide for an unpaid leave in a situation where the employee will be absent from work because of 1) a reason that conforms to a policy currently in effect but the maximum number of days provided for in that policy will be exceeded, or 2) for a reason of pressing personal nature that does not conform to a policy currently in effect.
- c) For a leave of absence that benefits or is in the best interest of the District, as determined by the Board upon review of the application.
- d) For leave under the Family and Medical Leave Act.

A leave of absence requested pursuant to this policy may be approved by the Superintendent if the leave period does not exceed twelve (12) weeks; or recommended by the Superintendent and approved by the Governing Board if the leave period exceeds twelve (12) weeks.

Each request for such a leave of absence shall be in a written application stating the purpose, starting date, and duration of the leave of absence, the reasons for its necessity or desirability, and any other information the applicant deems relevant to the request.

The leave of absence shall be only for the purpose and duration approved and may not be extended without written approval by the District.

Reference: Governing Board Policy GCCC

Maternity Leave

Sick leave may be used for childbirth during the time the physician verifies that the employee is physically unable to perform her normal duties. If the employee does not wish to return to her duties following childbirth, an extended leave of absence must be requested, consistent with existing District policy.

Reference: Governing Board Policies GCCA, GCCC
Administrative Exhibit GCCC-ED

Military Leave

An employee who is a member of the Military Reserve or National Guard shall be entitled to a leave of absence without loss of pay, time, or efficiency rating when engaged in field training. An employee who is a member of the uniformed service may use any vacation leave or other accumulated paid time off during their service, or may take unpaid leave of absence.

The District shall reemploy uniformed service members, as defined in 38 U.S.C. 4303, returning from a period of service, if the service member qualifies under conditions prescribed by law.

Reference: Governing Board Policy GCCD
Administrative Exhibit GCCD-E

Personal Leave

Certified staff members shall receive six (6) days of leave per school year, cumulative to a maximum of one hundred eighty (180) days.

Support staff members shall receive time as follows:

- Twelve (12) month employees receive seven (7) days.
- Eleven (11) month employees receive six (6) days.
- Ten (10) month employees receive 5 days.
- Nine (9) month employees receive six (6) days. Two (2) days of leave time will be designated for unpaid holidays during the winter break.

Each staff member is granted personal days per year. No more than ten percent (10%) of the staff or other groupings of employees may take personal leave at any one time. Requests for personal leave must be received at least four (4) working days prior to the first day of leave, and must be approved by the employee's supervisor. Requests shall be considered in order of receipt. Approval may be limited due such things as the

number of request made for a specific time period and the impact on District resources.

Personal leave will not be granted on: 1) the day prior or subsequent to any scheduled holiday, 2) the first or last instructional week of the school year, 3) Parent/Teacher conference days (elementary only), 4) make-up snow days, 5) testing days for test administrators and proctors, and 6) district wide staff development days.

Reference: Governing Board Policy GCCB, GDCA, GCCA

Leave for Conferences/Visitations/Workshops

To attend a conference, schedule a visitation, or participate in a workshop an employee must obtain approval from their direct administrator at least twenty (20) days prior to the event (whenever such prior request is possible). Approval to attend will be based on value of the event, available funding, and District resources such as substitute teachers.

Employee absences for attendance at, or participation in, professional association activities are not eligible for compensation under the employee's contract or work agreement. The District may authorize an employee to take other eligible unused accumulated compensated leave for a personal, professional, or other lawful purpose.

Reference: Governing Board Policies DKC, GCCE, IJOA
Administrative Regulation IJOA-R

Sick Leave

Sick leave for District personnel is a designated amount of compensated leave that is to be granted to a staff member. Earned paid sick time shall be provided to an employee by the District for:

- a) An employee's mental or physical illness, injury or health condition; an employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition; an employee's need for preventive medical care:
- b) Care of a family member with a mental or physical illness, injury or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition; care of a family member who needs preventive medical care:

- c) Reasons related to child care, domestic violence, sexual violence, abuse or stalking, and legal services as described in A.R.S. 23-373.

Family, for purposes of sick leave, is defined in Governing Board Policy GCCA.

Earned paid time shall be provided upon the request of an employee. Such request may be made orally, in writing, or electronically. When possible, the request shall include the expected duration of the absence.

Reference: Governing Board Policy GCCF
Administrative Regulation GCCF-R
Administrative Exhibits GCCF-EA, GCCF-EB, GCCF-EC,
GCCF-EF

Vacation

Professional staff:

Twelve (12)-month administrators and ancillary staff earn thirty (30) days of vacation, which shall be taken when school is not in session. If workloads disallow vacations as established, the Superintendent may approve vacation days during the school year.

Reference: Governing Board Policy GCD

Support Staff

Twelve-month employees will earn vacation time at the following rates:

- One (1) through four (4) years of service earn ten (10) days of vacation time per year.
- Five (5) through nine (9) years of service earn fourteen (14) days of vacation time per year.
- Ten (10) through sixteen (16) years of service earn seventeen (17) days of vacation time per year.
- Seventeen (17) years of service and beyond earn twenty (20) days of vacation time per year.

An employee working less than a full time budgeted (40 hours per week) will be prorated accordingly. Employees working less than twelve (12) months are not eligible for vacation.

Reference: Governing Board Policy GDD

Purchasing Procedures

The District is responsible for ensuring that all procurements are done in accordance with relevant sections of the Arizona Revised Statutes, Arizona school district procurement rules, and Governing Board Policy. No purchases shall be made by the District or any District employee using means not prescribed by statute, procurement rules, or policy.

Reference: Governing Board Policies DGD, DJ, DJE, ED, GBEAA
Administrative Regulations DGD-R, DJE-R

Receipt of Legal Papers or Threats

A District employee who is in receipt of legal papers or is in receipt of a threat of litigation, related to the District in any form, shall advise their immediate supervisor.

Staff Meetings

The Superintendent, principals, and department supervisors will arrange for and hold staff meetings as the need may arise. All employees noticed of the meeting shall attend unless officially excused by the Superintendent, principal, or department supervisor prior to the meeting.

Reference: Governing Board Policy GCMC

Use of Digital Communication and Electronic Devices

The Governing Board requires all employees to adhere to related adopted policies and to utilize digital communications and electronic devices in a professional manner at all times.

All District employees

1. shall adhere to all Governing Board policies related to technologies including but not limited to the use of District technology, copyright laws, student rights, parent rights, the Family Educational Rights and Privacy Act (FERPA), staff ethics, and staff-student relations;
2. are responsible for the content of their posting on any form of technology through any form of communication;
3. shall only use District controlled and approved technologies when communicating with students or parents;
4. shall ensure that technologies used to communicate with students and District staff are maintained separate from personal technologies used to communicate with others;

5. shall not use District owned or provided technologies to endorse or promote a product, a cause or a political position or candidate;
6. in all instances must be aware of his/her association with the District and ensure the related content of any posting is consistent with how they wish to present themselves to colleagues, community members, parents and students;
7. shall not use District logos or District intellectual property without the written approval of the Superintendent;
8. shall use technologies to enhance and add value to communications with all recipients and be respectful of those with whom they communicate;
9. shall immediately report all misuse or suspected misuse of technology to their direct supervisor/administrator who in turn will immediately report to the Superintendent;
10. shall comply with all applicable records management parameters established by Arizona State Library, Archives and Public Records.

Reference: Governing Board Policy GBEF

Use of District Equipment/Property

Employees are responsible for the proper care of all District facilities, equipment, and property in their custody or control. All transfer of property within a school or other District location must first have the approval of the principal or department head. Transfers of equipment from one school to another must be approved by the business manager, whether the transfer is temporary or permanent. Only under specific conditions noted in Governing Board Policy may District equipment be used for non-District purposes.

Reference: Governing Board Policies EDB, EDC
Administrative Regulation EDB-R

Weapons

No employee, other than one who has obtained authorization from the appropriate school administrator, shall carry or possess a weapon on school grounds. Staff members are to report any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury to employees, students or others on school property.

Reference: Governing Board Policies GBEB, GCQF, JICI, KFA
Administrative Regulation GBEB-R

Section 7: Related Student Information

Attendance

State law mandates that the District record reasons for all student absences. Therefore, when a student is absent, it will be necessary for the parent to call the school on or before the day of the absence in order to advise the school as to the reason for the absence. When it is impossible to call on the day of the absence, the school should be notified on the morning the student returns, in time for the student to obtain an admission slip prior to the student's first class. All absences not verified by parental or administrative authorization will remain unexcused. Teachers will be advised by their principal of specific steps that are to be taken to ensure student absences are appropriately recognized and related dated maintained.

Reference: Governing Board Policy JH, JHB
Administrative Regulation JH-R.

Cell Phone Use

Staff may use cell phones in District buildings for incidental personal use, but are not to use phones while instructing or supervising students unless the cell phone is part of the lesson plan. Inappropriate use of cell phones may result in discipline up to and including termination.

Ceremonies and Observances

Pledge of Allegiance and Moment of Silence

1. Each student shall be provided with an opportunity to participate in the Pledge of Allegiance or other patriotic observance each day.
2. Each student in grades four (4) through six (6) shall recite the following passage from the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed..."

3. Each teacher in charge of a classroom for the first class of each day shall conduct a period of meditation (moment of silence), not to exceed one (1) minute in duration. No other activities will be allowed in the classroom at that time.
4. Students whose parents have informed the school that they are not to take part in the meditation period or patriotic observances will be expected to observe the courtesy of not disturbing others.

When special days or significant events are recognized, it is recommended that appropriate classroom and assembly programs be presented in keeping with the traditional and historical significance of the event or season.

Reference: Governing Board Policy IMD

Released Time for Religious Instruction

Students may be granted released time to attend religion classes near the school campus under conditions established in Policy.

Reference: Governing Board Policy JHCB

Student Evaluation and Grading

Student achievement reports will be distributed to students and parents. Reports will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students regarding student achievement.

The following specific requirements are established:

1. Parents will be informed regularly, and at least four (4) times a year as to the progress their children are making in school.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions will be made between a student's attitude and academic performance.
4. At comparable levels, the school will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
5. When grades are given, school staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.
6. When no grades are given but evaluation is made informally in terms of the student's own progress, such evaluation will be a realistic appraisal of the skills developed by the student.
7. Reports of progress for students qualified for services under the Individuals with Disabilities Education Act (I.D.E.A.) shall be based on their progress in the general curriculum and shall address whether the progress is sufficient to enable the

student to achieve the goals stated in the student's individualized education program (IEP) by the end of the school year.

Final examinations may be used as evaluation of student achievement when they are conducted in such a way that they effectively evaluate the achievement of the goals and objectives on which learning activities have been based.

Reference: Governing Board Policies IKA, ICAA, IKAB
Administrative Regulation IKA-R, IKF-R

Special Instructional Programs

The District has developed procedures that provide educational opportunities for individuals with disabilities and that accomplish District compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona revised statutes, and the lawful regulations of the State Board of Education. Administrative Regulation IHB-R establishes detailed direction regarding the identification and placement of qualifying exceptional students as defined by federal and state regulations, rules and statutes. Staff members who work with qualifying students will receive specific direction related to the implementation of the District's special instructional program and individual education plans designed to meet a student's needs. Select staff members will take part in decision making meetings related to student achievement and development of a student's individual education plan.

Reference: Governing Board Policy IHB
Administrative Regulation IHB-R

Student 504 Plans

It is the responsibility of the District to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education.

A student who may need special services or programs within the intent of Section 504 is one who:

1. has a physical or mental impairment that substantially limits one (1) or more major life activities, including learning,
2. has a record of such impairment; or
3. is regarded as having such impairment.

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Individuals with Disabilities in Education Act (IDEA). Students who are identified as individuals with exceptional needs, according to IDEA criteria, are not addressed under 504 plans.

Staff members who work with qualifying students will receive specific direction related to the student's 504 plan and may be involved in decision making meetings related to the plan.

Reference: Governing Board Policy IHBA
Administrative Regulation IHBA-R

Student Rights

Governing Board Policy establishes direction related to student rights. Students rights include but are not limited to the following items:

1. Participate fully in classroom instruction that is not abridged or impaired because of race, color, religion, sex, age, national origin, disability, or any other reason not related to the student's individual capabilities.
2. Attend school in an environment free from bullying, discrimination, hazing, and harassment.
3. Under specific conditions be released from school to attend religion classes.
4. Develop, believe, and follow personal viewpoints and beliefs to the extent their viewpoints and beliefs do not infringe upon nor denigrate the same rights of others.
5. Present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety.
6. Organize and attend meetings using District facilities under the provisions of Title VIII, the Equal Access Act.

Reference: Governing Board Policies JB, JHCB, JICEE, JICK, JII, JJC

Student Conduct, Rules and Discipline

The District has prescribed rules for the behavior, discipline, suspension, and expulsion of students that are consistent with their constitutional rights. Prescribed rules are established to protect the school environment for students and staff. District rules of behavior address but are not limited to the following items:

1. Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the Board.
2. Threatening an educational institution by interference with or disruption of the school per A.R.S. 13-2911 and 15-841.
3. Physical abuse of or threat of harm to any person on District owned or controlled property or at District sponsored or supervised functions.
4. Damage or threat of damage to property of the District, regardless of the location, or to property of a member of the community or a visitor to the school, when such property is located on District controlled premises.
5. Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
6. Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on District property or at school-sponsored functions.
7. Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value.
8. Failure to comply with the lawful directions of District officials or any other law enforcement officers acting in performance of their duties, and failure to identify themselves to such officials or officers when lawfully requested to do so.
9. Knowingly committing a violation of District rules and regulations. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
10. Engaging in any conduct constituting a breach of any federal, state, or city law or duly adopted policy of the Board.
11. Carrying or possessing a weapon on school grounds.

Rules of behavior along with the appropriate and consistent application of responses to inappropriate behavior assist in the effort to maintain a classroom and school environment that is supportive of student growth and achievement. All staff members are charged with understanding the rules that apply to student behavior and the implementation of appropriate interventions when necessary. Instructional staff have a particularly

important role in this effort and need to be knowledgeable of behavior techniques that enhance the application of student rules of behavior.

References: Governing Board Policies EEAEC, JHB, JI, JIC, JICA, JICB, JICEC, JICF, JICFA, JICG, JICH, JICI, JICK, JICL, JIH, JII, JJAB, JK, JKA, JKB, JKDA, JKE, JLDB, JLI, JLIA, JICF, JJJ and all subsequent administrative regulations and exhibits

Supervision of Students

The District is required to provide reasonable supervision over all students engaged in all school-sponsored activities. To a great extent, this responsibility falls on school administration, teachers, and school support staff. Teachers shall exercise supervision as appropriate from the commencement of the school day, before classes begin, during class sessions, during lunch periods, between classes, and at any other time when performing teaching or related duties on behalf of the school. Support staff will assist in this effort through duties related to their specific assignment

Reference: Governing Board Policy JLIA

Handbook Acknowledgement Statement for all FUSD Staff

The contents of this handbook are for general information and may be modified at any time by the appropriate District personnel. The Governing Board reserves the right to change policies, regulations and practices, including contents of this handbook. It is essential for you to know and abide by the federal and state laws, regulations and policies of Flagstaff Unified School District. Policies and information contained in this handbook were accurate at the time of printing/creation. No statement should be construed as a promise of future or continuing employment with Flagstaff Unified School District. **Contents of this handbook do not form a contract of employment between FUSD and an individual employee or group of employees.**

Handbook contents shall at no time superseded applicable Federal or State laws or Governing Board policy. Every employee must sign the acknowledgement statement and return the original to Human Resources. This is considered to be a condition of employment at Flagstaff Unified School District. Failure to do so may result in disciplinary action, up to and including dismissal. The following information is not intended to be a complete representation of FUSD policies. The FUSD policy manual is available on the FUSD website at www.fusd1.org.

EMPLOYEE SIGNATURE PAGE COPY

My signature on this page verifies that I understand the following:

1. ***I have received and will read*** my 2019-2020 *Employee District Handbook*. A copy of the handbook is available to me at all times online through the employee portal.
2. ***It is my responsibility to become familiar with, and to abide by,*** the District policies, regulations and procedures in this handbook and those adopted by the Governing Board and administration, *including but not limited to:* The District Technology User Agreement, Staff Conflict of Interest, Employee ID Request Form, Staff Conduct related to A.R.S. 15-550 and A.R.S. 15-539(G), Drug-Free Workplace Notice, Bullying and Harassment, A.R.S. 13-3620 and mandatory reporting requirements, FUSD Dress Code and Noncriminal Justice Applicant's Privacy Rights Notification and Staff Ethics Policy, GBEA.
3. ***Approved job descriptions are provided*** on the District website under the Human Resources Department link. If I cannot locate my job description, I must contact Human Resources to obtain a copy. ***I attest that I will review and fully understand the requirements of my job description and that I am responsible for the satisfactory execution of the essential functions as described therein, under any and all conditions as described.*** I understand that the functions outlined in my job description are intended as guidelines, subject to change as necessary. I understand that I may be asked to perform duties and assume responsibilities.
4. ***Information in the handbook is updated regularly*** and it is important to familiarize myself with changes.
5. ***I understand that if I have any questions regarding the contents of this handbook, I should bring them to the attention of my supervisor or Human Resources.***

Employee Printed Name

Date

Signature

Work Site

This signed document, with an original signature, shall be submitted to the employee's Principal or direct supervisor and maintained in hard copy or electronically as part of the employee's official personnel file.