

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

**Leadership and Professional Development Center
701 W Wetmore Road
Tucson, AZ 85705**

Tuesday, May 12, 2020

6:00 PM

(Doors open 30 minutes prior to the start of the meeting)

AMPHITHEATER PUBLIC SCHOOLS

MISSION

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Believe

- ❖ ***All students can learn and achieve.***
- ❖ ***Everyone has unique strengths, talents, and needs.***
- ❖ ***All students and staff should be responsible for and dedicated to educational excellence.***
- ❖ ***Education requires cooperation, honesty, and respect among the students, parents, staff, school, and community.***
- ❖ ***The school community deserves a safe and caring environment.***
- ❖ ***Our actions reflect our values and our dedication to meeting student needs fairly and equitably.***
- ❖ ***Ample resources are essential to accomplish the Mission.***

We Value

achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

AGENDA*

As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference.

Persons present at the Board meeting may complete a form requesting to speak to the Board. Individuals who wish to address the Board in-person during Call to the Audience should fill out a public comment card and hand it to the Governing Board Secretary located in the main hallway of the Leadership and Professional Development Center. All comments are limited to 3 minutes to ensure an equitable opportunity to address the Board. In addition, to ensure adequate time is available for other Governing Board business, a maximum time limit for Public Comment will be observed. Those unable to speak within the specified time limits may also submit comments to the Board in writing.

* The Governing Board may meet in an executive session concerning any item on this agenda for purpose of consultation with legal counsel, pursuant to A.R.S. § 38-431.03(A)(3). Rules of Order that apply to Governing Board meetings may be suspended by a vote of the majority of the Board. One or more Governing Board members may attend by electronic means.

¹ Persons interested in addressing the Governing Board must complete and submit a form available in the lobby. Procedures for addressing the Board are outlined on the form.

² Information items are for discussion only; no action will be taken.

³ Details are available in the offices of the Associate Superintendents and Chief Financial Officer.

⁴ Study session items are for discussion only; no action will be taken.

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In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at www.amphi.com, and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The public and the press are also welcome to examine in the Records Department all non-confidential

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supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible. If you need special accommodations, please call the Superintendent's office: (520) 696-5205.

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**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **May 12, 2020**

TITLE: **Recognition of SkillsUSA**

BACKGROUND:

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled work force. The SkillsUSA Arizona Championships is the premier showcase for Arizona's trade, technology and service for students. This annual conference features 70 skill and leadership competitions that determine who will represent Arizona at the national SkillsUSA Championships.

Employers, experts from industry and educators work together to design, judge and recognize our members for their accomplishments in competitions that have real-world challenges. Contestants use math, science, reading and language skills in conjunction with hands-on technical skills to compete against the best in Arizona. Currently, more than 14,000 teachers, students, and school administrators serve as SkillsUSA Arizona members.

Due to COVID-19, students only competed in their regional competition and could not move onto represent Arizona at the national SkillsUSA Championships.

The following student, advisor and chapter from Canyon del Oro High School received the following awards during the SkillsUSA virtual award show:

- Canyon del Oro's Automotive Technologies program won Gold level Chapter of Distinction
- Canyon del Oro's Automotive Technologies program won the coveted Eagle Jefferson Trophy for being the top program in the State of Arizona
- **Laurel Beauchamp** won the Region 6 President position and will lead all activities for SkillsUSA in Southern Arizona
- **Jeremy Tarbet** won SkillsUSA Arizona Advisor of the Year

RECOMMENDATION:

This item is for the Governing Board's information and recognition.

INITIATED BY:

Tassi Call, Director of 21st Century Education

Date: May 5, 2020

Todd A. Jaeger, J.D. Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **May 12, 2020**

TITLE: **Superintendent's Report**

BACKGROUND:

The Superintendent will provide a brief review of recent and future activities in the District and community.

RECOMMENDATION:

This item is presented for the Board's information.

INITIATED BY:

Date: May 4, 2020

A handwritten signature in black ink, appearing to read "Todd A. Jaeger".

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Status of Bond Projects

BACKGROUND:

Administration will present the Governing Board with current information on the status of projects funded with Bond monies.

RECOMMENDATION:

For information and discussion only.

INITIATED BY:

A handwritten signature in cursive script that reads "James Burns".

Jim Burns, Executive Manager, Operational Support

Date: May 4, 2020

A handwritten signature in cursive script that reads "Todd A. Jaeger".

Todd A. Jaeger, J.D., Superintendent

Status of Bond Projects

5/12/2020 Governing Board Meeting

President Day, Vice President Cox Golder, Board Members and Superintendent Jaeger, it is my pleasure to provide you with an update of the projects currently under construction with bond and SFB funding.

AHS:

Bonds Projects

Exterior paint improvements – 100 wing north fascia - construction start date 5/4	\$14,127
Asphalt repairs – parking lot & baseball field 80% complete - remainder to be completed in July	\$18,624
Library renovation - project scope includes: 3 A/c unit replacements, new carpet tiles - lighting upgrades in (2) classrooms - construction starts 5/11	\$348,393

SFB Projects

300 wing – structural evaluation walk with engineer on 5/13	\$9,910
AHS main gym roof replacement – assessment report received	\$2,540
Welding Lab – 800 Bldg – 90% complete	\$280,857



CDO:

Bond Projects

Main Switchgear Modernization – cable testing 100% complete	\$187,486
T Building – fan coil improvements – contractor ordering materials	\$116,672
Replace main water backflow valve – contractor ordering materials	\$14,374
Replace existing shingles on grounds bldg. – await start date	\$7,785

SFB Projects

Campus roofing phase I	\$2,662,679
- Bldg E - 90% complete	- Bldg JE - 90% complete
- Bldg JW - 90% complete	- Bldg J - 90%
- Bldg K - 20% complete	

Campus roofing phase II – submitted to SFB for approval

Adjacent Ways

Pave fire lane by tennis courts – construction start 5/11	\$115,443
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IRHS:

Bond Projects

ADA parking lot improvements – start date late May / June	\$76,832
ADA restroom repairs – faucet replacement – complete	\$15,600
ADA shower faucets – locker rooms 65% complete	
Replace water heater & expansion tank – Bldg B – work in progress	\$9,138
Track repairs & resurfacing –construction starts 4/30	\$130,442
Install double gate for access to softball field - complete	\$2,646
JTED project - room A 213 improvements – await contractor schedule	

SFB Projects

SFB 4228 Roofing – Bldg A – 15% complete	\$4,272,241
Bldg F – 10% complete	





AMS:

Bond Projects

PA System improvements – P.O. received	\$109,382
- new wiring, exterior speakers & new clocks	
- pre construction meeting scheduled for 5/5 – start date 5/11	
Maker Space – room 806 B - P.O. received	\$25,877
Weight room to woodshop improvements - P.O. received	\$14,384
800 Bldg - roof sealing – P.O. received – start date 4/27	\$59,764

Copper Creek:

Bond Projects

Central plant chiller replacement	\$198,756
- construction in progress – 95% complete	
- await close out documents	

Coronado:

Bond Projects

Lighting replacement - rooms 5-10	\$37,451
- 100% complete – room 17 fixtures on order	
Exterior lighting fixture replacement – requested P.O.	\$16,347
Exterior paint improvements - Elementary Bldgs	\$31,530
- await contractor scheduling	
Admin Bldg – (2) A/c unit replacements – materials on order	\$20,991

SFB Projects

SFB 4854 MPR building roof replacement – 90% complete

\$403,519



Cross:

Bond Projects

Maker space – room 403 – construction start 5/4

\$17,623

SFB Projects

MPR HVAC replacement – Roof structural upgrades

\$252,674

Roof replacement – assessment – roof walk 4/8

\$8,205



Donaldson:

Bond Projects

Maker Space- room F-1 – 100% complete - missing (2) light fixtures	\$12,587
Building E HVAC controls – ordering materials	\$9,708
Building E interior ceiling repaint – P.O. issued	\$5,163
Classroom lighting – Bldg E- Requesting P.O.	\$22,386

Harelson:

Bond Projects

Mechanical hot water replacement – Phase I – requested P.O.	\$3,120
Maker space – room 7 B – construction start 5/11	\$18,962

SFB Projects

SFB 3508/5563 Funhouse roof & HVAC - demo complete, masonry & duct installed	\$577,230
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Holaway:

Bond Projects

Maker Space – room 19 – P.O. issued \$14,206

Admin – HVAC replacement - (4) units
– reviewing contractor pricing

West side security fence improvements -P.O. requested \$39,204

Hallway lighting improvements - P.O. requested \$6,200

Keeling:

Bond Projects

Carpet replacement Room 230 – contractor ordering materials \$2,060



La Cima:

Bond Projects

Exterior door replacement \$3,533

Mesa Verde:

Bond Projects

Re-paint interior MPR \$13,358

SFB Projects

Roof replacement – assessment walk 4/15 \$8,855

Painted Sky:

Bond Projects

Fire Alarm replacement design – reviewing drawings \$10,651

Prince:

Bond Projects

Maker Space – rooms 19-20 - P.O. received \$17,435

Classrooms 21-25 – flooring improvements P.O. received \$32,610

Rillito:

SFB Projects

SFB 4850 campus roofing – Bid walk 5/20

Rio Vista:

Bond Projects

MPR stage floor VCT replacement – ordering materials \$3,097

Walker:

Bond Projects

Pre-K building AC replacement – P.O. issued \$41,261

Wilson:

Bond Projects

Fire alarm system replacement design – await drawings \$10,651

*SOMETHING NEW AT EVERY SCHOOL, EVERY
YEAR!*



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Review of the Fiscal Year 2019-2020 Expenditure Budget Revision 2

BACKGROUND:

The State of Arizona requires governing boards to make final revisions to the operating budget prior to May 15th. A review of projected revenues and expenditures for Fiscal Year 2019-2020 will be presented.

RECOMMENDATION:

This item is for the Governing Board's information and review.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: May 5, 2020

Todd A. Jaeger, J.D., Superintendent



FY 2020
STATE OF ARIZONA
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
DISTRICTWIDE BUDGET

Revised #2

Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2020 was

Proposed	<u>June 20, 2019</u>
Adopted	<u>July 9, 2019</u>
Revised	<u>May 2, 2020</u>
	Date

SIGNED

SIGNED

The FY 2020 budget file for the version described above will be uploaded via
the Common Logon on ADE's website by May 13, 2020.

Type the Date as MM/DD/YYYY

_____ Superintendent Signature	_____ Business Manager Signature
<u>Todd Jaeger</u>	<u>Scott Little</u>
Superintendent Name (Typed Name)	Business Manager Name (Typed Name)

District Contact Employee: Scott Little

Telephone: 520-696-5128 Email: slittle@amphi.com

REVENUES AND PROPERTY TAXATION

1. Total Budgeted Revenues for Fiscal Year 2019	\$ <u>110,000,000</u>
2. Estimated Revenues by Source for Fiscal Year 2020 (excluding property taxes)	
Local	1000 \$ _____
Intermediate	2000 \$ _____
State	3000 \$ <u>25,000,000</u>
Federal	4000 \$ <u>10,000,000</u>
TOTAL	\$ <u>35,000,000</u>

3. **District Tax Rates for Prior and Budget Fiscal Years (A.R.S. §15-903.D.4)**

	Prior FY 2019	Est. Budget FY 2020
Primary Tax Rate:	4.0958	3.9558
Secondary Tax Rates:		
M&O Override	0.5027	0.4973
Special Program Override		
Capital Override		
Class A Bonds		
Class B Bonds	0.8494	0.8394
CTED	0.0500	0.0500
Desegregation	0.263	0.2530
Total Secondary Tax Rate	1.6651	1.6397

TOTAL BUDGETED EXPENDITURES AND AGGREGATE SCHOOL DISTRICT BUDGET LIMIT (A.R.S. §15-905.H)

	Budgeted Expenditures	Budget Limit
1. Maintenance and Operation Fund (from pages 1, line 30 and 7, line 11)	\$ <u>94,611,914</u>	\$ <u>94,611,914</u>
2. Unrestricted Capital Fund (from pages 4, line 10 and 8, line A.12)	\$ <u>4,407,876</u>	\$ <u>4,407,876</u>
3. Federal Projects Other Than Impact Aid (from Budget, page 6, Federal Projects, line 18 minus line 16)		\$ <u>16,440,138</u>
4. Total Aggregate School District Budget Limit (sum of lines 1 through 3)		\$ <u>115,459,928</u>

AVERAGE TEACHER SALARIES (A.R.S. §15-903.E)

1. Average salary of all teachers employed in FY 2020 (budget year)	\$ <u>45,191</u>
2. Average salary of all teachers employed in FY 2019 (prior year)	\$ <u>43,122</u>
3. Increase in average teacher salary from the prior year	\$ <u>2,069</u>
4. Percentage increase	<u>5%</u>

Comments on average salary calculation (Optional): Final amounts to be determined

5. Average salary of all teachers employed in FY 2018	\$ <u>46,952</u>
6. Total percentage increase in average teacher salary since FY 2018	\$ <u>0%</u>

FUND 001 (M&O)

MAINTENANCE AND OPERATION (M&O) FUND

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease		
	Prior FY	Budget FY						Prior FY 2019	Budget FY 2020			
	100 Regular Education											
1000 Instruction	1.	692.71	608.00	22,560,450	7,033,933	880,000	613,000	46,500	29,826,450	31,133,883	4.4%	1.
2000 Support Services												
2100 Students	2.	120.69	89.66	2,445,476	654,094	132,000	17,700	200	3,138,300	3,249,470	3.5%	2.
2200 Instructional Staff	3.	73.58	54.10	1,444,671	386,472	87,000	45,000	2,500	1,847,000	1,965,643	6.4%	3.
2300 General Administration	4.	11.40	11.75	800,000	215,835	478,500	45,500	24,600	1,169,700	1,564,435	33.7%	4.
2400 School Administration	5.	98.83	91.00	4,256,606	1,128,851	241,000	1,000	1,000	5,435,600	5,628,457	3.5%	5.
2500 Central Services	6.	44.00	47.30	1,939,108	553,966	1,111,000	132,236	3,500	3,635,400	3,739,810	2.9%	6.
2600 Operation & Maintenance of Plant	7.	276.40	216.43	5,331,788	1,698,385	4,100,000	4,821,695	7,000	16,171,761	15,958,868	-1.3%	7.
2900 Other	8.	0.00	0.00	0	0	0	0	0	0	0	0.0%	8.
3000 Operation of Noninstructional Services	9.	7.00	7.50	192,401	58,452	15,500	135,000		397,300	401,353	1.0%	9.
610 School-Sponsored Cocurricular Activities	10.	94.00	25.00	143,600	42,100	1,900			187,600	187,600	0.0%	10.
620 School-Sponsored Athletics	11.	117.00	6.00	924,550	200,000	179,000	163,200	36,000	1,502,750	1,502,750	0.0%	11.
630 Other Instructional Programs	12.	0.00	0.00	0	0	0	0	0	0	0	0.0%	12.
700, 800, 900 Other Programs	13.	0.00	0.00	0	0	0	0	0	0	0	0.0%	13.
Regular Education Subsection Subtotal (lines 1-13)	14.	1,535.61	1,156.74	40,038,650	11,972,088	7,225,900	5,974,331	121,300	63,311,861	65,332,269	3.2%	14.
200 and 300 Special Education												
1000 Instruction	15.	394.08	310.31	8,900,000	2,500,000	262,000	45,000	1,000	11,333,810	11,708,000	3.3%	15.
2000 Support Services												
2100 Students	16.	115.13	61.05	3,270,000	800,000	865,000	51,000	0	4,635,344	4,986,000	7.6%	16.
2200 Instructional Staff	17.	23.30	21.05	480,584	137,818	172,000	5,500		912,700	795,902	-12.8%	17.
2300 General Administration	18.	0.00	0.00	119,416	32,182	0	0	0	0	151,598	--	18.
2400 School Administration	19.	0.00	1.00	0	0	12,000	0	0	12,000	12,000	0.0%	19.
2500 Central Services	20.	0.00	0.00	700	215	5,800	0	0	4,600	6,715	46.0%	20.
2600 Operation & Maintenance of Plant	21.	3.00	1.00	38,100	9,200	0	1,650	0	67,200	48,950	-27.2%	21.
2900 Other	22.	0.00	0.00	0	0	0	0	0	0	0	0.0%	22.
3000 Operation of Noninstructional Services	23.	0.00	0.00	0	0	0	0	0	0	0	0.0%	23.
Subtotal (lines 15-23)	24.	535.51	394.41	12,808,800	3,479,415	1,316,800	103,150	1,000	16,965,654	17,709,165	4.4%	24.
400 Pupil Transportation	25.	142.00	133.78	3,152,586	892,280	2,102,435	745,000		6,618,900	6,892,301	4.1%	25.
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	0.00	0.00	2,908,776	755,944	274,120	85,940	220	4,025,000	4,025,000	0.0%	26.
530 Dropout Prevention Programs	27.	2.50	2.50	103,000	20,600		5,812		129,412	129,412	0.0%	27.
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%	28.
550 K-3 Reading Program	29.	6.80	11.80	348,116	85,651	50,000	40,000		521,972	523,767	0.3%	29.
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	2,222.42	1,699.23	59,359,928	17,205,978	10,969,255	6,954,233	122,520	91,572,799	94,611,914	3.3%	30.

The district has budgeted an amount in the M&O Fund equal to the General Budget Limit as calculated on page 7 of 8.

SPECIAL EDUCATION PROGRAMS BY TYPE (M&O Fund Programs 200 and 300)

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total All Disability Classifications	15,245,654	16,667,665	1.
2. Gifted Education	820,000	1,040,000	2.
3. Remedial Education	0	0	3.
4. ELL Incremental Costs	0	0	4.
5. ELL Compensatory Instruction	0	0	5.
6. Vocational and Technical Education (non-CTED)	1,500	0	6.
7. Career Education (non-CTED)	1,500	0	7.
8. Career Technical Education (CTED)	897,000	1,500	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	16,965,654	17,709,165	9.

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to	18
Staff-Pupil 1 to	27

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

	Prior FY	Budget FY
Number of FTE - Certified Employees	787.00	904.25
Number of FTE - Certified Purchased Services Personnel		

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	6350	48950
All Funds - Federal	6330	5,000

FY 2020 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component \$ -

Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) \$ 130,000

(This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 6810, 6890	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
							Prior FY 2019	Budget FY 2020	
Classroom Site Fund 011 - Base Salary									
100 Regular Education									
1000 Instruction	1.	895,871	223,968				1,178,146	1,119,839	-4.9%
2100 Support Services - Students	2.	33,595	8,399				44,180	41,994	-4.9%
2200 Support Services - Instructional Staff	3.	22,397	5,599				29,454	27,996	-5.0%
Program 100 Subtotal (lines 1-3)	4.	951,863	237,966				1,251,780	1,189,829	-4.9%
200 and 300 Special Education									
1000 Instruction	5.	167,976	41,993				220,903	209,969	-4.9%
2100 Support Services - Students	6.						0	0	0.0%
2200 Support Services - Instructional Staff	7.						0	0	0.0%
Program 200 and 300 Subtotal (lines 5-7)	8.	167,976	41,993				220,903	209,969	-4.9%
Other Programs (Specify) _____									
1000 Instruction	9.						0	0	0.0%
2100 Support Services - Students	10.						0	0	0.0%
2200 Support Services - Instructional Staff	11.						0	0	0.0%
Other Programs Subtotal (lines 9-11)	12.	0	0				0	0	0.0%
Total Expenditures (lines 4, 8, and 12)	13.	1,119,839	279,959				1,472,683	1,399,798	-4.9%
Classroom Site Fund 012 - Performance Pay									
100 Regular Education									
1000 Instruction	14.	3,525,471	881,368				4,115,097	4,406,839	7.1%
2100 Support Services - Students	15.	61,696	15,424				72,014	77,120	7.1%
2200 Support Services - Instructional Staff	16.						0	0	0.0%
Program 100 Subtotal (lines 14-16)	17.	3,587,167	896,792				4,187,111	4,483,959	7.1%
200 and 300 Special Education									
1000 Instruction	18.	572,889	143,222				668,703	716,111	7.1%
2100 Support Services - Students	19.	26,441	6,610				30,864	33,051	7.1%
2200 Support Services - Instructional Staff	20.						0	0	0.0%
Program 200 and 300 Subtotal (lines 18-20)	21.	599,330	149,832				699,567	749,162	7.1%
Other Programs (Specify) _____									
1000 Instruction	22.	220,342	55,086				257,194	275,428	7.1%
2100 Support Services - Students	23.						0	0	0.0%
2200 Support Services - Instructional Staff	24.						0	0	0.0%
Other Programs Subtotal (lines 22-24)	25.	220,342	55,086				257,194	275,428	7.1%
Total Expenditures (lines 17, 21, and 25)	26.	4,406,839	1,101,710				5,143,872	5,508,549	7.1%
Classroom Site Fund 013 - Other									
100 Regular Education									
1000 Instruction	27.	2,098,586	524,646				2,356,559	2,623,232	11.3%
2100 Support Services - Students	28.	78,697	19,674				88,371	98,371	11.3%
2200 Support Services - Instructional Staff	29.	52,465	13,116				58,914	65,581	11.3%
Program 100 Subtotal (lines 27-29)	30.	2,229,748	557,436	0	0		2,503,844	2,787,184	11.3%
200 and 300 Special Education									
1000 Instruction	31.	393,485	98,371				441,855	491,856	11.3%
2100 Support Services - Students	32.						0	0	0.0%
2200 Support Services - Instructional Staff	33.						0	0	0.0%
Program 200 and 300 Subtotal (lines 31-33)	34.	393,485	98,371	0	0		441,855	491,856	11.3%
530 Dropout Prevention Programs									
1000 Instruction	35.						0	0	0.0%
Other Programs (Specify) _____									
1000 Instruction	36.						0	0	0.0%
2100, 2200 Support Serv. Students & Instructional Staff	37.						0	0	0.0%
Other Programs Subtotal (lines 36-37)	38.	0	0	0	0		0	0	0.0%
Total Expenditures (lines 30, 34, 35, and 38)	39.	2,623,233	655,807	0	0		2,945,699	3,279,040	11.3%
Total Classroom Site Funds (lines 13, 26, and 39)	40.	8,149,911	2,037,476	0	0	0	9,562,254	10,187,387	6.5%

The district has budgeted an amount in Fund 011 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 012 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 013 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

FUND 610

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures		Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/Decrease
							Prior FY 2019	Budget FY 2020	
Unrestricted Capital Outlay Override (1)	1.						0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)									
1000 Instruction	2.	2,148,859	398,865			0	3,118,000	2,547,724	-18.3%
2000 Support Services									
2100, 2200 Students and Instructional Staff	3.	192,946					167,000	192,946	15.5%
2300, 2400, 2500, 2900 Administration	4.		1,667,206				1,040,000	1,667,206	60.3%
2600 Operation & Maintenance of Plant	5.						50,000	0	-100.0%
2700 Student Transportation	6.						110,000	0	-100.0%
3000 Operation of Noninstructional Services (5)	7.						0	0	0.0%
4000 Facilities Acquisition and Construction	8.						2,402	0	-100.0%
5000 Debt Service	9.						0	0	0.0%
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	2,341,805	2,066,071	0	0	4,487,402	4,407,876	-1.8%

The district has budgeted an amount in the UCO Fund equal to the Unrestricted Capital Budget Limit as calculated on Page 8 of 8.

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the Budget Year Total Column.

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) Fund for Food Service

Enter the amount budgeted in UCO for Food Service [Amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(a)] \$ -

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ <u>192,946</u>
6642 Textbooks	<u>2,102,990</u>
6643 Instructional Aids	<u>45,869</u>
673X Furniture and Equipment	<u>371,095</u>
673X Vehicles	<u>287,434</u>
673X Tech Hardware & Software	<u>1,366,596</u>

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211. \$ 125,000

(3) Includes principal on Capital Equity Fund loans of \$ -, principal on capital leases of \$ -, and principal on bonds of \$ -.

(4) Includes interest on Capital Equity Fund loans of \$ -, interest on capital leases of \$ -, and interest on bonds of \$ -.

OTHER FUNDS—REQUIRED CAPITAL EXPENDITURE DETAIL [(A.R.S. §15-904.(B))]

Expenditures	UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES		ADJACENT WAYS			
	Fund 610		Fund 630		Fund 695		Fund 620 (2)			
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY		
Total Fund Expenditures	1.	4,487,402	4,407,876	20,226,000	14,528,348	0		895,089	832,869	1.
Select Object Codes Detail (1)										
6150 Classified Salaries	2.	0	0	0	0	0	0	0	0	2.
6200 Employee Benefits	3.	0	0	0	0	0	0	0	0	3.
6450 Construction Services	4.	2,087,402	0	0	0	0	0	0	0	4.
6710 Land and Improvements	5.	0	0	500,000	0	0	0	895,089	832,869	5.
6720 Buildings and Improvements	6.	0	0	15,626,000	14,528,348	0	0	0	0	6.
673X Furniture and Equipment	7.	250,000	371,095	500,000	0	0	0	0	0	7.
673X Vehicles	8.	50,000	287,434	600,000	0	0	0	0	0	8.
673X Technology Hardware & Software	9.	2,100,000	1,366,596	3,000,000	0	0	0	0	0	9.
6831, 6832 Redemption of Principal	10.	0	0	0	0	0	0	0	0	10.
6841, 6842, 6850 Interest	11.	0	0	0	0	0	0	0	0	11.
Total (lines 2-11)	12.	4,487,402	2,025,125	20,226,000	14,528,348	0	0	895,089	832,869	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	2,087,402	0	16,626,000	14,528,348			0	0	13.
New Construction	14.	0	0	0	0	0	0	895,089	832,869	14.
Other	15.	2,400,000	2,025,125	3,600,000	0	0	0	0	0	15.
Total (lines 13-15, must equal line 12)	16.	4,487,402	2,025,125	20,226,000	14,528,348	0	0	895,089	832,869	16.

(1) Lines 2-11 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2020 \$ -

SPECIAL PROJECTS

FEDERAL PROJECTS

		FTE		TOTAL ALL FUNCTIONS		
		Prior FY	Budget FY	Prior FY	Budget FY	
1.	100-130 ESEA Title I - Helping Disadvantaged Children	6000	50.00	63.80	4,553,359	4,967,300
2.	140-150 ESEA Title II - Prof. Dev. and Technology	6000	0.01	1.80	589,352	782,159
3.	160 ESEA Title IV - 21st Century Schools	6000	0.00	0.20	282,929	430,831
4.	170-180 ESEA Title V - Promote Informed Parent Choice	6000	0.00	0.00	0	0
5.	190 ESEA Title III - Limited Eng. & Immigrant Students	6000	1.10	3.00	154,515	105,443
6.	200 ESEA Title VII - Indian Education	6000	0.33	1.00	17,605	17,802
7.	210 ESEA Title VI - Flexibility and Accountability	6000	0.00	0.00	0	0
8.	220 IDEA Part B	6000	45.00	43.00	2,894,794	2,800,737
9.	230 Johnson-O'Malley	6000	1.00	1.00	19,246	22,379
10.	240 Workforce Investment Act	6000	0.00	0.00	0	0
11.	250 AEA - Adult Education	6000	0.00	0.00	0	0
12.	260-270 Vocational Education - Basic Grants	6000	8.00	1.00	390,787	385,489
13.	280 ESEA Title X - Homeless Education	6000	0.00	0.00	0	0
14.	290 Medicaid Reimbursement	6000	0.00	0.00	1,963,000	1,963,411
15.	374 E-Rate	6000	0.00	0.00	500,000	500,000
16.	378 Impact Aid	6000	0.00	0.00	0	0
17.	300-399 Other Federal Projects (Besides E-Rate & Impact Aid)	6000	3.20	8.00	540,000	4,464,587
18.	Total Federal Project Funds (lines 1-17)		108.64	122.80	11,905,587	16,440,138

STATE PROJECTS

19.	400 Vocational Education	6000	0.75	2.00	97,481	102,173
20.	410 Early Childhood Block Grant	6000	1.00	0.00	10,400	0
21.	420 Ext. School Yr. - Pupils with Disabilities	6000	0.00	0.00	0	0
22.	425 Adult Basic Education	6000	0.00	0.00	0	0
23.	430 Chemical Abuse Prevention Programs	6000	0.00	0.00	0	0
24.	435 Academic Contests	6000	0.00	0.00	10,012	0
25.	450 Gifted Education	6000	0.00	0.20	0	12,338
26.	456 College Credit Exam Incentives	6000	0.00	0.00	100,000	350,000
27.	457 Results-based Funding	6000	0.00	0.00	467,360	700,000
28.	460 Environmental Special Plate	6000	0.00	0.00	0	0
29.	465-499 Other State Projects	6000	2.00	9.15	164,765	356,108
30.	Total State Project Funds (lines 19-29)		3.75	11.35	850,018	1,520,619
31.	Total Special Projects (lines 18 and 30)		112.39	134.15	12,755,605	17,960,757

INSTRUCTIONAL IMPROVEMENT FUND (020)

		Prior FY	Budget FY	
1.	Teacher Compensation Increases	6000	100,000	100,000
2.	Class Size Reduction	6000	100,000	100,000
3.	Dropout Prevention Programs (M&O purposes)	6000	300,000	298,000
4.	Instructional Improvement Programs (M&O purposes)	6000	100,000	100,000
5.	Total Instructional Improvement Fund (lines 1-4)		600,000	598,000

OTHER FUNDS

		Prior FY	Budget FY	
1.	050 County, City, and Town Grants	6000	0	
2.	071 English Language Learner (1)	6000	0	
3.	072 Compensatory Instruction (1)	6000	0	
4.	500 School Plant (2)	6000	705,800	752,182
5.	510 Food Service	6000	6,000,000	6,000,000
6.	515 Civic Center	6000	600,000	601,337
7.	520 Community School	6000	700,000	100,000
8.	525 Auxiliary Operations	6000	2,100,000	2,100,000
9.	526 Extracurricular Activities Fees Tax Credit	6000	1,100,000	1,100,000
10.	530 Gifts and Donations	6000	1,000,000	1,000,000
11.	535 Career & Tech. Ed. & Voc. Ed. Projects	6000	50,000	50,000
12.	540 Fingerprint	6000	25,000	25,000
13.	545 School Opening	6000	0	0
14.	550 Insurance Proceeds	6000	170,000	140,000
15.	555 Textbooks	6000	57,000	59,000
16.	565 Litigation Recovery	6000	117,757	121,265
17.	570 Indirect Costs	6000	500,000	500,000
18.	575 Unemployment Insurance	6000	67,845	56,980
19.	580 Teacherage	6000	0	0
20.	585 Insurance Refund	6000	0	0
21.	590 Grants and Gifts to Teachers	6000	75,000	18,000
22.	595 Advertisement	6000	0	0
23.	596 Career Technical Education	6000	983,000	983,000
24.	639 Impact Aid Revenue Bond Building	6000	0	0
25.	650 Gifts and Donations-Capital	6000	375,000	445,000
26.	660 Condemnation	6000	5,000	4,200
27.	665 Energy and Water Savings	6000	0	0
28.	686 Emergency Deficiencies Correction	6000	0	0
29.	691 Building Renewal Grant	6000	4,500,000	4,500,000
30.	700 Debt Service	6000	16,000,000	16,000,000
31.	720 Impact Aid Revenue Bond Debt Service	6000	0	0
32.	Other _____	6000	9,500,000	9,500,000

INTERNAL SERVICE FUNDS 950-989

1.	9__ Self-Insurance	6000	0	
2.	955 Intergovernmental Agreements	6000	50,000	50,000
3.	950 WAREHOUSE	6000	30,000	30,000
4.	951 PRINT SHOP	6000	500,000	500,000

(1) From Supplement, line 10 and line 20, respectively.

(2) Indicate amount budgeted in Fund 500 for M&O purposes \$ -

**CALCULATION OF FY 2020 GENERAL BUDGET LIMIT
(A.R.S. §15-947.C)**

		<u>A.</u> <u>Maintenance</u> <u>and Operation</u>	<u>B.</u> <u>Unrestricted</u> <u>Capital Outlay</u>
*1. FY 2020 Revenue Control Limit (RCL) (from APOR55 tab, page 4)	\$ 77,925,926	\$ 77,925,926	\$ 0
*2. (a) FY 2020 District Additional Assistance (DAA) (from APOR55 tab, page 5)	\$ 6,293,132		
(b) DAA Reduction for State Budget Adjustments (from APOR55 tab, page 5)	1,920,568		
(c) Total DAA (line 2.a minus 2.b)	\$ 4,372,564	800,000	3,572,564
*3. FY 2020 Override Authorization (A.R.S. §§15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Calculations page, Calculation of Maximum Override for a District No Longer Eligible for a Small School Adjustment, line 6 and Calculation of Small School Adjustment Phase Down Limit, line 6)			
(a) Maintenance and Operation		7,909,288	
(b) Unrestricted Capital Outlay			
(c) Special Program			
*4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (Up to \$50,000 if no election is chosen for phase down, see Calculations page, Calculation of Small School Adjustment Phase Down Limit, line 6)			
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824) Local (Do not include full-day kindergarten or summer school tuition)			
(a) Individuals and Other Private Sources		2,600	145
(b) Other Arizona Districts		1,800,000	67,000
(c) Out-of-State Districts and Other Governments		35,000	300
State			
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)			
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)			
*7. Increase Authorized by County School Superintendent for Accommodation Schools [not to exceed amount on Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 15(e)] (A.R.S. §15-974.B)			
8. Budget Increase for:			
(a) Desegregation Expenditures (A.R.S. §15-910.G-K)		4,025,000	
* (b) Tuition Out Debt Service (from Calculations page, Calculation of Tuition Out for High School Students, line 5) (A.R.S. §15-910.M)		0	
* (c) Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 13) (A.R.S. §15-943.01)		1,984,688	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)		129,412	
(e) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2018 (A.R.S. §15-910.N)			
* (f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (g) FY 2019 Performance Pay Unexpended Budget Carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.f) (A.R.S. §15-920)		0	
(h) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (i) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)			
*9. Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.			
(a) Prior Year Over Expenditures/Resolutions:			
(b) <u>Decrease for Transfer from M&O to Energy and Water Savings Fund</u>			
(c) <u>Increase for Energy and Water Savings Fund Transfer to M&O</u>			
(d) <u>Noncompliance Adjustment</u>			
(e) <u>ADM/Transportation Audit Adjustment</u>			
(f) <u>Other:</u>			
*10. Estimated Allocation of Additional Funding (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)			
11. FY 2020 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)		\$ 94,611,914	
12. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line A.11)			\$ 3,640,009

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

**CALCULATION OF FY 2020 UNRESTRICTED CAPITAL BUDGET LIMIT AND CLASSROOM SITE FUND BUDGET LIMIT
 (A.R.S. §15-947.D and A.R.S. §15-978)**

UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1. FY 2019 Unrestricted Capital Budget Limit (UCBL) (from FY 2019 latest revised Budget, page 8, line A.12)	\$ 4,487,402
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ (12,566)
3. Adjusted Amount Available for FY 2019 Capital Expenditures (line A.1 + A.2)	\$ 4,474,836
4. Amount Budgeted in Fund 610 in FY 2019 (from FY 2019 latest revised Budget, page 4, line 10)	\$ 4,487,402
5. Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$ 4,474,836
6. FY 2019 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ 3,706,969
7. Unexpended Budget Balance in Fund 610 (line A.5 minus A.6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ 767,867
8. Interest Earned in Fund 610 in FY 2019	\$
9. Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$
10. Adjustment to UCBL for FY 2020 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable. (a) Prior Year Over Expenditures/Resolutions:	\$
_____	\$
(b) ADM/Transportation Audit Adjustment	\$
(c) Other: _____	\$
11. Amount to be Used for Capital Expenditures (from page 7, line 12)	\$ 3,640,009
12. FY 2020 Unrestricted Capital Budget Limit (lines A.7 through A.11) (1)	\$ 4,407,876

CLASSROOM SITE FUND BUDGET LIMIT

	Fund 011	Fund 012	Fund 013	Total Fund 010
B. 1. FY 2019 Classroom Site Fund Budget Limit (from FY 2019 latest revised Budget, page 8, line B.7)	1,472,683	5,143,872	2,945,699	9,562,254
2. FY 2019 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	1,409,200	2,333,581	2,350,398	6,093,179
3. Unexpended Budget Balance (line B.1 minus B.2)	63,483	2,810,291	595,301	3,469,075
4. Interest Earned in the Classroom Site Fund in FY 2019	1,137	23,429	13,383	37,949
5. FY 2020 Classroom Site Fund Allocation (provided by ADE, based on \$434) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	1,335,178.00	2,670,356.00	2,670,356.00	6,675,889.99
6. Adjustments to FY 2020 Classroom Site Fund Budget Limit (2)		4,473		4,473
7. FY 2020 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (3)	1,399,798	5,508,549	3,279,040	10,187,387

- (1) The amount budgeted on page 4, line 10 cannot exceed this amount.
- (2) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.
- (3) The amounts budgeted on page 3, lines 13, 26, 39, and 40 cannot exceed the respective amounts on this line.

SUPPLEMENT TO SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET FOR DISTRICTS THAT BUDGET FOR ENGLISH LANGUAGE LEARNERS (A.R.S. §§15-756.04 and 15-756.11)

English Language Learners Supplement	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY							Prior FY 2019	Budget FY 2020	
Expenditures											
English Language Learner Fund 071 (A.R.S. §15-756.04)											
1000 Instruction	1.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	2.	0.00							0	0	0.0%
2200 Instructional Staff	3.	0.00							0	0	0.0%
2300 General Administration	4.	0.00							0	0	0.0%
2400 School Administration	5.	0.00							0	0	0.0%
2500 Central Services	6.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	7.	0.00							0	0	0.0%
2700 Student Transportation	8.	0.00							0	0	0.0%
2900 Other	9.	0.00							0	0	0.0%
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)	10.	0.00	0.00	0	0	0	0	0	0	0	0.0%
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)											
1000 Instruction	11.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	12.	0.00							0	0	0.0%
2200 Instructional Staff	13.	0.00							0	0	0.0%
2300 General Administration	14.	0.00							0	0	0.0%
2400 School Administration	15.	0.00							0	0	0.0%
2500 Central Services	16.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	17.	0.00							0	0	0.0%
2700 Student Transportation	18.	0.00							0	0	0.0%
2900 Other	19.	0.00							0	0	0.0%
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **May 12, 2020**

TITLE: **Projections of Site Staffing and Non-Staffing Allocations**

BACKGROUND:

This agenda item is presented to provide the Governing Board with information about the process used by Administration to project staffing and non-staffing budget allocations for the preceding fiscal year. While Board members already know much of this information given its annual presentation each spring, details about the process are provided to assist others to understand how projected budget allocations are assigned to and utilized by sites.

I. State Funding of School Districts

Arizona state funding formulas have always used student enrollment measures to calculate the annual budget authority for schools. Until a few years ago, school districts received funding based on the number of students present at school on the 100th day of the preceding school year. This “prior year funding” model benefitted schools and districts because it enables them to have a finite budget to contract staff for the next school year. It also permitted schools and districts more flexibility in years where the actual enrollment was lower than projected, as the budget was there to cover the allocated staffing despite the enrollment loss. In other words, the prior year funding model gave school districts a full year to plan for staffing changes without budgetary concerns.

However, Arizona changed its school funding model drastically in 2016. Now, the State funds schools and districts through a “current year funding” model, which provides funds to school districts based upon each enrolled student’s average daily attendance, a.k.a. Average Daily Membership (“ADM”), during the first 100 days of the current school year. The current year funding model means school districts receive funding from the State for the current school year based on each student’s attendance during the current school year.

Teachers are required by law to take attendance (multiple times a day) during the school day. Every day counts. Students with consecutive unexcused absences are automatically withdrawn and all funding ceased, for those students, back to the last day of attendance. In other words, the average number of days that each enrolled student attends school during the first 100 days determines that school district’s current fiscal year ADM funding.

Under the current year funding model, a school district must project its budget (staffing and non-staffing) without knowing how much money it will actually receive from the State for the following school year. In January 2020, Amphitheater began to identify its staffing and non-staffing for the 2020-2021 school year. It is important that a school district make staffing decisions in early spring so that it can issue contracts to teachers and fill vacancies to prepare for the next school year before May when the current school year ends. However, under the “current year funding” model, Amphitheater will not find out the total amount that it will receive from the State for the 2020-2021 school year until after June 30 2021 (the last day of the 2020-2021 fiscal year) after the State accounts for each enrolled student’s attendance at schools throughout the State and on-line. This means school districts, like Amphitheater, are left to build a budget based on projections all the while knowing that budgetary changes may be required during the school year if registered students change their minds or enrollment decreases.

This is because the State's funding formula provides a set amount of funding per student. When a student enrolled with Amphitheater also attends another Arizona school district or charter school during the first 100 days, the ADM for that student is divided proportionally between the two schools. For example, if a student enrolled in an Amphitheater school also takes a summer school class on-line through an on-line charter program, the funding that the state provides to Amphitheater for the student is reduced proportionally by the number of days that the student was enrolled in the on-line charter program during the same fiscal year. The same is true if a student enrolled in an Amphitheater school simultaneously enrolls in an on-line charter school. Similarly, if a student enrolls in multiple school districts during the first 100 days, then each school district receives a portion of the state funding for that student pro-rated by the number of days that the student attended each school during that first 100 days of the fiscal year.

In addition, Arizona does not provide full funding to a high school if the student is registered for less than four classes per day. It also does not provide any funding for students who start the school year after the 100-day ADM calculation completes. Finally, the state stops providing funding for a student when a student withdraws to move out of state, homeschool or enroll in a private school. With so many variables, the State requires schools and districts account for every attendance concurrency, and funds are not distributed each proportional distribution that may be owed for a student has been confirmed by the State. School districts have the disadvantage of not knowing this until the final numbers are presented by the State after the end of the fiscal year.

II. State ADM for Current Year is Used as the Starting Point to Determine Site Allocations

With this in mind, Amphitheater uses the current year ADM for each grade level, with grade levels advanced to their next appropriate grade or school, to plan for site allocations for the next fiscal year. In other words, the ADM for current year 8th graders is advanced to the high school designated for each student's attendance for the following school year. This gives each site an account of the projected funds per student generated by that site during the current year.

Current year ADM is the most accurate way for sites to start the process for budgeting for the next school year. For example, a school could claim to have 1000 students enrolled for the next school year. However, if the students do not all attend school during the first 100 days and/or if the students are not registered for at least 4 classes during the year, then the school will not be providing full services to all 1000 students. Therefore, the school does not need to be staffed as if it is providing full services to 1000 students. For example, Amphitheater served 15,700 unique students this year to generate ADM of 12,781. Using the current year ADM, schools are staffed based upon the actual number of students being served as designated by the State.

Each spring semester, Administration begins budget planning for the subsequent fiscal year, which includes a review of enrollment from the current fiscal year, to project site staffing needs for the following school year. As explained during the November 19, 2019 presentation to the Governing Board, the ADM provided by the state this year indicates that, like other school districts in the area, total enrollment has declined in Amphitheater, which has resulted in a loss of projected ADM from the State this year. A loss of ADM can be a major factor affecting staffing and resource allocations for a school district.

III. Process Used to Determine Site Staffing Allocations

However, ADM is not the sole factor used to project site allocations for the next school year. The projected ADM is also compared to registrations and open enrollment applications, including cohort enrollment by grade level, for the next school year. In addition, expected property development in neighborhoods served by individual schools, anecdotal data from schools on population trends, etc., ADM information from the earlier years, and open enrollment applications are also used to determine the budget and resource allocations per site for the next fiscal year.

For the purpose of the Board’s discussion and review of this annual administrative function, a sample staffing and non-staffing allocation (one each) for each school level (high, middle and elementary) has been attached. These allocations are based upon formulas established by the Governing Board and administration to ensure an equitable distribution of common resources to schools across the District.

The total number of Full Time Equivalent (FTE) positions for each classification to be staffed is provided to the site administrator. The site administrator is responsible to determine how the FTE allocation is applied to staff the programs and courses offered by the school. While some course offerings are mandatory for compliance with the graduation requirements established by the Governing Board and the Arizona State Board of Education, the site principal has discretion to change course offerings and teacher assignments as appropriate to meet the needs of the students, parents, and community for that specific school. Site administrators are requested to provide this information to their supervisors in sufficient time for discussions to occur about programmatic changes that may be required and plans to be put into place to address these changes. This usually happens by spring break so that teacher contracts can be issued in early April. Unfortunately, some information was delayed this year due to COVID-19 so discussions and plans occurred in a shorter time-frame to permit contracts to be issued as soon as possible to returning staff members.

It should be noted that the allocations shown in the following pages represent only those funded by normal maintenance and operations funding. Other allocations augment these with funding from additional sources such as the M&O budget override, K-3 special programs override, special education programs, Title I, K-3, and other grant funds.

RECOMMENDATION:

This item is presented for review and discussion and complies with previous Board action. No new action is required at this time.

INITIATED BY:


Michelle H. Tong, J.D., Associate to the Superintendent and General Counsel Date: May 7, 2020

Michael Bejarano,
Associate Superintendent for Secondary Education

Scott Little
Chief Financial Officer


Todd A. Jaeger, J.D., Superintendent

**Sample High School
Staffing Allocations (M&O) for Projected Enrollment of 1,630**

Job Classification	20-21 FORMULA FTE
Principal	1.0000
Assistant Principal	3.0000
Instructional Support Asst.	0.0000
Teachers(less non-JTED CTE)*	50.8000
CTE Teachers (non-JTED)	5.6000
Teacher Aims Intervention	1.0000
Orchestra Teacher	0.2000
Counselor	4.5000
Librarian	2.0000
School Nurse	1.0000
Athletic Trainer	1.0000
Behavior Intervention Mtr	0.6000
Chief Clerk	1.0000
High School Registrar	1.0000
Secretary I	3.0000
Attendance Clerk	1.0000
Clerk Typist II or Clerk II	1.0000
Bookstore Clerk	0.5000
Bookstore Manager	1.0000
Library Assistant	1.0000
Computer Operator	1.0000
Bookkeeper I	1.0000
Equipment Manager	0.5000
School Health Assistant	1.0000
Library Clerk	0.5000
Library Media Technician I	0.5000
Computer Repair	1.0000
Security Officer	3.0000
Campus Monitor	0.5000
Custodian III	1.0000
Custodian II	2.0000
Custodian I	11.0000
Groundskeeper II	1.0000
Groundskeeper I	1.0000
High School Maintenance Mechanic	1.0000

* State law mandates that school districts cannot supplant their CTE programs with those funded by a JTED. Thus, the District must maintain its (proportionate) pre-JTED CTE staffing levels.

**Sample Middle School
Staffing Allocations (M&O) for Projected Enrollment of 701**

Job Classification	20-21 FORMULA FTE
Principal	1.0000
Assistant Principal	1.0000
Instructional Support Asst.	0.0000
Teachers	23.6000
Orchestra Teacher	0.4000
Counselor	1.0000
Librarian	1.0000
School Nurse	1.0000
Computer Repair Tech	0.6000
Library Clerk	0.0000
Middle School Secretary	1.0000
Registrar	1.0000
Attendance Clerk	1.0000
Clerk Typist II or Clerk II	0.2500
School Health Assistant	0.0000
Security Officer	1.2500
Behav. Intvn./ISS Monitor	1.0000
Campus Monitor	0.7500
Crossing Guard	1.0000
Custodian II	1.0000
Custodian I	4.0000
Groundskeeper II	1.0000
Groundskeeper I	0.0000

**Sample Elementary School
Staffing Allocations (M&O) for Projected Enrollment of 332**

Job Classification	20-21 FORMULA FTE
Principal	1.0000
Teachers	14.0000
Art	0.6000
Band	0.2000
Music	0.6000
Orchestra	0.2000
P.E.	0.8000
Academic Intervention	0.5000
Asst. to Elem. Principal	1.0000
Educational Assistant	0.5000
Clerk Typist II or Clerk II	0.5000
Computer Repair Tech.	0.6000
Behavior Intervention Monitor	1.0000
School Health Assistant	1.0000
Library Assistant	1.0000
Library Clerk	0.0000
Campus Monitor	0.7500
Crossing Guard	0.5000
Custodian II	1.0000
Custodian I	2.0000
Groundskeeper I	0.0000

Amphitheater Public Schools
Non-staff Allocations
Sample High School 2020-2021

589 - Sample High School

<u>Factors used for calculations:</u>	<u>Projected</u>
Student FTE, incl. Sp. Ed.	1630
Students (Heads), incl. Sp. Ed.	1630
Certified Regular Education FTE	56.40
Building Square Footage	326,218.00
Athletic Supply Rate	\$24,880.00
Athletic Equipment Rate	\$37,120.00

M & O Allocations

	<u>Per Unit</u>		<u>Unit</u>		<u>Preliminary Allocation</u>
001.00.100.1001.589.6611	\$31.20	X	Student FTE	=	\$52,322.40
001.00.100.1001.589.6615	\$20.70	X	Student FTE	=	34,713.90
001.00.100.1001.587.6432	\$4.70	X	Student FTE Rglr. Ed.	=	7,881.90
001.00.100.2210.589.6811	\$0.00	X	Tchrs.	=	0.00
001.00.100.1001.589.6339			Flat Rate Student	=	7,500.00
001.00.100.2410.589.6532	\$3.00	X	Heads	=	5,031.00
001.00.100.1001.589.6515	\$0.00	X	Student FTE	=	0.00
001.00.100.2220.589.6611	\$4.70	X	Student FTE	=	7,881.90
001.00.620.1001.589.6611			Flat Rate	=	24,880.00
001.00.620.1001.589.6333			Flat Rate	=	12,000.00
001.00.620.1001.589.6431			Flat Rate	=	2,800.00
001.00.620.1001.589.6811			Flat Rate	=	8,000.00
001.00.100.2620.589.6616			Flat Rate	=	2,958.00
001.00.100.2620.589.6611	\$0.09	X	Sq. Ft.	=	29,359.62
001.00.100.2630.589.6611			Formula	=	13,476.23
Total M & O Allocation					<u>218,884.95</u>

Capital Outlay

625.00.100.1001.589.6700			Carry-over from previous year*		
625.00.100.1001.589.6731	21.85	X	Student FTE Student	=	36,642.45
625.00.100.1001.589.6642	66.00	X	Heads	=	110,682.00
625.00.100.1001.589.6645	7.15	X	Student FTE	=	11,990.55
625.00.100.2220.589.6641	14.00	X	Student FTE	=	23,478.00
625.00.620.1001.589.6732			Flat Rate	=	37,120.00
Total Capital Outlay Allocation					<u>219,913.00</u>

Total Net Allocation

\$437,297.95

*Carryover amounts will be determined after the Annual Financial Report (AFR) is prepared.

Amphitheater Public Schools
Non-staff Allocations
Sample Middle School 2020-21

588 - Sample Middle School

<u>Factors used for calculations:</u>	<u>Projected</u>
Student FTE, incl. Sp. Ed.	752
Students (Heads), incl. Sp. Ed.	752
Certified Regular Education FTE	27
Building Square Footage	104,060
Athletic Supply Rate	\$11,580.00
Athletic Equipment Rate	\$9,180.00
Custodial FTE	4.50

M & O Allocations

		<u>Per Unit</u>	<u>Unit</u>		<u>Preliminary Allocation</u>
001.00.100.1001.6430.588.0000	Copier Maint. Agreements	\$4.95	X Student ADM	=	\$3,722.40
001.00.100.1001.6611.588.0000	Supplies	\$27.62	X Student ADM	=	20,770.24
001.00.100.1001.6615.588.0000	Graphics & Printing	\$21.79	X Student ADM	=	\$16,386.08
001.00.100.2220.6132.588.0000	10 Extra Days - Librarians		X Flat Rate	=	1,600.00
001.00.100.2220.6611.588.0000	Library Supplies	\$4.20	X Student ADM	=	3,158.40
001.00.100.2490.6532.588.0000	Postage	\$3.15	X Student ADM	=	2,368.80
001.00.100.2610.6611.588.0000	Custodial Supplies	\$0.09	X Sq. Ft.	=	67.68
001.00.100.2610.6616.588.0000	Custodial Uniforms	\$55.75	X Flat Rate*FTE	=	250.88
001.00.620.1001.6333.588.0000	Referees	\$6,200.00	Flat Rate	=	6,200.00
001.00.100.1001.6611.588.0000	Maker Space	\$1,000.00	Flat Rate	=	1,000.00
Total M & O Allocation					55,524.48

Capital Outlay

610.00.100.1001.6642.588.0000	Textbooks	39.60	X Student ADM		29,779.20
610.00.100.1001.6643.588.0000	Instructional Aids	3.00	X Student ADM	=	29,779.20
610.00.100.1001.6645.588.0000	Textbook Adoption	14.30	X Student ADM	=	2,256.00
610.00.100.1001.6731.588.0000	Furniture and Equipment	13.65	X Student ADM		10,753.60
610.00.100.2220.6641.588.0000	Library Books	14	X Student ADM	=	9,180.00
Total Capital Outlay Allocation					81,748.00

Total Net Allocation

\$137,272.48

*Carryover amounts will be determined after the Annual Financial Report (AFR) is prepared.

Amphitheater Public Schools
 Non-staff Allocations
 Sample Elementary School 2020-21

587 - Sample Elementary

<u>Factors used for calculations:</u>	<u>Projected</u>
Student FTE, incl. Sp. Ed.	533
Students Heads, incl. Sp. Ed.	565
K-3 FTE	227
Certified Regular Education FTE	18
Building Square Footage	69,299
Custodial FTE	3

M & O Allocations

		<u>Per Unit</u>	<u>Unit</u>		<u>Allocation</u>
001.00.100.1001.6430.587.0000	Copier Maint. Agreements	4.95	X Student ADM	=	\$2,638.35
001.00.100.1001.6611.587.0000	Supplies	21.83	X Student ADM	=	2,796.75
001.00.100.1001.6615.587.0000	Graphics & Printing	21.79	X Student ADM	=	12,311.35
001.00.100.2220.6611.587.0000	Library Supplies	4.20	Student ADM	=	380.00
001.00.100.2410.6153.587.0000	Summer Clerical Hours		X Flat Rate	=	380.00
001.00.100.2490.6532.587.0000	Postage	1.58	X Student ADM	=	842.14
001.00.100.2610.6611.587.0000	Custodial Supplies	0.09	X Sq. Ft.	=	6,236.91
001.00.100.2610.6616.587.0000	Custodial Uniforms	55.75	X Flat Rate*FTE	=	167.25
001.00.100.1001.6611.587.0000	Maker Space Supplies	1,000.00	Flate Rate	=	1,000.00
Total M & O Allocation					26,752.75

Capital Outlay

610.00.100.1001.6642.587.0000	Textbooks				
610.00.100.1001.6643.587.0000	Instructional Aids	39.60	X Student FTE	=	21,106.80
610.00.100.1001.6645.587.0000	Textbook Adoption	3.00	X Student Heads	=	1,695.00
610.00.100.1001.6731.587.0000	Furniture and Equipment	14.30	X Student FTE	=	3,246.10
610.00.100.2220.6641.587.0000	Library Books	13.65	X Student FTE	=	7,275.45
Total Capital Outlay Allocation					33,323.35

Total Net Allocation

\$60,076.10

*Carryover to be determined after the Annual Financial Report (AFR) is prepared.



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Appointment of Administrative Personnel –Principal of Coronado K-8 School

BACKGROUND:

Administration presents the below candidate to the Governing Board for review and approval for hire to fill the vacancy of K-8 School Principal at Coronado K-8 School for the 2020-2021 school year.

When the position of K-8 School Principal at Coronado K-8 School became vacant, the position was advertised as open and the applicants reviewed. Michael Bejarano, Roseanne Lopez, Tassi Call, Matt Munger, and Bethany Papajohn screened 26 files for the position of K-8 School Principal. Six candidates were interviewed: Philip Tilicki, Tyrone Cephers, Elizabeth Jácome, Roman Soltero, Matthew Abney, and Judyth Winsberg.

The interview committee consisted of:

Michael Bejarano, Associate Superintendent for Secondary Education, Chair
Roseanne Lopez, Associate Superintendent for Elementary Education
Michael McConnell, Innovation Academy Principal
Joy Ochoa, Teacher
Rebecca Green, Teacher
Ruth Galindo, Counselor
Kristy Milne, Classified
Jodi Barczak, Parent
Shane Sholl, Parent

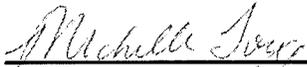
Based on the ratings of the school-based committee, Philip Tilicki and Elizabeth Jácome were recommended as finalists for interviews with Superintendent Todd Jaeger; Michael Bejarano, Associate Superintendent for Secondary Education; Roseanne Lopez, Associate Superintendent for Elementary Education; Michelle Tong, Associate to the Superintendent and General Counsel; Tassi Call, Director of 21st Century Education; and Kristin McGraw, Executive Director of Student Services.

Todd Jaeger recommends **Elizabeth Jácome** for the position of K-8 School Principal for Coronado K-8 School for FY 2020-2021.

RECOMMENDATION:

It is the recommendation of Administration that the Governing Board approve the appointment for K-8 School Principal of Coronado K-8 School as presented.

INITIATED BY:


Michelle H. Tong, J.D.

Associate to the Superintendent and General Counsel

Date: May 6, 2020



Todd A. Jaeger, J.D., Superintendent

5/12/2020

**GOVERNING BOARD MEETING
APPOINTMENTS**

EXHIBIT - 6

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXP CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY	COMMENT
Jacome	Elizabeth	Principal	CT-AD	Coronado K-8 School	KSP	5+ Years	Replacement		Mr. Jaeger	*

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* 2020-2021 School Year
 Addendum Former employee or new hire receiving extra-curricular position
 New New hire filling a newly created position
 Rehire Former employee returning to a position in the district
 Replacement New hire filling a vacated position
 Rescind Declined position after appointment

HSP High School Principal
 MSP Middle School Principal
 ESP Elementary School Principal
 HSA High School Assistant Principal
 MSA Assistant Middle School Principal
 ESA Elementary Assistant Principal
 SAS Support Administrator

ADCT Addendum Certified
 ADCL Addendum Classified
 ADACS Addendum Amphi Community Schools
 ADDM Addendum Only
 CT-AD Certified Administrative
 CT Certified
 CL-AD Classified Administrative
 CL Classified
 PR Professional
 ASW Student Worker

Elizabeth A. Jácome

PROFESSIONAL SUMMARY

Highly motivated, strategic leader with over 8 years of experience developing and executing professional development models in public school systems. Expertise in adult learning, change management, strategic planning and organizational effectiveness.

PROFESSIONAL EXPERIENCE

Executive Director for Elementary Curriculum and Instruction - *Rio Rancho Public School District, Rio Rancho, New Mexico*

July 2011 - PRESENT

SCHOOL LEADERSHIP ALIGNED TO GOALS

- Develop and oversee the Rio Rancho Public Schools personalized, focused, and ongoing professional learning models for more than 2,000 employees by leading instructional coaching, classroom walkthroughs, online anytime anywhere courses, EdCamps, Professional Learning Communities (PLCs), teacher in-services, summer institutes, and workshops focused on district strategic plan goals. The models begin with developing multi-year professional learning action plans based on meeting the needs of all educators to ensure the consistent implementation of strategic goals in every classroom. Focus areas are determined by the district strategic plan, school improvement plans, and department goals and range from standards-based instruction, instructional materials implementation, integrating technology, and guaranteed assessment strategies to using data to drive instruction. The result is a system-wide set of common expectations based on a set of researched best practices. Using quantitative and qualitative evaluations, teachers and building leaders report a consistent 90-97 percent satisfaction with the professional learning provided.
- Direct and provide ongoing professional learning to instructional coaches and building leaders on adult learning theory and change management to ensure professional learning delivery methods are appropriate and change initiatives follow a model of continuous improvement resulting in consistent messaging and a high level of an engaging and results-oriented professional learning model.
- Co-chair of the K-12 transition to a Future Ready digital learning environment. This initiative supports the deployment of Chromebooks into every classroom and the professional learning required to ensure an integrated and results-oriented use of digital devices in classrooms. The professional learning model follows a multi-year action plan that is based on the International Society for Technology in Education (ISTE) Standards for educators. The action plan provides for a pilot team meeting monthly for full day meetings to receive direct instruction in understanding the ISTE Standards for Educators, the TPCK (Technology, Pedagogy, Content Knowledge) model, and SAMR (Substitution, Augmentation, Modification, and Redefinition) to ground the practices. Coupled with instructional coaching and video

exemplars, teachers are armed with strategies, examples, and supports to effectively integrate technology. Stand-alone conferences, workshops, and summer institutes round out the professional learning support plan provided to all K-12 teachers. 4 out of 5 teachers that participated in the pilot stated their knowledge and skills improved from a rating of 2 to 5 after the pilot professional learning. The model is being revised and replicated to support all staff.

- Collaborate with building leaders and instructional coaches to conduct classroom walkthroughs and develop site improvement plans. Use school data to drive the development of school improvement plans and coordinate professional learning and coaching support opportunities based on the data. School improvement plans are developed collaboratively to reflect the available resources and district priorities.
- Guide Special Education Instructional Coach in delivering professional learning in ULS (Unique Learning System), UDL (Universal Design for Learning) and anchoring all department work with the lens of providing guaranteed access of curriculum and best practices to all students.
- Participating member of the Rio Rancho Public Schools team that guides district strategic plan work and develops AdvancED accreditation process for the district.
- Shepherding an initiative with instructional coaches and a group of 25 K-12 teachers using video coaching. The process engages multiple platforms, a teacher pilot team and providing space and time for teacher input from the pilot and focus groups to establish desired outcomes in order to provide additional ways to support teachers' professional growth through the reflective practice of video coaching.

DATA DRIVEN DECISION MAKING

- Use quality improvement processes and protocols to analyze data to determine program effectiveness of RtI (response to intervention) programs, instructional materials, assessments, and professional learning communities (PLCs). Data analysis teams of teachers and building leaders use formative assessment, benchmark assessment, enrollment data, summative assessment data, and historical data, as well as qualitative data to guide improvement or revision.
- Analyze both qualitative and quantitative feedback to set priorities for professional learning needs related to district and state initiatives through evaluating benchmark and summative assessment data as well as teacher observation and evaluation data. Regular cycles of data analysis of NWEA (Northwest Education Association), PARCC (Partnership for Assessment of Readiness for College and Careers), and ISIP (Istation's Indicators of Progress) provide quantitative information to inform practices, develop professional learning and create objective goals.
- Build and oversee multiple operational and local and federal grant budgets to include departmental operations and Title II averaging \$500,000. Coordinate and manage New Mexico Reads to Lead and K-3 Plus state grants.
- Oversee progress in meeting district and state school goals through the development of yearly department SMART (specific, measurable, attainable, relevant, and time-bound) goals and professional development plans to support increased student learning and teacher practices.

COLLABORATION AND INSTRUCTIONAL COACHING

- Collaborate with secondary, federal programs, special services, and human resources to develop a district-wide initiative to support schools in social-emotional learning (SEL), equity, trauma-informed practices, and CLRI (Culturally and Linguistically Responsive Instruction) resulting in aligning research, resources, professional learning, and program implementation so that 100% of Rio Rancho Public Schools staff are equipped with knowledge and strategies to support the unique needs of all students.
- Chaired district-wide committees to evaluate and design process for teacher evaluation, policy recommendations, instructional materials adoption, common assessment development, and curriculum development resulting in systems focused processes for engaging stakeholders and implementation and deployment of district initiatives.
- Lead monthly coaching meetings with elementary principals, executive directors and cabinet level leaders to collaboratively solve problems and engage in reflective professional learning based on common formative assessment data, benchmark data, and summative data resulting in consistency across schools on major district initiatives and broad participation in collaborative practices to guide increased student achievement outcomes and meet the needs of all student groups. Using a variety of early reading data points, the group collectively designed intensive programming for struggling students that included implementing a daily reading intervention block with targeted skill development opportunities based on standards gaps resulting in decreased intervention needs and increased student achievement.
- Developed a district-wide instructional coaching model, using the Jim Knight, University of Kansas model. Sustain and refine a site-based elementary model and district coaching model to now include 22 coaches.
- Manage the hiring, supervision, support, and evaluation of 6 district instructional coaches. Coaches support K-5 math, science, reading, writing, Social Studies, ELL (English Language Learners), and Special Education. Lead development of coach professional development plans and monitor formatively on a regular schedule. Plans are developed for their collaborative work with each other, educational technology specialists, building leaders, PLC leaders, and site-based teacher leader teams. Coaches work with site building leadership teams to determine goals for the year and identify strategies for coach support. For example, all coaches support new teachers with regular coaching meetings, modeling, and curriculum understanding. Coaches support district initiatives and school improvement plans resulting in consistent deployment and implementation for increased teacher effectiveness and student learning based on student achievement data and teacher evaluation data.

CURRICULUM DEVELOPMENT

- Manage and direct curriculum development of all K-5th grade contents by bringing together teacher teams to develop and refine curriculum documents first by gaining a deep understanding of the standards. Applying research-based practices, using Robert Marzano's "guaranteed and viable curriculum" model, we ensure vertical and horizontal alignment in all subject areas. Teams then develop instructional frameworks, unit guides, scope and sequence guides, and common assessments to ensure a consistent implementation of and student access to the adopted standards.
- Leading a multi-year initiative to improve the acquisition of early literacy skills for students in K-3rd grade. Strategically shifted the content knowledge of teachers and reading interventionists in the 5 areas of reading foundational skills instruction which include; phonemic awareness, phonemic decoding

(phonics), vocabulary, comprehension and fluency. Deployed a systematic professional learning plan for 300 teachers that included 3 full days of onsite professional learning with a national reading consultant, followed by ongoing job-embedded professional learning and peer collaboration. Directed the development and implementation of daily word study and reading foundational skills lessons that follow an 8 step process to include; a phonemic awareness warmup, statement of lesson target, phonetic structure of a phoneme, letter/sound correspondence, word reading/blending routines, word work for fluency, dictation, vocabulary, and text practice. After 1 year of implementation, the district saw overall improvement on interim assessments with an 8% gain in second grade alone.

- Use teacher evaluation data to determine professional learning goals. For example, the lowest performing teacher evaluation indicator has been around student engagement, which resulted in a comprehensive plan to provide professional learning to teachers, professional learning communities, and building leaders through workshops, modeling, and direct coaching. The following year, this indicator was not the lowest indicator.
- Chaired large-scale first order change initiatives across the third largest K-12 district in NM leading the adoption of NM Common Core State Standards in math and ELA, and the Next Generation Science Standards. Using an action plan to lead curriculum teams to understand standards, design curriculum documents, and participate in a multi-year monthly implementation team professional learning to ensure consistent implementation. Trainings included all teachers, building leaders, school board, and community.
- Manage the K-12 implementation of a 3-tiered system of student support aligned to the NM Response to Intervention Framework to include systems management and training for all staff. Developed and implemented a district-wide Student Assistance Team (SAT) process, designed to identify areas of need and provide targeted intervention to support struggling learners.

District Level Instructional Coach - *Rio Rancho Public School District, Rio Rancho, New Mexico*

August 2008 – July 2011

- Facilitated full implementation of the NM-Common Core State Standards and supporting instructional materials for more than 900 elementary instructional staff members. Areas of support included content standards for math and standards for mathematical practice, content standards for ELA, reading foundational skills instruction, and instructional shifts associated with CCSS.
- Collaborated with other district and site-based instructional coaches to support RRPS curricular initiatives such as; development of assessments and curriculum documents, instructional materials adoptions, integration of technology in the curriculum, and implementation of a 3-tiered system of support for students.
- Facilitated the analysis and study of assessment data related to student achievement outcomes.
- Designed, coordinated and facilitated professional development and 1:1 coaching assistance for all teachers grades K-5 in all content areas.
- Supported district and staff administration in implementing district initiatives.
- Researched and provided content knowledge and resources to staff about learning and teaching to include; instructional practices, assessment design, targeted intervention and differentiation.

- Researched and provided information and guidance regarding a range of effective and innovative practices through various activities such as; coaching sessions, lesson study, and PLC team meetings.

Assistant Principal – Rio Rancho Public School District, Rio Rancho, New Mexico

August 2004 – July 2006

CURRICULUM DEVELOPMENT

- Responsible for oversight of all aspects of scheduling, registration and assigned duties as necessary; oversight of all aspects of district mandated standardized testing; oversight of all aspects of student records and assisted Principal as legal representative for the school; oversight of textbook inventory; chaired and served on committees at the site and district levels.
- Coordinated and facilitated all systems and processes related to developing and supporting 504 and Response to Intervention plans for students. Facilitated professional learning communities through developing formative assessments and analyzing student achievement data study to effectively plan for instruction.

ATTENDANCE/DISCIPLINE

- Established attendance and discipline referral and reporting procedures for campus-wide use; developed parental notification procedures; directed the preparation of suspension, neglect, referral and tardy forms; responded to inquiries from welfare, probation, legal and security agencies.

BUILDING AND GROUNDS

- Supervised district employees completing operational tasks on campus; verified completion of work orders; maintained orderly school environment; contacted security as necessary; served as contact for outside contractors; oversight of custodial work.
- Monitored school activities and policies for adherence to all district, state and national regulations.
- Analyzed existing data to assess and recommend changes in programs, personnel, facilities, materials and equipment.
- Evaluated the work of assigned school staff; provided reports to the Principal and cooperated in recognition or remediation of staff members as requested.
- Designed in-service training programs at the school site.
- Assisted in the recruitment and selection of applicants for site-based positions.
- Established programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Assisted in the development of budget recommendations for the school.

District Level Instructional Coach – Ysleta Independent School District, El Paso, Texas

August 2002 – July 2004

- Set standards-based goals for student learning.

- Co-planned with teachers to design differentiated instruction.
- Supported co-teaching models to implement differentiated instruction.
- Designed formative assessments.
- Facilitated collaborative analysis of student performance data to determine effectiveness of programs, teaching strategies, and professional learning needs of teachers.
- Designed and facilitated professional learning offerings for special education teachers.
- Developed and facilitated professional learning workshops and conferences for all special education teachers in a district of more than 42,000 students.

TEACHING EXPERIENCE

Martin Luther King, Jr. Elementary School – *Rio Rancho Public School District, Rio Rancho, New Mexico*

August 2006 - July 2008

- Kindergarten
- First Grade
- Special Education

Robert F. Kennedy Pre-K Center – *Ysleta Independent School District, El Paso, Texas*

August 1998 - July 2002

- Kindergarten
- Pre-K (3yr-5yr)
- Special Education (lead teacher 1999-2002)

EDUCATION

Bachelor of Arts – Speech and Theatre – *Oklahoma City University, Oklahoma City, OK*

Graduation 1992

Master of Arts – Special Education and Rehabilitation – *University of Arizona, Tucson, AZ*

Graduation 1997

Educational Leadership Requirements – *University of Texas El Paso, El Paso, TX*

Completed 2003

Licensures:

K-12 Administrative License, Texas and New Mexico

K-12 Special Education Teaching License, Texas and New Mexico

PROFESSIONAL SKILLS

- Mastery of Microsoft Office programs (Word, Excel, PowerPoint)

- Mastery of Google Suite for Education
- Excellent communication, presentation and facilitation skills with a focus on the needs of adult learners and team-building
- Outstanding organizational, multitasking, and problem-solving abilities



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: May 12, 2020

TITLE: Approval of Appointment of Non-Administrative Personnel

BACKGROUND:

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of May 8, 2020.

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RECOMMENDATION:

It is the recommendation of the Administration that the appointment(s) be approved as presented.

INITIATED BY:

Michelle H. Tong, J.D., Associate to the Superintendent

Date: May 8, 2020

Todd A. Jaeger, J.D., Superintendent

5/12/2020

**GOVERNING BOARD MEETING
APPOINTMENTS**

EXHIBIT - 1

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY	COMMENT
Branham	Michelle	Teacher - Literacy Intervention	CT-RET	Copper Creek Elementary			Correction			\$31,471.10
Branham	Michelle	Teacher - Literacy Intervention	CT-RET	Copper Creek Elementary			Rehire			*\$33,771.10
Broughton-Bejaran	Carrie	Teacher - Biology	CT-RET	Amphi High School			Rehire			*\$41,142.28
Butler	Deanna	Teacher - Spanish Language	CT-RET	Cross Middle School			Rehire			*\$35,102.40
Cochran	James	Teacher - Orchestra	CT-RET	Coronado K-8 School			Rehire			*\$11,226.35
Cochran	James	Teacher - Orchestra	CT-RET	Coronado K-8 School			Rehire			*\$6,736.48
Cochran	James	Teacher - Band	CT-RET	Copper Creek Elementary			Rehire			*\$6,736.48
Cochran	James	Teacher - Orchestra	CT-RET	Copper Creek Elementary			Rehire			*\$6,736.48
Gran	Jennifer	Teacher - Special Education	CT-RET	Rillito Center			Rehire			*\$47,574.21
Harmon	Eric	Teacher - Math Intervention	CT-RET	Coronado K-8 School			Rehire			*\$7,577.80
Harmon	Eric	Teacher - Math Lab	CT-RET	Coronado K-8 School			Rehire			*\$18,944.51
Harmon	Eric	Teacher - Academic Intervention	CT-RET	Coronado K-8 School			Rehire			*\$11,366.70
Heller	Danita	Teacher - Chemistry	CT-RET	Ironwood Ridge High			Rehire			*\$47,244.13
Hervert	Margaret	Teacher - Grade 2	CT-RET	Rio Vista Elementary			Rehire			*\$49,759.99
Jimmerson	Nancy	Teacher - Grade 2	CT-RET	Keeling Elementary			Rehire			*\$52,500.33
King	Brenda	Teacher - Literacy Intervention	CT-RET	Amphi Middle School			Rehire			*\$50,441.69
Morales	Andres	Teacher - P. E.	CT-RET	Rio Vista Elementary			Rehire			*\$40,794.35
Morales	Jane	Teacher - P. E.	CT-RET	Coronado K-8 School			Correction			*\$34,113.89
Munro	Janet	Teacher - Chemistry	CT-RET	Ironwood Ridge High			Rehire			*\$11,418.95
Oliver	Heather	Teacher - Grade 3	CT-RET	Painted Sky Elementary			Rehire			*\$46,971.10
Pastor	Terri	Teacher - Grade 3	CT-RET	Wilson K-8 School			Rehire			*\$45,366.62
Romero-Sewell	Diana	Teacher - Grade 4	CT-RET	Harelson Elementary			Rehire			*\$54,418.99
Rondeau	Caroline	Teacher - Special Education	CT-RET	Walker Elementary			Rehire			*\$41,463.06

*	2020-2021 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

**GOVERNING BOARD MEETING
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Van Sice	Debra	Teacher - Government	CT-RET	Amphi High School			Rehire			*\$42,565.46
Wenzel	Martha	Teacher - Special Education	CT-RET	Ironwood Ridge High			Rehire			*\$44,698.75
Williams	Susan Kelley	Teacher - REACH	CT-RET	Ironwood Ridge High			Rehire			*\$48,404.63
Williams	Dennis	Teacher - General Science	CT-RET	Cross Middle School			Rehire			*\$43,177.10
Van Ert	Tracie	Curriculum & Instructional Support	CT-PR	Wetmore Center	CTNT-M		Rehire			*
Jacome	Elizabeth	Principal	CT-AD	Coronado K-8 School	KSP	5+ Years	Replacement	True	Mr. Jaeger	*
Andersen	Donaca	Teacher - Rillito Classroom	CT	Rillito Center	CTT-BA		Rehire			*
Andersen	Jared	Teacher - Special Education	CT	Prince Elementary	CTT-BA		Rehire			*
Ault	Cassandra	Teacher - Grade 3	CT	Coronado K-8 School	CTT-BA	0 years	New Position		Mr. Ball	*
Balachandran	Devahi	Teacher - Mathematics	CT	Amphi High School	CTT-BA		Rehire			*
Berdine	Patricia	Teacher - Art	CT	Mesa Verde Elementary	CTT-BA		Rehire			*
Beutel	Emily	Teacher - Academic Intervention	CT	Keeling Elementary	CTT-MA		Rehire			*
Boone-Sampsel	Jodi	Teacher - Special Education	CT	Walker Elementary	CTT-MA		Rehire			*
Brower	Kristy	Teacher - Music	CT	Harelson Elementary	CTNT-B		Rehire			*
Bulisache	Michelle	Teacher - Special Education	CT	Coronado K-8 School	CTT-BA		Rehire			*
Campos	Alessandra	Teacher - Grade 1	CT	Rio Vista Elementary	CTT-BA		Rehire			*
Cardon	Alejandro	Teacher - Music	CT	Innovation Academy	CTT-BA		Rehire			*
Chang	TingHsuan	Teacher - Art	CT	Donaldson Elementary	CTT-BA	0 years	Replacement		Ms. Letts	*
Crist	Gary	Teacher - Animal Systems	CT	Amphi High School	CTT-BA		Rehire			*
Daigle	Joyce	Teacher - Academic Intervention	CT	Keeling Elementary	CTT-MA		Rehire			*
De La Rocha	Natalia	Teacher - Grade 3	CT	Nash Elementary	CTT-BA	4 years	Replacement		Mr. Hehli	*
Delozier	Sandy	Teacher - Music	CT	Mesa Verde Elementary	CTT-BA		Rehire			*
Dotts	John	Teacher - Environmental Science	CT	Amphi High School	CTT-BA		Rehire			*
Edmondson	Heidi	Teacher - Cross Categorical	CT	Wilson K-8 School	CTT-BA		Rehire			*
Eljerdi	Samah	Teacher - STEM (Engineering)	CT	Coronado K-8 School	CTT-BA		Rehire			*

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**GOVERNING BOARD MEETING
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Gahn	Courtney	Teacher - Kindergarten	CT	Donaldson Elementary	CTT-MA		Rehire			*
Garcia	Heather	Teacher - Language Arts	CT	Coronado K-8 School	CTT-BA		Rehire			*
Goldberg	Gina	Teacher - Adaptive P.E.	CT	Holaway Elementary	CTT-BA		Rehire			*
Goldberg	Gina	Teacher - P. E.	CT	Holaway Elementary	CTT-BA		Rehire			*
Hitt	Angela	Teacher - Art	CT	Wilson K-8 School	CTT-MA		Rehire			*
Hudson	Kylee	Teacher - Grade 2	CT	Nash Elementary	CTT-BA	0 years	Replacement		Mr. Hehli	*
Kaminshi	Joni	Teacher - Adaptive P.E.	CT	Copper Creek Elementary	CTT-BA		Rehire			*
Kaminski	Joni	Teacher - P. E.	CT	Copper Creek Elementary	CTT-BA		Rehire			*
Kanji	Alyshah	Teacher - Literacy Interventio	CT	Walker Elementary	CTT-MA	2 years	Rehire		Mr. Trimble	*
Kipley	Kayla	Teacher - Special Education	CT	Amphi High School	CTT-BA		Rehire			*
Krutzsch	Mary	Teacher - Special Education	CT	La Cima Middle School	CTT-MA	2 years	Replacement		Ms. Valenzuela	*
Landen	Maryellen	Teacher - Special Education	CT	Amphi Middle School	CTT-BA	N/A	Rehire			*
Lawrence	Mia	Teacher - REACH	CT	Mesa Verde Elementary	CTT-BA		Rehire			*
Le	ThanhLiem	Teacher - Mathematics	CT	Amphi Middle School	CTT-BA	N/A	Rehire			*
Lewis	Rachael	Teacher - Preschool Director	CT	Innovation Academy	CTT-MA		Rehire			*
Linn	David	Teacher - Career Exploration	CT	Wilson K-8 School	CTT-MA		Rehire			*
Magrie	Kylie	Teacher - ELL/SEI	CT	Holaway Elementary	CTT-BA		Rehire			*
Menzies	Sophie	Teacher - Grade 2	CT	Nash Elementary	CTT-MA	4 years	New		Mr. Hehli	*
Moore	Kristin	Teacher - REACH	CT	Cross Middle School	CTNT-B		Rehire			*
Murugesan	Ashreetha	Teacher - Social Studies	CT	Amphi Middle School	CTT-BA	0 years	Replacement		Ms. Wichers	*
Newsom	Christopher	Teacher - Computer Program	CT	La Cima Middle School	CTT-BA		Rehire			*
Newsom	Christopher	Teacher - Music	CT	La Cima Middle School	CTT-BA		Rehire			*
Okonya	Elizabeth	Teacher - Rillito Classroom	CT	Rillito Center	CTT-MA		Rehire			*
Peterson	Jennifer	Teacher - Special Education	CT	Mesa Verde Elementary	CTT-BA		Rehire			*
Phinney	Martha	Teacher - Art	CT	Harelson Elementary	CTT-BA		Rehire			*

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**GOVERNING BOARD MEETING
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Piancino	Hailey	Teacher - CHOICES Classroom	CT	Cross Middle School	CTT-BA	1 year	Replacement		Mr. Gutierrez	*
Pieroway	Karl	Teacher - Mathematics	CT	Wilson K-8 School	CTT-MA		Rehire			*
Quigley	Erin	Teacher - Sports Medicine	arCT	Amphi High School	CTT-BA		Rehire			*
Robustelli	Gabrielle	Teacher - Grade 5	CT	Holaway Elementary	CTT-MA		Rehire			*
Rudd	Amy	Teacher - Art	CT	Holaway Elementary	CTT-BA		Rehire			*
Samsel	Melissa	Teacher - Art	CT	Innovation Academy	CTT-BA		Rehire			*
Schleicher	Katrina	Teacher - P. E.	CT	Mesa Verde Elementary	CTT-MA		Rehire			*
Seegmiller	Carrie	Teacher - Special Education	ICT	Painted Sky Elementary	CTT-BA		Rehire			*
Shugert	Carmen	Teacher - Career Exploration	CT	Ironwood Ridge High	CTT-MA	10 years	Replacement		Mr. Munger	*
Shugert	Carmen	Teacher - Mathematics	CT	Ironwood Ridge High	CTT-MA	10 years	Replacement		Mr. Munger	*
Vaswani	Sabina	Teacher - Grade 5	CT	Innovation Academy	CTT-MA		Rehire			*
Veltre	Cassie	Teacher - Special Education	ICT	Prince Elementary	CTT-BA		Rehire			*
Wasilow	Andrew	Teacher - Technology	CT	Amphi Middle School	CTT-BA		Rehire			*
West	Sara	Teacher - Social Studies	CT	Amphi Middle School	CTT-MA	2 years	Replacement		Ms. Wichers	*
Westfall-Loomis	Sharon	Teacher - Adaptive P.E.	CT	Donaldson Elementary	CTT-MA		Rehire			*
Westfall-Loomis	Sharon	Teacher - P. E.	CT	Donaldson Elementary	CTT-MA		Rehire			*
Wilson	Amy	Teacher - Academic Intervention	CT	Keeling Elementary	CTT-MA		Rehire			*
Wray	Kathleen	Curriculum & Instructional Support	SuCT	Wetmore Center	CTT-BA	3 years	Replacement		Dr. McKinney	*
Young	Robert	Teacher - Special Education	ICT	Amphi High School	CTT-MA		Rehire			*
Zolo	Tatiana	Teacher - Mathematics	CT	Amphi High School	CTT-MA		Rehire			*
Campsen	Serena	District Program Coordinator	CL-PR	Wetmore Center	PR EX		Rehire			*
Cosbey-Lewis	Jennifer	Occupational Therapist	CL-PR	Wetmore Center	OT		Rehire			*
Ball	Kori	Behavioral Intervention Monitor	CL	Mesa Verde Elementary	D	N/A	Replacement		Ms. Tracy	*
Beanne	Nibigira	Translator/Interpreter	CL	Federal/State Programs	D	N/A	Rehire			*
Boteo Diaz	Gladys	Special Education Teaching	/CL	Walker Elementary	E	N/A	Rehire			*

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**GOVERNING BOARD MEETING
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Briles	Amy	Special Education Teaching	/CL	Copper Creek Elementary	E	N/A	Rehire			*
Broome	Steve	Instructional Technology Spe	CL	Holaway Elementary	E	N/A	Rehire			*
Camacho	Paola	Parent Educator	CL	Federal/State Programs	F	N/A	Rehire			*
Castro	Rosalia	Secretary I	CL	Federal/State Programs	E	N/A	Rehire			*
Crawford	Chelsea	Special Education Teaching	/CL	La Cima Middle School	E	N/A	Rehire			*
Crowther	Kayte	Reading Room Assistant	CL	Painted Sky Elementary	E	N/A	Rehire			*
Dowell	Jessica	Special Education Teaching	/CL	Mesa Verde Elementary	E	N/A	Rehire			*
Estudillo	Stephanie	Special Education Teaching	/CL	Rio Vista Elementary	E	N/A	Rehire			*
Estudillo	Stephanie	Special Education Teaching	/CL	Rio Vista Elementary	E	N/A	Rehire			*
Farrow	Kristina	Special Education Teaching	/CL	Ironwood Ridge High	E	N/A	Rehire			*
Finch	Richard	Special Education Teaching	/CL	Wilson K-8 School	E	N/A	Rehire			*
Franklin	Jennifer	Special Education Teaching	/CL	Copper Creek Elementary	E	N/A	Rehire			*
Freney	Nick	Special Education Teaching	/CL	Amphi High School	E	N/A	Rehire			*
Gentry	Gina	Special Education Teaching	/CL	Rio Vista Elementary	E	N/A	Rehire			*
Gentry	Gina	Special Education Teaching	/CL	Rio Vista Elementary	E	N/A	Rehire			*
Grabowski	Deborah	Special Education Teaching	/CL	Donaldson Elementary	E	N/A	Rehire			*
Gutierrez	Dina	Parent Educator Coordinator	CL	Federal/State Programs	H	N/A	Rehire			*
Hanna	Kathleen	Special Education Teaching	/CL	Wilson K-8 School	E	N/A	Rehire			*
Hernandez	Whitney	Special Education Teaching	/CL	Amphi High School	E	N/A	Rehire			*
Honomichl	Erika	Special Education Teaching	/CL	Mesa Verde Elementary	E	N/A	Rehire			*
Hossain	Ismat	Special Education Teaching	/CL	Copper Creek Elementary	E	N/A	Rehire			*
Hull	Jason	Special Education Teaching	/CL	Amphi High School	E	N/A	Rehire			*
Humbles	Troy	Custodian II	CL	Coronado K-8 School	E	N/A	Replacement		Mr. Ball	
Imbody	Louise	Special Education Teaching	/CL	Mesa Verde Elementary	E	N/A	Rehire			*
Killom	Andrew	Special Education Teaching	/CL	Rillito Center	E	N/A	Rehire			*

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**GOVERNING BOARD MEETING
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Kurtz	Steven	Clerk II	CL	Amphi High School	C	N/A	Rehire			*
Lauscher	Kimberly	Special Education Teaching	/CL	Holaway Elementary	E	N/A	Rehire			*
Lauscher	Kimberly	Special Education Teaching	/CL	Holaway Elementary	E	N/A	Rehire			*
Lewis	Ruth	Preschool Instructional Speci	CL	Painted Sky Elementary	G	N/A	Rehire			*
Leyva	Julia	Special Education Teaching	/CL	Rio Vista Elementary	E	N/A	Rehire			*
Leyva	Julia	Special Education Teaching	/CL	Rio Vista Elementary	E	N/A	Rehire			*
Mahnk	Allan	Instructional Specialist - Land	CL	Amphi High School	G	N/A	Rehire			*
Martin	Elinore	Special Education Teaching	/CL	Copper Creek Elementary	E	N/A	Rehire			*
Mason	Kristin	Campus Monitor	CL	Prince Elementary	A	N/A	Rehire			*
Mason	Kristin	Campus Monitor	CL	Prince Elementary	A	N/A	Rehire			*
McMillan-Dale	Meredith	Special Education Teaching	/CL	Mesa Verde Elementary	E	N/A	Rehire			*
Munoz	Johanna	Preschool Aide/Caregiver	CL	Painted Sky Elementary	A	N/A	Rehire			*
Nagore	Jennifer	Special Education Teaching	/CL	Mesa Verde Elementary	E	N/A	Rehire			*
Pirrone	Rachel	Special Education Teaching	/CL	Donaldson Elementary	E	N/A	Rehire			*
Priest	Shannon	Special Education Teaching	/CL	Mesa Verde Elementary	E	N/A	Rehire			*
Puente	Anna	Parent Educator	CL	Federal/State Programs	F	N/A	Rehire			*
Quijada	Mary	Special Education Teaching	/CL	Copper Creek Elementary	E	N/A	Rehire			*
Rea	Veronica	Special Education Teaching	/CL	Ironwood Ridge High	E	N/A	Rehire			*
Reil	Elisabeth	Special Education Teaching	/CL	Amphi High School	E	N/A	Rehire			*
Reinhardt	Camilla	Special Education Teaching	/CL	Copper Creek Elementary	E	N/A	Rehire			*
Reskin	Mary	Special Education Teaching	/CL	Coronado K-8 School	E	N/A	Rehire			*
Rhoads	Alyssa	Special Education Teaching	/CL	Prince Elementary	E	N/A	Rehire			*
Rodriguez	Sheree	Secretary III	CL	Facilities Support	G	N/A	Rehire			*
Ross	Gretchen	Special Education Teaching	/CL	Copper Creek Elementary	E	N/A	Rehire			*
Salazar	Alma	Parent Educator	CL	Federal/State Programs	F	N/A	Rehire			*

*	2020-2021 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

**GOVERNING BOARD MEETING
APPOINTMENTS**

EXHIBIT - 1

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY	COMMENT
Sanchez	Jennifer	Special Education Teaching	/CL	Painted Sky Elementary	E	N/A	Rehire			*
Schelle	Heather	Special Education Teaching	/CL	Mesa Verde Elementary	E	N/A	Rehire			*
Sheesley	Cindy	Parent Educator	CL	Federal/State Programs	F	N/A	Rehire			*
Shouse	Catherine	Special Education Teaching	/CL	Mesa Verde Elementary	E	N/A	Rehire			*
Shuman	Debra	Special Education Teaching	/CL	Amphi High School	E	N/A	Rehire			*
Siqueiros	Angleica	Parent Educator	CL	Federal/State Programs	F	N/A	Rehire			*
Startt	Carrie	Special Education Teaching	/CL	Mesa Verde Elementary	E	N/A	Rehire			*
Steele	Haven	Vocational Agriscience Assis	CL	Amphi High School	E	N/A	Rehire			*
Veon	Alexandre	Custodian I	CL	Amphi High School	D	N/A	Replacement			
Watson	Amy	Reading Room Assistant	CL	Painted Sky Elementary	E	N/A	Rehire			*
Watson	Christy	Special Education Teaching	/CL	Painted Sky Elementary	E	N/A	Rehire			*
Welchert	Heather	Special Education Teaching	/CL	Keeling Elementary	E	N/A	Rehire			*

*	2020-2021 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

05/12/2020
GOVERNING BOARD MEETING
APPOINTMENTS

EXHIBIT 1
Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Trillo	Suzanne		CL		04/20/2020	
Villa	Marylou		CL		04/20/2020	

AD Administrative
PR Professional
CT Certified
CL Classified



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Personnel Changes

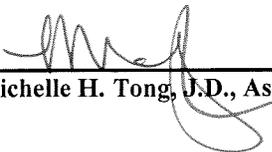
BACKGROUND:

Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of May 4, 2020.

RECOMMENDATION:

It is the recommendation of the Administration that the personnel changes be approved as presented.

INITIATED BY:


Michelle H. Tong, J.D., Associate to the Superintendent

Date: May 4, 2020


Todd A. Jaeger, J.D., Superintendent

5/12/2020

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Chen	Kelly	Speech/Language Pathologist	CT-PR	Wetmore Center	Decrease FTE		N/A	*
Basye	Jody	Teacher - Special Education	E CT	CDO High School	Transfer		N/A	*
Busby	Devon	Teacher - Grade 5	CT	Donaldson Elementary	Transfer		N/A	*
Charles	Corina	Teacher - Grade 5	CT	Keeling Elementary	Transfer		N/A	*
Goldstein	Jasmine	Teacher - Computer Programr	CT	La Cima Middle School	Decrease FTE		N/A	*
Harder	Kawna	Teacher - Special Education	R CT	Wilson K-8 School	Transfer		N/A	*
Haskins	Shannon	Teacher - Social Studies	CT	Cross Middle School	Transfer		N/A	*
Houser	Jennifer	Teacher - Math Intervention	CT	Painted Sky Elementary	Decrease FTE		N/A	*
Johnson	Cassidy	Teacher - Mathematics	CT	Cross Middle School	Decrease FTE		N/A	*
Padilla	Manuel	Teacher - Special Education	R CT	Amphi Middle School	Transfer		N/A	*
Powers	Brianne	Teacher - REACH	CT	Harelson Elementary	Transfer		N/A	*
Roche	Christine	Teacher - Special Education	R CT	Cross Middle School	Transfer		N/A	*
Roe	Tori	Teacher - Special Education	R CT	Cross Middle School	Transfer		N/A	*
Roodvoets	Jessica	Librarian	CT	Cross Middle School	Transfer		N/A	*
Russell	Cynthia	Teacher - Music	CT	Walker Elementary	Increase FTE		N/A	*
Russell	Cynthia	Teacher - Music	CT	Walker Elementary	Decrease FTE		N/A	*
Steele	Andrea	Teacher - Computer Programr	CT	La Cima Middle School	Additional Position		N/A	*
Toles	Heather	Teacher - Special Education	R CT	Walker Elementary	Transfer		N/A	*
Wall	Caryn	Teacher - Grade 4	CT	Painted Sky Elementary	Transfer		N/A	*
Bronson	Cheryl	Campus Monitor	CL	Prince Elementary	Additional Position	A	N/A	*

*	2020-2021 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Demotion	Voluntary demotion	CL	Classified
Extension	End date being extended	PR	Professional
Increase FTE	Increase in hours/contract	EL	Elementary
Promotion	Employee receiving a promotion to another position	MS	Middle School
Reassignment	Employee moving to another position at the direction of the administration	HS	High School
Status Change	Employee changing status (i.e. short term to career)		
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Bronson	Cheryl	Clerk II	CL	Prince Elementary	Additional Position	C	N/A	*
McCabe	Teresa	Library Assistant	CL	Coronado K-8 School	Transfer	F	N/A	*
Nosheny	Aaron	Instructional Technology Spec	CL	Donaldson Elementary	Increase FTE	E	N/A	*
Oldaker	Rachel	Library Assistant	CL	Mesa Verde Elementary	Promotion	F	+\$.48	*
Torres	Marianna	Bilingual Clerk	CL	Prince Elementary	Additional Position	D	N/A	*
Altemara-Arnold	Sara	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum			\$750.00
Balachandran	Devahi	ADDN - Summer School Teac	ADCT	Federal/State Programs	Addendum			\$3,840.00
Boe	Bradley	ADDN - CTSO Stipend HS	ADCT	Ironwood Ridge High	Addendum			\$1,750.00
Bolin	Elizabeth	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum			\$1,750.00
Bultman	Benjamin	ADDN - Summer School Teac	ADCT	Amphi High School	Addendum			\$3,840.00
Cannon	Robert	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum			\$1,750.00
Crist	Gary	ADDN - CTSO Stipend HS	ADCT	Amphi High School	Addendum			\$1,750.00
Dickson	Mary Elizabeth	ADDN - CTSO Stipend HS	ADCT	Ironwood Ridge High	Addendum			\$1,750.00
Gerik	Morgan	ADDN - Summer School Teac	ADCT	Amphi High School	Addendum			\$3,840.00
Gindt	Trechel	ADDN - Summer School Teac	ADCT	Amphi High School	Addendum			\$3,840.00
Glor	Daniel	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum			\$1,750.00
Golden	Brande	ADDN - CTSO Stipend HS	ADCT	Ironwood Ridge High	Addendum			\$1,750.00
Goodridge	George	ADDN - CTSO Stipend HS	ADCT	Ironwood Ridge High	Addendum			\$1,750.00
Gowen	Jean	ADDN - CTSO Stipend HS	ADCT	Ironwood Ridge High	Addendum			\$1,750.00
Granillo	Russell	ADDN - CTSO Stipend HS	ADCT	Amphi High School	Addendum			\$750.00
Hodge	Mark	ADDN - CTSO Stipend HS	ADCT	Ironwood Ridge High	Addendum			\$750.00
Howell	Luke	ADDN - CTSO Stipend HS	ADCT	Ironwood Ridge High	Addendum			\$1,750.00
*		2020-2021 School Year				ADCT		Addendum Certified
Addendum		Employee receiving extra-curricular position or stipend				ADCL		Addendum Classified
Added Duty		Employee working additional hours or days				ADACS		Addendum Amphi Community Schools
Additional Position		Employee working an additional position				CT-AD		Certified Administrative
Correction		Correction to contract				CT		Certified
Decrease FTE		Decrease in hours				CL-AD		Classified Administrative
Demotion		Voluntary demotion				CL		Classified
Extension		End date being extended				PR		Professional
Increase FTE		Increase in hours/contract				EL		Elementary
Promotion		Employee receiving a promotion to another position				MS		Middle School
Reassignment		Employee moving to another position at the direction of the administration				HS		High School
Status Change		Employee changing status (i.e. short term to career)						
Temporary		Employee working for a limited period of time						
Transfer		Employee moving from one position to another						

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Johnson	Marian	ADDN - Summer School Teac	ADCT	Amphi High School	Addendum		\$3,840.00	
Krater	Caroline	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum		\$750.00	
Lang	William	ADDN - CTSO Stipend HS	ADCT	Ironwood Ridge High	Addendum		\$750.00	
Lange	Brockton	ADDN - Summer School Teac	ADCT	Amphi High School	Addendum		\$3,840.00	
Linton	Glenn	ADDN - CTSO Stipend HS	ADCT	Ironwood Ridge High	Addendum		\$750.00	
Lise	Ronald	ADDN - Summer School Teac	ADCT	Amphi High School	Addendum		\$3,840.00	
Meitner	Nickolas	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum		\$1,750.00	
Nicholson	Julia	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum		\$750.00	
Pincus	Mark	ADDN - CTSO Stipend HS	ADCT	Ironwood Ridge High	Addendum		\$1,750.00	
Quigley	Erin	ADDN - CTSO Stipend HS	ADCT	Amphi High School	Addendum		\$1,250.00	
Ronstadt	Joshua	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum		\$1,750.00	
Roseman	Ronny	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum		\$1,750.00	
Rossi	Eric	ADDN - Weight Training Coac	ADCT	CDO High School	Addendum		\$2,600.00	
Schneider	Daniel	ADDN - CTSO Stipend HS	ADCT	Amphi High School	Addendum		\$1,750.00	
Street	Lee Noble	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum		\$1,750.00	
Sutton	Kyle Wayne	ADDN - Track Coach	ADCT	Wilson K-8 School	Addendum		\$1,400.00	
Tarbet	Jeremy	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum		\$1,750.00	
Valencia	Brian	ADDN - CTSO Stipend HS	ADCT	Amphi High School	Addendum		\$750.00	
Walker	Jennifer	ADDN - Summer School Teac	ADCT	Federal/State Programs	Addendum		\$3,840.00	
Watson	Laura	ADDN - CTSO Stipend HS	ADCT	Amphi High School	Addendum		\$1,250.00	

*	2020-2021 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Demotion	Voluntary demotion	CL	Classified
Extension	End date being extended	PR	Professional
Increase FTE	Increase in hours/contract	EL	Elementary
Promotion	Employee receiving a promotion to another position	MS	Middle School
Reassignment	Employee moving to another position at the direction of the administration	HS	High School
Status Change	Employee changing status (i.e. short term to career)		
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of May 4, 2020.

RECOMMENDATION:

It is the recommendation of the Administration that the leave request(s) be approved as presented.

INITIATED BY:

Michelle H. Tong, J.D., Associate to the Superintendent

Date: May 4, 2020

Todd A. Jaeger, J.D., Superintendent

5/12/2020

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

EXHIBIT - 3

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Dustan	Gordon	Transportation Attendant	CL	Transportation	04/22/2020	Return date
Fiolek	Frank	Custodian I	CL	Innovation Academy	04/13/2020	Start date
Gonzalez	Maria	Crossing Guard	CL	La Cima Middle School	04/29/2020	Return date
Jako	Peter	Maintenance Technician II	CL	Facilities Support	03/09/2020	Start date
Morales	Gloria	Bus Driver	CL	Transportation	04/20/2020	Start date

* 2020-2021 School Year
CT-AD Certified Administrative
CT Certified
CL-AD Classified Administrative
CL Classified
PR Professional



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Separation(s) and Termination(s)

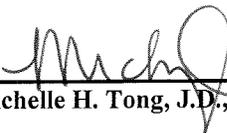
BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of May 8, 2020.

RECOMMENDATION:

It is the recommendation of the Administration that the resignation(s) or termination(s) be approved as presented.

INITIATED BY:


Michelle H. Tong, J.D., Associate to the Superintendent

Date: May 8, 2020


Todd A. Jaeger, J.D., Superintendent

5/12/2020

**GOVERNING BOARD MEETING
SEPARATIONS**

EXHIBIT - 4

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Fidel	Joan	Speech/Language Pathologist	CT-PR	Wetmore Center	05/22/2020	Retirement	
Ames	Anna	Teacher - Music	CT	Donaldson Elementary	05/22/2020	Resignation	
Ames	Anna	Teacher - Band	CT	Donaldson Elementary	05/22/2020	Resignation	
Bailey	Mark	Teacher - Grade 1	CT	Painted Sky Elementary	05/22/2020	Retirement	returning ESI
Calderon	Fedra Alexandra	Psychologist	CT	Amphi Middle School	05/29/2020	Resignation	
Celaya	Laurie	Teacher - General Science	CT	Cross Middle School	05/22/2020	Retirement	returning ESI
Clark	Susan B.	Teacher - ELL/SEI	CT	Holaway Elementary	05/22/2020	Retirement	
Cook	Julie	Teacher - Special Education Re	CT	Rio Vista Elementary	05/22/2020	Retirement	returning ESI
Erickson	Leif	Teacher - Generalist	CT	Ironwood Ridge High	05/22/2020	Retirement	returning ESI
Gallagher	Deborah	Teacher - Kindergarten	CT	Rio Vista Elementary	05/22/2020	Retirement	returning ESI
Hepler	Erin	Teacher - Rillito Classroom	CT	Rillito Center	05/22/2020	Resignation	
Johnson	Wendy	Teacher - Social Studies	CT	Cross Middle School	05/22/2020	Resignation	
Mercilllott	Melissa	Teacher - Art	CT	Amphi Middle School	05/22/2020	Resignation	
Mercilllott	Melissa	Teacher - Art	CT	Amphi Middle School	05/22/2020	Resignation	
Mercilllott	Melissa	Teacher - Odyssey of the Mind	CT	Amphi Middle School	05/22/2020	Resignation	
Prchal	Janelle	Teacher - Special Education Re	CT	Amphi Middle School	05/22/2020	Resignation	
Prchal	Janelle	Special Education Facilitator	CT	Amphi Middle School	05/22/2020	Resignation	
Prchal	Janelle	Teacher - Special Education Re	CT	Amphi Middle School	05/22/2020	Resignation	
Stender	Taylor	Teacher - Grade 2	CT	Nash Elementary	05/22/2020	Resignation	
Stewart	Jason	Teacher - Special Education ED	CT	Wilson K-8 School	05/22/2020	Resignation	
Talmage	Christy	Teacher - Mathematics	CT	Wilson K-8 School	05/22/2020	Retirement	
Wieser	Chelsea	Teacher - Grade 4	CT	Donaldson Elementary	05/22/2020	Resignation	
Williams	Elizabeth	Teacher - Grade 3	CT	Nash Elementary	05/22/2020	Resignation	

*

2020-2021 School Year

Budget RIF	Reduction in force due to budget
Abandonment	Employee abandoned position
Breach of Contract	Employee did not fulfill contract
Dismissal	Employee terminated by the District
Resignation	Employee resigning from the District
Retirement	Employee retiring from the District

ADCT	Addendum Certified
ADCL	Addendum Classified
ADDM	Addendum Only
CT-AD	Certified Administrative
CT	Certified
CL-AD	Classified Administrative
CL	Classified
PR	Professional

**GOVERNING BOARD MEETING
SEPARATIONS**

EXHIBIT - 4

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Shultz	Kyle	Custodian I	CL	Ironwood Ridge High	04/21/2020	Resignation	

* 2020-2021 School Year
 Budget RIF Reduction in force due to budget
 Abandonment Employee abandoned position
 Breach of Contract Employee did not fulfill contract
 Dismissal Employee terminated by the District
 Resignation Employee resigning from the District
 Retirement Employee retiring from the District

ADCT Addendum Certified
 ADCL Addendum Classified
 ADDM Addendum Only
 CT-AD Certified Administrative
 CT Certified
 CL-AD Classified Administrative
 CL Classified
 PR Professional

05/12/2020
GOVERNING BOARD MEETING
SEPARATIONS

EXHIBIT 4
Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Ball	Kori		CT		05/01/2020	hired
Bishop	Jordan		CT		05/01/2020	hired
Chism	Nicole		CT		4/15/2020	
McClure	Casonti		CT		04/21/2020	
Nunn	Gabrielle		CT		04/15/2020	

AD Administrative
PR Professional
CT Certified
CL Classified



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: May 12, 2020

TITLE: Approval of Stipend for Coaching Volunteers

BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of May 4, 2020.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve payment of the listed stipend(s) for the identified coaching volunteers.

INITIATED BY:

Michelle H. Tong, J.D., Associate to the Superintendent

Date: May 4, 2020

Todd A. Jaeger, J.D., Superintendent

5/12/2020

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

EXHIBIT - 5

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Lopez	Luis	Coach - Baseball Assistant MS	Cross Middle School	Stipend	\$1,400.00

* 2020-2021 School Year



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Minutes of Previous Meeting(s)

BACKGROUND:

The attached minutes of previous Governing Board Meeting(s) are submitted for approval by the Board.

April 28, 2020
September 10, 2019

RECOMMENDATION:

The Administration recommends that the minutes of the previous meeting(s) be approved.

INITIATED BY:

Karin Smith
Executive Assistant to the Superintendent & Governing Board

Date: May 4, 2020

Todd A. Jaeger, J.D., Superintendent

**Minutes of Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, April 28, 2020**

A Special Public meeting of the Governing Board of the Amphitheater Public Schools was held Tuesday, April 28, 2020, beginning at 5:30 p.m. at 701 West Wetmore Road, Tucson, AZ in the Leadership & Professional Development Center.

Governing Board Members Present – *via WebEx Conferencing*

Ms. Deanna M. Day, M.Ed., President
Ms. Vicki Cox Golder, Vice President – *joined meeting at 6:05 p.m.*
Dr. Scott K. Baker, Member
Mr. Matthew A. Kopec, Member
Ms. Susan Zibrat, Member

Superintendent's Cabinet Members Present – *via WebEx Conferencing*

Mr. Todd A. Jaeger, J.D., Superintendent
Dr. Roseanne Lopez, Associate Superintendent for Elementary Education
Mr. Michael Bejarano, Associate Superintendent for Secondary Education
Ms. Michelle H. Tong, J.D., Associate to the Superintendent and Legal Counsel
Mr. Scott Little, Chief Financial Officer

CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER

President Day called the meeting to order at 5:30 p.m. and invited members of the audience to sign the visitors' register.

President Day reviewed directives regarding school closures and Arizona Governor Ducey's announcement that all Arizona schools are to be closed for the rest of the school year due to the COVID-19 health crisis. She continued that while school board meetings are exempt from the Governor's Executive Order to stay-at-home, Arizona permits Board members to attend meetings by videoconference or telephone. Therefore, our District has chosen to exercise safe social distancing for this Board meeting by having Board members appear at the meeting through technological means.

There was a quorum at this meeting. All Board members attended this meeting through videoconferencing. Board members were not all gathered in a central, physical location. This meeting was streamed live for the public at the Wetmore Center, 701 West Wetmore Road, in Leadership and Professional Development Center.

PLEDGE OF ALLEGIANCE

President Day asked Mr. Kopec to lead the Pledge.

ANNOUNCEMENT OF DATE AND PLACE OF THE NEXT REGULAR GOVERNING BOARD MEETING

President Day announced that the next Regular Governing Board meeting would be Tuesday, May 12, 2020 at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ in the Leadership & Professional Development Center.

PUBLIC COMMENTS

Ms. Tong addressed the Board letting them know that there were several public comments. She listed them in groups by topic and asked if the Board wished to hear all of them. She reminded the Board that if comments are repetitive, it is in the Board's discretion to have them all speak or read some at a later date.

President Day asked if she needed to read the Call to the Audience procedures to speaker, Ms. Lisa Millerd, who responded that she did not need them read. Ms. Millerd explained that Amphi EA's role is to represent the interests of the members and often by extension, all employees. She said that there is a breach between their efforts and the District. She offered the following suggestions: better communication, change the current perception of top down or inconsistent decision making without employee input, build relationships by making Amphi EA feel valued for what they bring to the table. She then asked for the Governing Board to show authentic recognition for employees by acknowledging the 339 comments from the joint Meet and Confer survey with a statement recognizing their voices have been heard.

President Day asked if the next speaker, Ms. Tenaya Snider, needed to have the Call to the Audience procedures read to her, and she responded that she did not need them read. Ms. Snider is an English teacher at Canyon del Oro High School. She spoke to the Board requesting that there be more opportunities for the public to submit comments through video or email to address the Board at meetings. Ms. Snider also suggested meetings be streamed, via YouTube live, Facebook live or other social media, making it easier for people with a compromised immune system to hear the meeting.

President Day read the Call to the Audience procedures for the remaining speakers.

Ms. Grace Green, a student at Canyon del Oro High School (CDO), spoke to the Board regarding her recent illness and how her teachers were supportive. They were accommodating with her school work, and expressed that her health was most important. Cards and well wishes were sent to her from teachers and friends that made her feel valued and cared about. She continued with information about her French class, noting how important it is to her and how welcomed the teacher and students made her feel. She said Amphi and CDO are her family. She thanked the Board and District for all they do for the students of Amphitheater and for saving French at CDO.

Ms. Sarina McCann-Smith is the Modern Language Department Chair at Canyon del Oro High School. Ms. McCann-Smith spoke to the Board regarding the foreign language program at CDO and the positive impact a foreign language has on students. She asked the Board to reconsider eliminating any of the foreign language classes.

Ms. Liz Yeager is a teacher at CDO. She spoke to the Board regarding her concern over reduction to teaching positions at CDO. She said that CDO has 1651 students enrolled for next school year and is only being funded for 1400. She was told that possible funding would become available after the school year started. Ms. Yeager talked about her concern of class size at the beginning of the school year already showing they would be in the lower 40's and felt it was unacceptable, especially during a time of social distancing. Ms. Yeager finished by asking the Board to reconsider how funding is provided and trust that 1651 students will be attending CDO classes next year and fund accordingly.

Ms. Analia Lopez expressed her concern regarding reopening the schools and asked how the District will prevent the spread of the COVID-19 virus. Ms. Lopez felt Title 1 schools are the most vulnerable due to lack of basic resources and the occurrence of emotional trauma. They

will require extra efforts to provide additional school counseling. Ms. Lopez's suggestions were reassigning teachers to teach online, include more sick days for teachers, and - since low enrollment is anticipated - to bus students to other schools within the District. She also suggested that middle and high schools open in January once a good system is in place with the elementary students.

Ms. Nina Godlewski, a teacher at CDO, spoke to the Board regarding the override funding for maintaining class sizes, core content areas, and higher level course offerings at the high school level. She noted that there has been severe reductions to next year's staffing and talked about classes next fall already reaching 37-50 students.

Mr. John Fife is a teacher at CDO and noted that he has been on several committees over the past 30 years. Mr. Fife also spoke regarding funding and staffing at CDO. Mr. Fife suggested developing a plan for reopening the schools to ensure that parents are comfortable sending their child to school. He suggested smaller class sizes, staggered hours, and said he wanted to see Amphitheater lead the way for other school districts as we contemplate reopening our schools.

Mr. Robert Cannon teaches at CDO and is the Fine Arts Chair. Mr. Cannon spoke to the Board regarding the District funding for CDO. He noted that 60% of students are in the Arts programs. Mr. Cannon reiterated enrollment numbers for the next school year and noted that CDO student count is historically about 1500, therefore funding for 1400 students does not seem reasonable.

Ms. Tong noted that there were several electronic statements that still needed to be read into the record. There were three others that were present at the meeting to speak about French classes who did not do so, they were Lesa Randal, Darlene Rowe, and Sjana Chana. Ms. Tong also noted that there was a family waiting for the later part of the agenda. She asked President Day what she would like to do. President Day requested that we continue with the Agenda and those statements that were not read may be forwarded to the Board.

Superintendent Jaeger noted for public record, that he and the Board are not necessarily allowed to comment on items from the Call to the Audience, except to correct misleading information. Superintendent Jaeger said that as CDO is currently staffed, the average class size for next school year is 20.3 students. He noted that the administration will look at how the staffing (FTE) is allocated at the school, by the school. There may be an imbalance in the assignment of FTE, which will need to be looked at.

The following public comments were emailed to the District office and forwarded to Board Members for their review.

Lisdye Garcia-Gonzalez is a former student of CDO and lives in Lyon, France. She sent in a video and talked about her French class at CDO and how it has helped her in life, even still as she lives in Lyon, France.

Emily Irwin-Stazenski is a 5th grade teacher at Copper Creek Elementary. She wrote about reopening the schools and expressed her concern for student safety. She asked if multiple task forces could plan the details, one for reopening the schools, one to meet the social and emotional needs of the students, and one for addressing academic needs.

Megan Appelt is a Spanish teacher at Ironwood Ridge High School (IRHS) and Modern Language Department Chair. She wrote in regarding her concern of the French class at IRHS

being cut. She noted the pre-registration number for these classes are at 155, indicating a need and interest for a 1.0 FTE French teacher. Ms. Appelt also included that without a Modern Language, students will not: meet the language requirement to go to college; be offered employment opportunities for those who are multi-lingual; develop cognitive and problem-solving skills; or have the opportunity to experience the connection and culture that knowing multiple languages provides.

Carrie Bakken is a parent and teacher at CDO, and Mary Clare Gildon a Grandmother of a student at CDO, wrote in regarding their concerns of losing the French classes at CDO.

Kol Bakken, Callie Azerski, Madison Gillis, Andres Silva-Castellanos, and Liam O'Neil-Funk, all students at CDO, wrote in with requests to keep the French classes at CDO.

Suzanne Graun, M.Ed., is a Licensed Professional Counselor and Counselor La Cima Middle School. Her concerns that she brought before the Board are as follows: 1) Amphi's lack of school counselors in our elementary schools; 2) The lack of a transparent salary schedule and continued inequity of salary and raises among Masters' level non-teaching staff versus teachers; and 3) A disparity between Role and Responsibilities of counselors depending on site, with little District wide coordination of programming.

Tori Jones is a parent of a student at CDO. Her concern is in regards to remote learning; the lack of guidance, consistency, and a comprehensive plan, including communication in regards to grading. She feels like there is a lack of planning and communication at the district level and the teachers need consistent expectations from their leadership.

1. CONSENT AGENDA^s

Details of agenda items, supporting documents, and presentations are available in the electronic BoardBook by clicking on the hyperlink below.

<https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000433>

President Day asked if there were any Items that should be pulled for further discussion. Mr. Kopec asked if the issue with French could be revisited. Superintendent noted that the French issue was fixed and is no longer on the agenda. Mr. Kopec moved for Consent Agenda Items A. – O. be approved as presented. Vice President Cox Golder seconded the motion. There was no further discussion. Voice vote in favor - 5: President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec, and Ms. Zibrat. Opposed - 0. The items passed.

A. Approval of Non-Administrative Personnel

Non-administrative personnel were appointed as listed in Exhibit 1.

B. Approval of Personnel Changes

Certified and classified personnel changes were approved as listed in Exhibit 2.

C. Approval of Leave(s) of Absence

Leave(s) of absence were approved as listed in Exhibit 3.

D. Approval of Separation(s) and Termination(s)

Separation(s) and termination(s) were approved as listed in Exhibit 4.

E. Approval of Stipend for Coaching Volunteers

Stipends for coaching volunteers were approved as listed in Exhibit 5.

F. Approval of Minutes of Previous Meeting(s)

The Governing Board approved the minutes for the April 14, 2020 and October 8, 2019 Board meetings as submitted in Exhibit 6 and 7.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,133,751.38

A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as listed in Exhibit 8.

Voucher #	Amount	Voucher #	Amount
1254	\$ 25,000.00	1281	\$ 676,707.10
1264	\$ 84,013.01	1282	\$ 69,784.83
1275	\$ 130,807.75	1284	\$ 90,022.58
1276	\$ 122,449.03	1285	\$ 73,996.38
1277	\$ 45,248.02	1286	\$ 22,812.43
1278	\$ 13,816.55	1287	\$ 26,159.59
1279	\$ 445,828.13	1288	\$ 179,272.33
1280	\$ 127,833.65		

H. Acceptance of Gifts

Gifts were accepted by the Governing Board as listed in Exhibit 9.

I. Approval of Out of State Travel

Out of state travel requests were approved as listed in Exhibit 10.

J. Receipt of Monthly Status Report for the Fiscal Year 2019-2020

The Governing Board approved the monthly status report as listed in Exhibit 11.

K. Approval of Disposal of Surplus Property via PublicSurplus.com

The Governing Board approved the disposal of surplus property at a competitive internet-based online-sale via PublicSurplus.com.

L. Temporary Modifications to the Amphitheater Teacher Evaluation System (ATPES) due to the COVID-19 Pandemic School Closures

The Governing Board approved the temporary modifications to the Amphitheater Teacher Evaluation System as presented.

M. Approval of Changes to the Entity Profiles at the Arizona Department of Education

The Governing Board approved the modifications of the schools' entity profiles with the Arizona Department of Education as presented in Exhibit 12.

N. Approval to Distribute Bonus Monies Received Pursuant to A.R.S. §15-249.06(C)

The Governing Board approved the distribution of fifty five percent (55%) of any College Credit by Exam Incentive Bonus monies received by the District pursuant to A.R.S. §15-249.06(C) to the associated Advanced Placement/International Baccalaureate classroom teacher for the student who passed the qualified exam as indicated on the attached distribution list and ten percent (10%) to any relevant teacher as listed in Exhibit 13.

O. Award of Contract for Multi-Site Electrical Improvements Based Upon Responses to Request for Bid 03.31.20

The Governing Board approved to award a contract to Fluoresco Services, Inc. based on their bid response to RFB 03-31-2020.

2. ACTION

A. Resolution of the Governing Board Recognizing the Contributions of Teachers and Educational Professionals in the District and Setting May 4-8, 2020 as “Teacher and Educational Professionals Appreciation Week” and Tuesday, May 5, 2020 as “Teacher and Educational Professionals Day”

President Day read the resolution, stating that all present should hear the value placed on our educators.

President Day asked for a motion to approve the resolution. Vice President Cox Golder moved that the resolution be approved as presented. Ms. Zibrat seconded the motion.

There was no further discussion. Voice vote in favor - 5: President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec, and Ms. Zibrat. Opposed - 0. The motion passed.

3. EXECUTIVE SESSION

President Day asked for a motion to hold Executive Session. Vice President Cox Golder moved to recess the Open Meeting to hold an Executive Session for discussions regarding Agenda Item 3.A.1. and 3.A.2. regarding student discipline matters. Ms. Zibrat seconded the motion. Voice vote in favor 5: President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec, and Ms. Zibrat. Opposed - 0. President Day proclaimed they were in Executive Session at 6:16 p.m.

A. Motion to Recess Open Meeting and Hold an Executive Session for:

- 1. Consideration and Determination of Appeal of Long-term Suspension Hearing Officer’s Decision, Pursuant to A.R.S. §15-843(A), Regarding:**
 - a. Student # 30064474**

**2. Consideration and Decision Upon Expulsion Hearing Officer's
Recommendations, Pursuant to A.R.S. §15-843(F)(2), Regarding:
a. Student # 30059561**

RECONVENE PUBLIC MEETING

President Day reconvened the public meeting at 7:23 p.m.

PUBLIC COMMENT¹

There were none.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Mr. Kopec requested information regarding digital devices and how students are connecting to the internet.

There were no other requests.

ADJOURNMENT

President Day made a motion to adjourn the meeting. Vice President Cox Golder seconded the motion. There was no discussion. Voice vote in favor - 5: President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec and Ms. Zibrat. Opposed - 0. The meeting adjourned at 7:25 p.m.



*Minutes respectfully submitted for Governing Board Approval
Karin Smith, Executive Assistant to the Superintendent and Governing Board*

April 29, 2020

Date

Ms. Deanna M. Day, M.Ed., Governing Board President

May 12, 2020

Date

**Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
September 10, 2019**

A Regular Public Meeting of the Governing Board of Amphitheater Public Schools was held Tuesday, September 10, 2019, beginning at 6:00 p.m. at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ in the Leadership & Professional Development Center.

Governing Board Members Present

Ms. Vicki Cox Golder, President
Ms. Susan Zibrat, Vice President
Dr. Scott K. Baker, Member
Ms. Deanna M. Day, M.Ed., Member
Mr. Matthew A. Kopec, Member

Superintendent's Cabinet Members Present

Mr. Todd A. Jaeger, J.D., Superintendent
Dr. Roseanne Lopez, Associate Superintendent for Elementary Education
Mr. Michael Bejarano, Associate Superintendent for Secondary Education
Ms. Michelle H. Tong, J.D., Associate to the Superintendent and Legal Counsel
Mr. Scott Little, Chief Financial Officer
Ms. Kristin McGraw, Director of Student Services
Ms. Tassi Call, Director of 21st Century Education
Mr. James Burns, Executive Manager of Operational Support
Ms. Michelle Valenzuela, Director of Communications
Dr. Shannon McKinney, Director of Curriculum and Assessment

CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER

President Cox Golder called the meeting to order at 6:00 p.m. and invited members of the audience to sign the visitors' register.

PLEDGE OF ALLEGIANCE

Superintendent Jaeger welcomed the students from Keeling Elementary and invited Ms. Annette Orelup, Principal of Keeling Elementary, to introduce them.

Ms. Orelup introduced the following students who were chosen to attend this Board meeting by their peers. She read excerpts of what their peers wrote about them. Each student told the Board who was with them this evening. Ms. Orelup also introduced Ms. Sandy Schiffman, National Board Certified 5th grade teacher at Keeling and advocate for these students. Jennifer, Jami, Emily, Ariella, Raymond, Larayah, Tariah, and Marques then led the Pledge of Allegiance.

On behalf of the Board, Mr. Kopec thanked the students and presented them with a certificate of commendation. A group photograph was taken with the students, Ms. Orelup, Ms. Schiffman, the Governing Board, and the Superintendent to mark the occasion.

RECOGNITION OF STUDENT ART

Keeling student, Trianna, talked about the student art and how the hands on display represent their goals for Peace Day Celebration on October, 22, 2019.

On Behalf of the Board, Mr. Kopec thanked Ms. Orelup and the students of Keeling Elementary School and presented her with a certificate of commendation for Art Teacher, Analia Lopez and the students of Keeling Elementary.

ANNOUNCEMENT OF DATE AND PLACE OF NEXT PUBLIC GOVERNING BOARD MEETING

President Cox Golder announced the next Special Board meeting will be held Tuesday, September 24, 2019 at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ in the Leadership & Professional Development Center.

1. RECOGNITION

A. Presentation of Distinguished Service Awards

Superintendent Jaeger explained that Distinguished Service Awards are given monthly throughout the school year to recognize employees' initiative, collaboration, loyalty, and contribution to the Amphitheater School District. He invited Mr. Bejarano to introduce this award.

Mr. Bejarano announced that the Distinguished Service Award recipient for the month of September for support staff is Ms. Natalie Walker, Administrative Assistant at Nash Elementary School. A video presentation was shown honoring Ms. Walker for the work she has done in the District.

On behalf of the Board, Mr. Kopec congratulated Ms. Walker and presented her with an award, a certificate, and a gift card donated by the Amphi Foundation. Ms. Walker thanked the Board and the District for this recognition.

Mr. Bejarano then announced that the Distinguished Service Award recipient for the month of September for certified staff is Joe Deitering, a Special Education teacher at Rillito Center. A video presentation was shown honoring Mr. Deitering for the work he has done in the District.

On behalf of the Board, Mr. Kopec congratulated Mr. Deitering and presented him with an award, a certificate, and a gift card donated by the Amphi Foundation. Mr. Deitering thanked the Board and the District for this recognition.

A group picture of both Distinguished Service Award winners, the Governing Board, and Superintendent Jaeger was taken to mark the occasion.

B. Recognition of 2019 Project Graduation Leaders and Committees

Superintendent Jaeger talked about Project Graduation, and how a group of parents and community volunteers created the first Project Grad many years ago. And, it continues still today. We are dependent upon our parents and community volunteers to put this together to send off our graduating seniors in a safe and positive environment to enjoy

and celebrate their accomplishments. Each year the District recognizes and thanks these committees for their tireless efforts. This year we thank those volunteers who made the 2019 Project Grad nights memorable for our seniors that graduated last year. He then invited Ms. Valenzuela to recognize last year's Project Graduation leaders.

Ms. Valenzuela explained that Project Graduation provides seniors at the District's three high schools with a safe, sober way to celebrate their graduation on a night that is traditionally dangerous for young people. Teams of volunteers work together to plan these exciting and elaborate events for each high school.

These are not your average school celebrations. Project Graduation committees of parents, teachers, support staff, and community members spend many hours putting together memorable activities that feature over-the-top decorations and activities such as dancing, carnival games, laser tag, and mock casinos. These men and women work all year to ensure a safe and fun graduation night for them. This is a truly once-in-a-lifetime night for our students.

The District would like to thank the many volunteers and committee members for providing these amazing Project Grad events for the Class of 2019. The following committee leaders were presented to the Board as Project Graduation representatives for their respective schools.

Amphitheater High School: Rhonda Becher, Junei Corrine, Jeanne Davis, Audrey Hough, Mindy Kuhn, Marian Johnson, and Monty Morgan.

Canyon del Oro High School: Larry Atkinson, Jeanette Davis, and Joeli Secrest.

Ironwood Ridge High School: Denise Calhoun, Karen Frazier, Hope Goldsmith, Lisa Hart, Beth Roberts, and Kristy Thornton.

On behalf of the Board, Dr. Baker thanked the Project Graduation committee leaders and representatives and presented them with a certificate of commendation. A group picture of the Project Graduation committee leaders and representatives, the Governing Board, and Superintendent Jaeger was taken to mark the occasion.

2. PUBLIC COMMENT¹

President Cox Golder read the Call to the Audience Procedures.

Ms. Capella Hauer spoke to the Board regarding School Social Workers. Ms. Hauer is the Vice President of the School Social Work Association of AZ and is an Amphi School Social Worker. She thanked the Board for continuing to employ School Social Workers. She talked about School Social Workers, who are certified master's level professionals with education and training as mental health practitioners. Ms. Hauer spoke of the work School Social Workers do at the schools, such as identifying needs, developing interventions, and providing direct counseling support to students. They also facilitate school-wide intervention programs, collaborate with District and community based services, provide resources for families, conduct risk assessments, and provide crisis prevention and intervention for both individual and large-scale events. Their services directly increase school safety, as well as, assist students with mental health needs, and increase academic achievement.

Ms. Darlene Rowe spoke about her student class size of 30, the special needs of several of her students, and expressed that she has no time to give individual help to every student. She talked about the difficulties of teaching a large class of 30 students, space constraints, and about being overwhelmed with the amount of work required for a class size of this nature.

3. INFORMATION²

A. Superintendent's Report

Superintendent Jaeger provided a presentation reviewing recent and upcoming activities in the District and Community.

He began by talking about Amphitheater's Internship Program and the increase in student participation over the past three years. He attributed the increase to the Board's hiring of an Internship Coordinator. This year there are 35 students enrolled at Amphitheater High School, 72 at Canyon del Oro High School, and 74 at Ironwood Ridge High School. Students are enrolled in Career and Technology Education (CTE), Honors, and Career programs, including internships in graphic design, marketing, film and television, communication, rehabilitation, administration, and sales. The District has partnered with Literacy Connects for paid internships and currently has four students working with them. The District has also partnered with the Tucson Urban League to provide paid summer internships for students. One of the sites for these internships is Habitat for Humanity. A video was shown that featured Sage, one of our interns.

At Amphitheater High School, head football coach Jorge Mendivil, earned his 100th team win when the Panther football team defeated the Tanque Verde Hawks by a score of 51 -7.

Copper Creek held its annual Hawk Walk earlier this month for the 31st year! The walk is a PTO fundraiser, and kids walk, or run, around the playground. Students got to take turns turning their principal, Mr. Kristjan Laumets, and a teacher, Ms. Madison Tidwell, into human ice cream sundaes. The event raised more than \$14,000 for the school this year.

At the Amphi Land Lab, one of our sows had quite a few piglets! Our students will raise the 13 pigs, getting real-life farm animal experience along the way. Two more sows are expected to give birth later this month.

At Painted Sky Elementary School their Maker Space opened this school year. Students have been excited to build, create and innovate in the space. Our Strategic Plan includes developing a Maker Space at every school.

Several of our schools have gardens, at Rio Vista the food garden is sprouting. And at Prince, longtime volunteer "Grandma Suzi" has created a garden where children learn about agriculture and the care and keeping of all sorts of plants.

Superintendent Jaeger thanked the following community partners;

The Golder Ranch Fire District for teaching Coronado K-8 students fire safety.

The Oro Valley Police Department personnel who took Amphi teachers shopping for school supplies.

Fleet Feet for donating shoes to the Amphi Middle School cross-country team.

The Amphi Foundation, for their continued efforts with the Shoes to Smiles events. Every year the Amphi Foundation partners with Kohl's Department Store to provide two pairs of shoes and a package of socks for students in need. District volunteers and community volunteers join to help students shop for their shoes.

The Salvation Army, for delivering boxes of school supplies to three teachers in the Amphi District: Ms. Johnson at La Cima Middle School; Ms. Ruiz at Holaway Elementary; and Ms. Quigley at Amphitheater High School.

Tucson Electric Power (TEP), for a 'Back to School' shopping trip at Kohl's. Twenty-five students from Amphitheater Middle School were matched with twenty-five volunteers from TEP. Each student received \$100 to spend on clothing and shoes for the school year.

Superintendent Jaeger mentioned Site Visits to Transportation, Food Service, Graphics & Printing, and the Warehouse. Board Members and Superintendent Jaeger enjoyed talking with the staff, taking pictures on a bus, and touring each location. He later held a Listening Tour at these sites, which gave staff an opportunity to talk candidly with the Superintendent about questions and concerns they may have.

Lastly, Superintendent Jaeger announced the excitement of the upcoming Amphi Foundation Bow-A-Thon! The Amphi community comes together with community partners for an afternoon of bowling and fun to raise money for the Amphi Foundation. These funds support our students and staff in many different ways. This annual event is one of three fundraisers put on by the Amphi Foundation – the others are the annual golf tournament in February and the Amphi Foundation Gala in April.

B. Update on the Amphitheater Foundation

Superintendent Jaeger asked Ms. Leah Noreng, Executive Director of the Amphi Foundation, to update the Governing Board on the Foundation's accomplishments and activities over the past year.

Ms. Noreng thanked the Board and Superintendent Jaeger for inviting her to speak about what the Amphi Foundation is doing. The Amphi Foundation has reinvested over \$200,000 in the District Community in each of the 2016-17, 2018-19, and 2019-2020 school years. Last year \$229,800 was invested into Amphi schools. Ms. Noreng noted the areas the donations impacted; \$50,459 for School wide initiative Grants, \$10,000 each for three schools for Maker Spaces, \$40,000 to technology in the schools, \$8,000 (total) for assistance to new teachers in the District, \$12,061 for literacy and library programs, \$9,087 for Math Plus, \$8,820 to Amphitheater Middle School/Prince Elementary library, \$8,015 for Shoes to Smiles, \$8,000 for summer programs, \$7,900 for academic travel stipends, \$6,408 for the clothing bank, \$5,413 for music programs, \$3,000 for Advanced Placement (AP) exam fee waivers, and \$515 for emergency family support.

Ms. Noreng announced the Amphi Foundation goal is to reinvest \$1 million annually to support Amphi students and teachers by 2030. She explained their strategic goals and objectives for 2020-2030. These are included in Exhibit 21.

Ms. Noreng offered to answer any questions the Board may have, there were none.

President Cox Golder thanked Ms. Noreng for all the work that is being done and their goals for the future.

Superintendent Jaeger noted that the upward trajectory of fundraising coincides with the length of time Ms. Noreng has been with Amphi and the Foundation. We are so grateful to her and excited to see the things that are happening in the District because of the Foundation.

C. Status of Bond Projects

Superintendent Jaeger invited Mr. Burns to update the Board on our districtwide Bond Projects.

Mr. Burns provided the Governing Board with current information on the status of all projects as listed in Exhibit 22.

Amphitheater High School received a national award for the renovation of Panther Hall from the American School University Magazine. This will be in the December issue of the magazine.

Canyon del Oro High School Bond Projects included Public Address (PA) system upgrades and are finishing up the punch list items. The main switchgear modernization is in the design phase. Security fencing and panic gates are pending.

Ironwood Ridge High School Bond Projects included the central plant boiler replacement solicitation, the contractor is ordering materials, and the boiler is scheduled to be shipped the middle of September.

Amphitheater Middle School Bond Projects included the cafeteria serving line renovation; they received the permit from the health department. They are waiting on quotes for restroom repairs and a new partition wall.

Copper Creek Elementary Bond Projects included a Maker Space. The central plant chiller replacement project-planning meeting and pre-bid meeting were held last month.

Coronado K-8 Bond Projects included security fence painting that is now complete and a Maker Space project.

Cross Middle School Bond Projects included the wrestling gym Heating/Ventilation/Air Conditioner (HVAC) renovation. They are working on punch list items.

Donaldson Elementary Bond Projects included a project-planning meeting for a Maker Space in room F-1 and bottle filling drinking fountains in the Multi-purpose Room (MPR) and administration building.

Harelson Elementary Bond Projects included the boiler replacement. Submittals were approved and estimated arrival date for the boiler is September 1.

Keeling Elementary Bond Projects included a project-planning meeting for a Maker Space in room 6. A grant project, the Fiesta Bowl playground, is schedule for construction over fall break.

Mesa Verde Elementary Bond Projects included a Maker Space and P.A. system upgrades, both of which are scheduled for fall break.

Nash Elementary Bond Projects included a Maker Space. The boiler replacement demo is complete, and the new unit installation is in progress.

Painted Sky Elementary Bond Projects included the security fence painting, they are waiting for contractor scheduling.

Rio Vista Elementary Bond Projects included campus security fencing upgrades.

Walker Elementary Bond Projects included renovation for a single point of entry, where they are working on completing the punch list. In addition, the fire alarm modification is now complete.

Wilson K-8 School Bond Projects included a Maker Space and American Disability Act (ADA) modifications to a restroom.

Ms. Burns offered to answer any question the Board may have, there were none.

D. Review of 2019-2020 Property Tax Rates

Superintendent Jaeger invited Mr. Little to present this item to the Board.

Mr. Little explained that the Pima County Board of Supervisors set the Fiscal Year 2020 Property Tax rates on August 19, 2019. Mr. Little showed charts depicting a comparison of Amphi and other area school district property tax rates. Mr. Little talked about our override tax rates relative to other school districts. Amphi has a 10% Maintenance & Operations (M&O) override in place right now. That tax rate has a tax rate of \$.4973 on \$100 of assessed valuation. He explained the primary, secondary and combined tax rates for the area school districts. In most districts, the rates went down. Amphi is significantly lower than most districts. See Exhibit 23.

Mr. Little offered to answer questions.

President Cox Golder asked if this information could be shared with the community for the future override election.

Superintendent Jaeger noted that we are not allowed to advocate for election override passage, however, the information may be given to the public, and the override committee may use this when holding briefings for that purpose.

4. CONSENT AGENDA³

Details of agenda items, supporting documents, and presentations are available for review in the electronic BoardBook by clicking on the hyperlink below.

<https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000433>

President Cox Golder asked if there were any Items that should be pulled for further discussion, there were none. Ms. Day moved that Agenda Items A. – T. be approved as presented. Mr. Kopec seconded the motion. There was no further discussion. Voice vote in favor - 5: President Cox Golder, Vice President Zibrat, Dr. Baker, Ms. Day, and Mr. Kopec. Opposed - 0. The items passed.

A. Approval of Appointment of Non-Administrative Personnel

Non-administrative personnel were appointed as listed in Exhibit 1.

B. Approval of Personnel Changes

Certified and classified personnel were appointed as listed in Exhibit 2.

C. Approval of Leave(s) of Absence

Leave(s) of absence were approved as listed in Exhibit 3.

D. Approval of Separation(s) and Termination(s)

Separation(s) and termination(s) were approved as listed in Exhibit 4.

E. Approval of Stipend for Coaching Volunteers

Stipends for coaching volunteers were approved as listed in Exhibit 5.

F. Approval of Minute(s) from Previous Meeting(s)

The Governing Board approved the meeting minutes from the August 27, 2019 Governing Board meeting as listed in Exhibit 6.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,951,692.64

A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as listed in Exhibit 7:

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1048	\$33,202.21	1050	\$177,043.62	1051	\$58,421.50
1052	\$141,735.20	1053	\$100,776.34	1054	\$1,140,167.32
1055	\$6,369.84	1057	\$172,475.30	1058	\$121,501.31

H. Acceptance of Gifts

Gifts were accepted by the Governing Board as listed in Exhibit 8.

I. Approval of Parent Support Organization(s) - 2019-2020

Holaway Elementary School, Canyon del Oro High School Booster Club, and Painted Sky Elementary School Parent Support Organization applications were approved as listed in Exhibit 9.

J. Receipt of July 2019 Report on School Auxiliary and Club Balances

Receipt of July 2019 Report on School Auxiliary and Club Balances was approved as listed in Exhibit 10.

K. Annual Approval of All Authorized Signatories on District Checking Accounts for the 2019-2020 Fiscal Year

The Governing Board approved all authorized signatories on District checking accounts for the 2019-2020 fiscal year as listed in Exhibit 11.

L. Approval of Out of State Travel

Out of state travel was approved as listed in Exhibit 12.

M. Approval of the Principal and Assistant Principal Evaluation System for 2019-2020

The Principal and Assistant Principal Evaluation Systems for 2019-2020 were approved as listed in Exhibit 13.

N. Approval of Qualified Amphitheater Teacher Performance Evaluation System (ATPES) Evaluators

Qualified Amphitheater Teacher Performance Evaluation System (ATPES) evaluators were approved as listed in Exhibit 14.

O. Approval of School Facilities Board (SFB) Grant for Amphitheater High School HVAC

The School Facilities Board (SFB) Grant for Amphitheater High School HVAC was approved as listed in Exhibit 15.

P. Award of Contract for Roofing Assessment Services Based on a Response to Request for Qualifications (RFQ) 08-07-2019Q

The Award of Contract for Roofing Assessment Services Based on a Response to Request for Qualifications (RFQ) 08-07-2019Q was approved as listed in Exhibit 16.

Q. Approval to Distribute Bonus Monies Received Pursuant to ARS 15-249.06 (C)

The approval to distribute bonus monies received pursuant to ARS 15-249.06 (C) was approved as listed in Exhibit 17.

R. Approval of Temporary Easement to Pulte Home Company for Drainage, Grading/Slope, Trail and Water System Improvements on District-Owned Real Property

The temporary easement to Pulte Home Company for drainage, grading/slope, trail and water system improvements on District-owned real property was approved as listed in Exhibit 18.

S. Approval of Perpetual Easement to Oro Valley Water Utility for Driveway and Water System Maintenance on District-Owned Real Property

The perpetual easement to Oro Valley water utility for driveway and water system maintenance on District-owned real property was approved as listed in Exhibit 19.

T. Approval of Perpetual Easement to the Town of Oro Valley for Grading/Slope Drainage and Trail Maintenance on District-Owned Real Property

The perpetual easement to the Town of Oro Valley for grading/slope drainage and trail maintenance on District-owned real property was approved as listed in Exhibit 20.

5. STUDY

A. **K-12 Intervention Programs and Programs for Acceleration**

Superintendent Jaeger introduced this item for the Board to study, which came as a request from Ms. Day asking, “What are the needs of our students and how are we meeting those needs?” Amphitheater School District offers many services for our students, and as a public school district, must meet all needs of our community. We have a great number of programs in our District that are tailored to individual needs of students. Superintendent Jaeger invited Mr. Bejarano and Dr. Lopez to present information on the programs the District offers to students that include Intervention Programs, Credit Recovery, College and Career Readiness, and Acceleration. See Exhibit 24.

Mr. Bejarano explained that at times, students struggle with content, and intervention programs must be implemented. Intervention strategies may include counselors visiting classrooms early in the year to discuss graduation requirements before there is an identified need, referring students to the Student Study Team process, and/or placing students in labs to increase their opportunities to pass once a need is identified.

- Credit Recovery courses are sometimes necessary for a number of reasons. A few factors that may lead students to become credit deficient are high mobility rates, students enrolled in the English Language Development program, and refugee students who may not have been consistently enrolled in school prior to entering the District. Our programs offer a variety of opportunities for students who need them. They include PATH Blended Learning Model, Online Math and English Labs (Blended Learning), Gold Program (Blended Learning), Amphi Academy Online, Summer School (Traditional and Online), Mesa Distance Learning (MDLP), Edgenuity (Blended Learning), Odysseyware Online, and ASU Digital Prep (new for 19-20, Tuition Model).
- College and Career Preparatory programs include Cambridge International at Amphitheater High School (AHS), International Baccalaureate (IB) at Canyon Del Oro High School (CDO), Career and Technical Education Internships, REACH Internships (Gifted), REACH services in freshman and sophomore English classes, Dual Enrollment with Pima Community College, Dual Enrollment with the University of Arizona, and ASU Digital Prep.
- Accelerated Courses are offered by the District and partners with the Center for the Future of Arizona (CFA), Pima Community College, the University of Arizona, and the Pima Joint Technical Education District (JTED).
- Summer School offered 254 semester credits in nine different classes. Students take these courses to free up their school year schedule, accelerated studies, and credit recovery.

Mr. Bejarano presented several student success stories and concluded that all of these programs allow students the opportunity to achieve their goals at a pace that works for them. Mr. Bejarano offered to answer any questions the Board may have.

Ms. Day asked how do Seniors become credit deficient and why does Ironwood Ridge High School (IRHS) not have a specialty intervention program like CDO with the IB program and AHS with the Cambridge program?

Mr. Bejarano noted that IRHS distinguishes itself with the Advanced Placement (AP) programs it offers. All of the high schools offer AP courses; however, that is the main program for students at IRHS that wish an accelerated course of studies.

Mr. Bejarano also noted that intervention programs are offered at the middle schools and include; Math and English intervention labs, AVID, Social Emotional Learning, REACH, and Humanities to name a few. He then invited Dr. Lopez to talk about the elementary programs offered.

Dr. Lopez thank the Board and Mr. Bejarano and noted that the information presented this evening is over and above what is offered by Student Services/Special Education. The programs offered at the elementary level prepare our students for these opportunities that are offered at the middle and high schools.

Individualized/Personalized Learning Opportunities (Elementary School) include Student Services/Special Education, school-wide personalization, Elementary intervention, Elementary REACH Program, and Acceleration and “double” promotion.

Schools are offering school-wide personalization through programs such as; i-Ready Blended Learning Model at Nash, Keeling, and Mesa Verde; Imagine Learning at Prince; and various Schools are using other software programs that “adjust” to individualize learning, (e.g., Brainpop, IXL, etc.).

Elementary intervention programs include the Blended Learning Model, Daily instruction online and in-person, in addition to regular classroom instruction, constant monitoring by a trained interventionist, and a main focus on reading due to the Move on When Reading (MOWR) law.

Regular classroom opportunities include reading materials at multiple levels, core series on level, Engineering is Elementary, Project Lead the Way (PLTW), Genius Hour, and Maker Spaces available in all our schools.

Acceleration and Enrichment programs include REACH, acceleration of mathematics beginning in the 4th grade, double promotion of students, and reading materials at the appropriate independent or instructional level.

Dr. Lopez presented several student success stories as well as double promotion opportunities for students who are ready for accelerated materials.

Mr. Bejarano and Dr. Lopez offered future considerations for implementation in our schools. They are: 1.) Creating an alternative school, which can present another option for our students by replicating the PATH Model in a fully endorsed alternative school; 2.) Expanding Individualized Learning Opportunities through competency based learning (CFA partnership); 3.) Early college high school model school with formal assignment of advocates to highly gifted students; and 4.) Expansion of the school-wide blended learning model.

President Cox Golder asked how it is decided which schools received what programs.

Dr. Lopez said that sometimes it is the needs of the school and the program, also funding that is available for the schools.

Ms. Day asked how many double promotions has Amphi had recently or early enrollment into Kindergarten.

Dr. Lopez said that last year there were five double promotions. She also noted that early entry for Kindergarten is a possibility for students that are ready. This year, we have ten students early-enrolled into Kindergarten.

Superintendent Jaeger concluded that Amphi responds to all the needs of our students. Not only do we do everything you heard tonight, we also show them the wonder of art, teach them the beauty of music, ensure they are physically fit, bring them to school and home each day, feed them, and teach them to play and engage in a variety of sports. We provide an education to the whole child, and we do so with about \$2,000 less per child than some of our competitors.

There were no other questions or discussion.

President Cox Golder called for a seven-minute break.

B. Study of Proposed Governing Board Policies IHAMD (Instruction and Training in Suicide Prevention) and GBEFA (Staff Use of Digital Wireless Communications or Electronic Devices While Operating a Motor Vehicle)

Superintendent Jaeger invited Ms. Tong to present this Item to the Board for review.

Ms. Tong explained that the Arizona School Boards Association (ASBA) has recommended new policy documents to be adopted by its member Boards. In a previous Legislative Update to the Board, Ms. Tong informed the Board that Senate Bill 1468 regarding suicide prevention training had passed into law on May 8, 2019. See Exhibit 25, 26.

Senate Bill 1468 requires the Arizona Health Care Cost Containment System Administration (AHCCCS) to make suicide awareness and prevention training available, and requires districts/charters and Arizona teacher training programs to include suicide awareness and prevention training. Beginning in the 2020-2021 school year, districts are to provide training in suicide prevention and awareness, warning signs, and intervention techniques. The training is to be done at least once every three years to school guidance counselors, teachers, principals and other school personnel who work with pupils in grades 6 through 12.

Ms. Tong concluded by saying this was being presented for the Board's study and discussion. The revised policy, along with any other Board-directed revisions will be presented for approval at the next Board meeting.

Ms. Tong then offered to answer questions from the Board.

Dr. Baker asked what the amount of time was required for the training.

Ms. Tong said information regarding what is required for the training has not yet been shared with us. AHCCCS will make training available to the school districts, at which time we will know better what will be required.

Mr. Kopec, in light of today being Suicide Prevention Day, felt even though this is an unfunded mandate, he would encourage the Board to provide whatever it takes to train our staff in this area.

Ms. Tong continued with Policy GBEFA. This new statute addresses the use of digital portable wireless communications devices and stand-alone electronic devices while operating a motor vehicle. If the Board adopts this policy it would be implemented that all employees driving a motor vehicle be required to have a hands free device when talking on a phone. This policy does not include a radio, such as our District bus drivers' use.

Ms. Tong offered to answer any further questions from the Board, and there were none.

6. ACTION

A. Resolution Declaring September 26, 2019 as "Legendary Teacher Day"

Superintendent Jaeger invited Ms. Tong to present this item to the Board.

Ms. Tong noted that the Amphitheater School District has been recognizing Legendary Teacher Day since its conception. Mr. Tong read the resolution and asked the Board if they had any questions or revisions, there were none. See Exhibit 27.

Mr. Kopec moved that the resolution declaring September 26, 2019 as "Legendary Teacher Day" be approved as presented. Ms. Day seconded the motion. There was no discussion. Voice vote in favor - 5: President Cox Golder, Vice President Zibrat, Dr. Baker, Ms. Day, and Mr. Kopec. Opposed - 0. The item passed.

PUBLIC COMMENT

President Cox Golder reminded the speaker of the Call to the Audience Procedures.

Referring to the earlier presentation on intervention, Ms. Lisa Millerd said there are a number of reasons why students can get to their senior year with credit deficiencies. She said that part of it is motivation, and you can't teach that. She said students may not be connected to their school; therefore, they do not pay attention, and have poor attendance. Ms. Millerd said that some students lack maturity; they might need a fifth year in high school to complete their course work. They might have other distractions and may need flexibility in intervention programs mentioned today at this meeting. We need to identify these students early on and create a plan for their success. They may need more counseling or social working. Lastly, she said, we need to support them with all of the resources we have available for them.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

There were none.

ADJOURNMENT

Ms. Day moved to adjourn the meeting. Mr. Kopec seconded the motion. There was no further discussion. Voice vote in favor - 5: President Cox Golder, Vice President Zibrat, Dr. Baker, Ms. Day, and Mr. Kopec. Opposed - 0. Meeting adjourned at 8:14 p.m.



Minutes respectfully submitted by:
Karin Smith, Executive Assistant
to the Superintendent and Governing Board

April 21, 2020
Date

Ms. Deanna Day, M.Ed., Governing Board President

May 12, 2020
Date



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Vouchers Totaling and Not Exceeding Approximately \$2,107,202.40
(Final Total)

BACKGROUND:

A copy of the vouchers for goods and services received by Amphitheater Public Schools and recommended for payment has been provided to the Governing Board.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve payment of the vouchers as presented.

INITIATED BY:

Scott Little
Chief Financial Officer

Date: May 11, 2020

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Acceptance of Gifts

BACKGROUND:

Donations detailed on the attached listing have been received by the District.

RECOMMENDATION:

It is the recommendation of the Administration that the above gifts be accepted by the Governing Board.

INITIATED BY:

Scott Little
Chief Financial Officer

Date: April 29, 2020

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations	Exhibit	Board Meeting Date: 05-12-20
Ck in the amount \$701.44	Amphitheater Foundation	Donaldson Elementary
Ck in the amount \$150.00	Raytheon	Donaldson Elementary
Ck in the amount \$1,000.00	Barbara Sattler & Kenney Hegland	Holaway Elementary
Ck in the amount \$2.30	Box Tops Education	Holaway Elementary
Ck in the amount \$920.00	Amphitheater Foundation	Innovation Academy
Ck in the amount \$3,456.94	Amphitheater Foundation	Innovation Academy
Ck in the amount \$2,890.31	Amphitheater Foundation	Innovation Academy
Ck in the amount \$150.50	Box Tops Education	Innovation Academy
Ck in the amount \$250.00	SARSEF	Innovation Academy
Ck in the amount \$1,099.30	Raytheon	Ironwood Ridge High School
Ck in the amount \$4,914.82	Amphitheater Foundation	Mesa Verde Elementary
Ck in the amount \$3.20	Box Tops Education	Other
Ck in the amount \$5,000.00	Amphitheater Foundation	Painted Sky Elementary
Ck in the amount \$600.00	Raytheon	Wilson K-8



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Out of State Travel

BACKGROUND:

STAFF

Rowdy Frederiksen, Alison Knight, Kerri Matzdorff, Stephanie Hamrick, Kimberly Smith, Peggy Marnier, Jennifer Krim, Capella Hauer, Gina Goldberg, Gabrielle Robustelli, and Amy Rudd from Holaway Elementary School request permission to attend the Advancement Via Individual Determination (AVID) Summer Institute in Seattle, Washington, July 19-22, 2020. Approximate cost of travel is \$24,264 and will be paid for by federal funds designated for staff development. No school days will be missed.

BUDGET CODE KEY

100-21-100-2210-6360-108-0000	Title I	Staff development, Holaway, registration
100-20/21-100-2210-6582-108-0000	Title I	Staff development, Holaway, staff travel

RECOMMENDATION:

It is the recommendation of the administration that the above travel be approved.

INITIATED BY:

Michael Bejarano
Associate Superintendent for Secondary Education

Date: May 4, 2020

Todd A. Jaeger, J.D., Superintendent

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Rowdy Frederiksen, Alison Knight, Kerri Matzdorff, Stephanie Hamrick, Kimberly Smith, Peggy Marner, Jennifer Krim, Capella Hauer, Rowdy Frederiksen, Gina Goldberg, Gabrielle Robustelli and Amy

Rudd _____ SCHOOL: Holaway

_____ Department (opt.): _____
 _____ DATE(S): July 19th-22nd

ACTIVITY/EVENT: Advancement Via Individual Determination Summer Institute

LOCATION: Washington State Convention Center-705 Pike St, Seattle, WA 98101

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

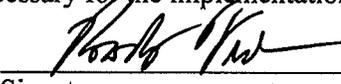
<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
(Note: Tax credit contributions are District funds and require a budget code.)		
Registration	<u>\$10,200</u>	<u>100-21-100-2210-6360-108-0000</u>
Transportation	<u>\$4,368</u> Mode <u>Airplane</u>	<u>100-20-100-2210-6582-108-0000</u>
Rental Car	_____	_____
Meals	<u>\$3,000</u>	<u>100-21-100-2210-6582-108-0000</u>
Lodging	<u>\$6,696</u>	<u>100-21-100-2210-6582-108-0000</u>
Substitutes	_____	_____
TOTAL	<u>\$24,264</u>	

The District will (or) will not receive reimbursement from outside sources.

Purpose of travel: AVID (Advancement Via Individual Determination) training for our teaching staff working to support the full implementation of the AVID program site wide.

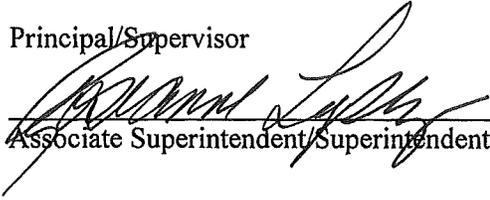
Outcomes and academic benefits to students and staff: Staff will learn effective instructional practices and will work with the Holaway site team to develop school wide implementation plan. AVID supports our efforts provide high quality instruction focusing in on personalizing the learning for our students. Staff professional development for teachers will further student achievement and create student support systems.

The travel is necessary for the implementation of the project funding the travel.

Submitted by:  5-4-20
 Signature _____ Date
 93 5/4/20

Principal/Supervisor

Date


Associate Superintendent/Superintendent

5/4/2020
Date

rev. 8/25/17



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Receipt of March 2020 Report on School Auxiliary and Club Balances

BACKGROUND:

Arizona Revised Statutes §§15-1121 and 15-1125 provide for the operation of Student Activity and Auxiliary Operations funds respectively. The Uniform System of Financial Records for Arizona School Districts (USFR) outlines procedures to be followed by school districts in the disbursements of monies from either of these funds. One requirement for the operational compliance is to provide a report to the Governing Board summarizing the transactions for the month.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board receive the report of School Auxiliary and Club Balances.

INITIATED BY:

A handwritten signature in cursive script that reads "Scott Little".

Scott Little
Chief Financial Officer

Date: April 29, 2020

A handwritten signature in cursive script that reads "Todd A. Jaeger".

Todd A. Jaeger, J.D., Superintendent

**Amphitheater Public Schools
Summary of Activity for All Schools
Auxiliary Account
For the Month Ending March 31, 2020**

Beginning Balance	\$ 2,511,770.33
Plus Deposits	226,772.30
Less Disbursements	<u>(209,475.65)</u>
Ending Book Balance For All Schools	<u><u>\$2,529,066.98</u></u>
Outstanding Deposits	(167,736.42)
Outstanding Checks	<u>15,039.63</u>
Ending Bank Balance For All Schools	<u><u>\$2,376,370.19</u></u>

**Amphitheater Public Schools
Summary of Activity for All Schools
Student Activity Accounts
For Month Ending March 31, 2020**

Beginning Balance	\$ 668,731.08
Plus Deposits	75,969.56
Less Disbursements	<u>(70,651.24)</u>
Ending Book Balance For All Schools	<u><u>\$674,049.40</u></u>
Outstanding Deposits	\$ (33,264.69)
Outstanding Checks	<u>12,867.80</u>
Ending Bank Balance For All Schools	<u><u>\$653,652.51</u></u>

**Amphitheater Public School District #10
Student Activity Account
Schedule of Club Balances
For Month Ending March 31, 2020
For Elementary/Middle Schools**

Amphi Middle School

Student Gov't	\$3,280.39
AVID	\$1,212.29
Culture Exchange	\$1,146.07
MESA Club	148.06
NJHS	418.96
Odyssey of the Mind	752.17
Science Club	1,511.52
Sports Academy	30.00
Yearbook	1,102.16
-Deposits in Transit/+Outstanding Checks	0.00
Amphi Middle School Total	<u>\$9,601.62</u>

Copper Creek Elementary

Student Council	\$946.14
Accelerated Reader Club	845.33
Turq. Times	32.38
-Deposits in Transit/+Outstanding Checks	1,090.90
Copper Creek Total	<u>\$2,914.75</u>

Coronado K-8 Schools

Elementary Student Council	\$4,738.12
Middle School Student Council	542.14
Astronomy/Space & Science	221.76
Band	3,951.05
C.H.O.I.C.E.S.	420.99
Chorus	1,319.41
Coronado FCA	42.00
Coronado Musicians Club	1,120.05
Indoor Percussion Club	1,005.00
Kids Helping Kids	339.13
NEHS	41.00
National Junior Honor Society	2,788.01
Odyssey of the Mind	1,577.35
Orchestra	930.57
Running Club	2,872.56
Wrestlers Club	871.70
-Deposits in Transit/+Outstanding Checks	0.00
Coronado Total	<u>\$22,780.84</u>

Cross Middle School

Student Council	\$7,365.11
6th Grade Club	282.15
Band Club	2,060.92
Choir Club	2,216.40
Future Problem Solvers	145.00
Guitar Club	2,088.46
Life Skills Exploratory Club	142.96
Math Counts	242.87
Musical Theater Club	1,315.32
NJHS	292.00
Orchestra Club	4,478.73
PE Club	3,162.13
Star Club	1,550.57
Tri-M Club	335.31
Web Club	509.59
-Deposits in Transit/+Outstanding Checks	0.00
Cross Middle School Total	<u>\$26,187.52</u>

**Amphitheater Public School District #10
Student Activity Account
Schedule of Club Balances
For Month Ending March 31, 2020
For Elementary/Middle Schools**

Donaldson Elementary

Student Council	\$1,436.40
-Deposits in Transit/+Outstanding Checks	0.00
Donaldson Total	\$1,436.40

Harelson Elementary

Student Council	\$921.23
5th Grade Activities	125.36
Track	307.65
-Deposits in Transit/+Outstanding Checks	0.00
Harelson Total	\$1,354.24

Holaway Elementary

Student Council	\$856.24
-Deposits in Transit/+Outstanding Checks	0.00
Holaway Total	\$856.24

Innovation Academy

Student Council	\$1,354.07
Algebra Club	\$395.37
Entrepreneur Club	\$43.90
Odyssey of the Mind	\$3,287.47
-Deposits in Transit/+Outstanding Checks	\$0.00
Innovation Academy Total	\$5,080.81

Keeling Elementary

Student Council	\$930.71
-Deposits in Transit/+Outstanding Checks	0.00
Keeling Total	\$930.71

La Cima Middle School

Student Council	\$9,874.87
NJHS	1,108.00
-Deposits in Transit/+Outstanding Checks	0.00
La Cima Total	\$10,982.87

Mesa Verde Elementary

Student Council	\$3,946.90
-Deposits in Transit/+Outstanding Checks	0.00
Mesa Verde Total	\$3,946.90

Nash Elementary

Student Council	\$2,253.00
-Deposits in Transit/+Outstanding Checks	0.00
Nash Total	\$2,253.00

**Amphitheater Public School District #10
 Student Activity Account
 Schedule of Club Balances
 For Month Ending March 31, 2020
 For Elementary/Middle Schools**

Painted Sky Elementary

Student Council	\$4,278.26
Nature Shop	\$1,713.54
Orchestra	\$358.97
Band	\$184.45
Chorus	\$591.45
Milers	\$867.31
OM	\$951.79
Bagel & Books	\$42.80
Sign Language	\$87.00
Algebra	\$0.00
Yoga	\$169.00
NEHS	\$54.14
Garden Club	\$8.00
Sewing Club	\$3.05
Art Club	\$110.00
Sports Club	\$120.01
-Deposits in Transit/+Outstanding Checks	247.56
Painted Sky Total	\$9,787.33

Prince Elementary

Student Council	\$441.72
-Deposits in Transit/+Outstanding Checks	0.00
Prince Total	\$441.72

Rio Vista Elementary

Student Council	\$1,324.98
-Deposits in Transit/+Outstanding Checks	0.00
Rio Vista Total	\$1,324.98

Walker

Student Council	\$2,988.09
-Deposits in Transit/+Outstanding Checks	0.00
Walker Total	\$2,988.09

Wilson

Student Council	\$6,632.66
Algebra Club	473.77
Archery Club	354.67
Art Club	2,906.76
Elementary Art	280.00
Elementary Choir	693.39
GameMakers	210.00
MS Choir	2,660.92
MS Theater Club	394.64
National Junior Honor Society (NJHS)	989.26
Odyssey of the Mind	566.83
Robotics Club	1,078.53
Science Club	60.00
Science Club K-2	1,392.61
STEM Club	1,865.06
Yearbook Club	3,975.54
-Deposits in Transit/+Outstanding Checks	0.00
Wilson Total	\$24,534.64

**Amphitheater Public School District #10
 Student Activity Account
 Schedule of Club Balances
 For Month Ending March 31, 2020
 For Elementary/Middle Schools**

Total K-8 Club Balances	<u><u>\$127,402.66</u></u>
Plus: Outstanding Checks	\$692.59
Less: Outstanding Deposits	-561.19
Less: NSF/Bk Charges	0.00
Bank Deposit Errors	<u>0.00</u>
Bank Balance	<u><u>\$127,534.06</u></u>
Sweep Account	\$ 127,534.06
	\$0.00

**Amphi High School
Student Activity Account
Schedule of Club Balances
For the Month Ending March 31, 2020**

1001 Student Council	\$ 8,169.09	1520 Media Club	1,223.37
1001-ICC Student Council - ICC	3,794.36	1560 National Honor Society	75.72
1035 Art Club	881.41	1590 Odyssey of the Mind	876.16
1070 Band Club	1,049.46	1600 Orchestra Club	2,794.17
1080 Baseball/Diamond Club	1,336.95	1610 MESA Club	157.07
1085 Boys Golf Club	0.00	1630 Panther Popcorn	3,346.04
1110 Girls Basketball Club	676.78	1730 ASL Club	2,476.76
1113 Drama Club	823.55	1744 Auto Skills USA Amphi Chapter	200.20
1115 Choir Club	3,126.43	1745 Soccer - Boys Club	112.82
1120 AVID Club	389.16	1751 Solar Car Club	335.63
1128 Mt. Bike Club	533.26	1770 Softball Club	934.20
1145 AHS Chess Club-GOT	20.00	1780 Spanish Club	448.04
1172 Dance Club	77.43	1785 AHS Spiritlines	104.95
1180 Boys Basketball	1,268.88	1787 Senior Class Club	104.78
1200 Panther Partners Club	3,261.40	1790 Cross Country Club	174.29
1223 Creative Writing Club	34.50	1795 Panthers Cross Country Club	33.13
1226 Early Childhood Club	135.85	1803 HOSA Club	987.28
1227 Yearbook Club	248.08	1830 Swim Club	1,360.37
1234 FFA Club	20,407.21	1835 Girls Tennis Club	11.72
1235 FFA - Fair Checks	0.00	1840 Boys Tennis Club	5.58
1240 Fut Comp Scientists of AHS	267.20	1850 Tech Theater Club	380.68
1245 French Club	2,090.70	1860 Trackers - Track/Field	88.38
1255 Photo Club	4,161.41	1900 Volleyball - Girls	3,341.44
1265 Equality Club	240.00	1905 Beach Volleyball Club	2,747.70
1280 Greenhouse Club	62.70	1950 Bookstore - Over/Under	0.00
1290 Wrestling	422.45	1960 VEX Robotics	0.00
1300 Football Club	4,983.00		
1310 Inter Act Club	1,604.24		
1350 Boys Volleyball	109.35		
1470 Girls Soccer	116.76		
1480 Link Crew	\$ 1,529.85		

Amphi High School Total Clubs \$84,141.94

Plus: Outstanding Checks	2,251.56
Less: Outstanding Deposits (Inc CC's)	-1,428.90
NSF Checks/Void/Stale/Account Adj	0.00
Bank Balance	<u><u>\$84,964.60</u></u>

Sweep Account \$ 84,964.60
\$0.00

**Canyon Del Oro High School
Student Activity Account
Schedule of Club Balances
For the Month Ending March 31, 2020**

1001 Student Council	\$ 49,987.70	1400 HOSA-Bio Science	\$ 308.58
1020 Academic Decathlon	213.66	1420 IB Club	259.47
1031 Black Excellence Student Union	76.77	1470 Soccdeer - Girls	-
1034 AM Art Club	200.00	1472 Latino Student Union	272.00
1050 Amphi All-Stars Club/Special Olympics	192.84	1480 Link Crew	1,106.53
1060 Asian American Cultural Society	18.11	1530 Model Un	78.84
1070 Band Club	-	1560 National Honor Society	1,010.44
1081 Be Kind /Ben's Bell Club	704.87	1575 United Native Nations	-
1083 Biology Club	576.95	1590 Odyssey of the Mind	7,882.16
1084 Bowling Club	318.54	1600 Orchestra Club	2,909.55
1085 Boys Golf	9,372.55	1640 Ping Pong	-
1110 Basketball - Girls	6,704.34	1650 Psychology Club	28.00
1113 Drama Club	6,527.76	1710 Math Club	205.72
1115 Choir	3,219.51	1740 Sign Language Club	3.67
1118 Engineering Club	843.85	1743 Skills USA_Architecture	2,610.56
1128 Mountain Bike	-	1744 Skills USA Autos	2,993.24
1140 Chemistry Club	352.64	1745 Soccer Boys	2,327.60
1145 Chess	-	1755 Society	-
1150 Culinary Arts/FCCLA	3,891.15	1770 Softball Club	9,260.79
1172 Dance	2,879.29	1780 Spanish Club	841.23
1180 Boys Basketball	2.66	1785 Spiritline/ Cheer	1,831.64
1200 Dream Team	3,871.26	1791 Cross Country	4,233.20
1220 Girls Who Code Club	-	1800 Sports Medicine- HOSA	1,274.39
1224 Entrepreneurship Club	197.00	1830 Swim Club	16,938.22
1225 Environmentalist Club	513.40	1835 Tennis Club - Girls	2,712.39
1227 Yearbook	1,259.39	1840 Tennis Club - Boys	409.88
1230 FCA Club	7.00	1860 Track/Field Club	15,970.49
1234 Catering Club	11,009.15	1865 TRI-M Club	810.00
1235 Early Childhood	3,406.55	1880 Unicycle	-
1245 French Club	126.76	1905 Volleyball-Beach	365.00
1255 Photography Club	1,549.51	19401 Young Life	-
1270 German Club	895.15	1950 Bookstore Over/Under	(20.00)
1280 Golf - Girls	-		
1290 Wrestling	2,361.76		
1300 Football Club	8,704.68		
1340 LGBTQ+	254.62		
1345 Take-A-Hike Club	133.18		
1350 Boys Volleyball	780.18		
		CDO High School Total Clubs	<u>\$197,776.37</u>
		Plus: Outstanding Checks	3,748.58
		Less: Outstanding Deposits Inc CCs	-12,547.50
		Deposit Adjustment	-
		NSF Checks/Void/Stale/Account Adj	0.00
		Bank Balance	<u>\$188,977.45</u>
		Sweep Account	\$188,977.45
			\$0.00

**Ironwood Ridge High School
Student Activity Account
Schedule of Club Balances
For the Month Ending March 31, 2020**

1001 Student Council	\$ 59,510.81	1470 Girls Soccer	7,034.25
1035 Art Club	2,320.43	1480 Orchestra Club	\$ 5,692.80
1040 Photography Club	-	1515 Musical Club	21,610.01
1070 Band Club	1,312.14	1530 Model UN	1,870.86
1075 IRHS Cares for Kids	212.37	1540 Trash Club	-
1080 Baseball Club	3,238.00	1560 National Honor Society	3,347.76
1085 Boys Golf	205.46	1590 Odyssey of the Mind	-
1090 Colors of IRHS	-	1595 Japanese Club	268.87
1100 Forensic Science Club	-	1600 Van Gogh's Ear	96.85
1105 Young Life	15.00	1605 Club Kindness	-
1110 Girls Basketball	4,077.18	1630 Journalism Club	8,584.70
1113 Drama	16,111.03	1700 Club Green	1,047.69
1115 Choir	3,009.02	1720 Athletic Club	11.14
1140 Chemistry Club	329.00	1740 Pencils of Promise	-
1145 Political Action Club	304.00	1745 Soccer-Boys	834.03
1150 Culinary Arts-FCCLA	1,354.52	1750 Robotics Club	195.73
1172 Pomline	504.39	1770 Softball Club	230.01
1180 Boys Basketball	577.98	1777 Project 7	-
1215 Animal Club	-	1780 Spanish Club	46.00
1227 Yearbook club	18,367.12	1785 Spirit-Cheer Club	3,690.35
1230 FCA-Fellowship Christian Ath	-	1790 Cross Country	2,764.03
1245 French Club	1,325.40	1800 Sports Medicine	6,032.05
1255 On the ridge design	1,301.93	1810 TASK	-
1260 Gaming Club	107.95	1830 Swim Club	3,425.67
1265 Q Club	304.57	1835 Tennis - Girls	1,400.76
1275 Girls Golf	31.33	1840 Boys Tennis	2,030.03
1280 DECA Club (Hawk House)	-	1850 Tech Theater Club	653.28
1285 History Club	1,362.66	1860 Track Club	142.81
1290 Wrestling	753.12	1875 Pop till you Drop	1,209.30
1300 Football Club	32,108.84	1900 Volleyball-Girls	9,833.73
1310 IRHS Spirit Society	-	1910 So. AZ Veterans Heritage Club	1,497.91
1350 Boys Volleyball	5,587.41	1950 Bookstore O/S	-
1360 ILC Club	-		-
1400 HOSA-Bio Science Club	2,009.15		-
1430 Key Club	986.36		-
1440 Sand Volleyball	23,850.64		-

IRHS School Total Clubs	<u>\$264,728.43</u>
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Plus: Outstanding Checks	6,175.07
Less: Outstanding Deposits (Inc CC's)	-18,727.10
NSF Checks/Void/Stale/Account Adj	0.00
Deposit Error/Adjustments	0.00
Bank Balance	<u>\$252,176.40</u>

Sweep Account	\$252,176.40
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\$0.00



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Facility Rental Program Fees

BACKGROUND:

Governing Board Policy KF requires the establishment of reasonable fees for the rental of District property as defined by the aforementioned policy and by Arizona Revised Statutes referenced therein. "Reasonable use fee" means an amount that is at least equal to the school district's cost for utilities, services, supplies or personnel that the school provides to the lessee pursuant to the terms of the lease.

1. Due to interest in renting the practice fields during 2019/20 SY, it is recommended that we add Practice Field to the fee schedule at \$15 per hour.
2. Due to interest in renting the parking lots during 2019/20 SY, it is recommended that we add Parking Lot to the fee schedule at \$50 per use.
3. Since there are not Auditoriums at the Middle Schools, it is recommended that we remove those options from the fee schedule.

The current rental rate fee schedule with these changes indicated is attached for review with the changes highlighted in yellow. No other changes are recommended at this time.

RECOMMENDATION:

The Administration recommends the Governing Board approve the proposed Facility Rental Rates presented for the 2020-2021 school year.

INITIATED BY:

James Burns, Executive Manager, Operational Support

Date: May 4, 2020

Todd A. Jaeger, J.D., Superintendent

AMPHI RENTAL RATES	CURRENT	Proposed for 2020/21 SY
	3 hour min/extra hour	3 hour min/extra hour
Custodial/Audio Visual Support/Technology Support/Security/Set-up fees per hour	\$35 or \$50 holiday	\$35 or \$50 holiday
High Schools - Community Non-Profit Rate		
Main Gymnasium	\$190 / \$70	\$190 / \$70
Auditorium	\$190 / \$70	\$190 / \$70
Cafeteria/LRC/Lecture Hall	\$100 / \$35	\$100 / \$35
Classroom	\$60 / \$20	\$60 / \$20
High Schools - Commercial Rate		
Main Gymnasium	\$250 / \$100	\$250 / \$100
Auditorium	\$250 / \$100	\$250 / \$100
Cafeteria/LRC/Lecture Hall	\$160 / \$65	\$160 / \$65
Classroom	\$120 / \$60	\$120 / \$60
Middle Schools - Community Non-Profit Rate		
Main Gymnasium	\$100 / \$35	\$100 / \$35
Cafeteria/LRC/MPR	\$100 / \$35	\$100 / \$35
Classroom	\$60 / \$20	\$60 / \$20
Middle Schools - Commercial Rate		
Main Gymnasium	\$200 / \$65	\$200 / \$65
Cafeteria/LRC/MPR	\$160 / \$65	\$160 / \$65
Classroom	\$120 / \$60	\$120 / \$60
Elementary Schools - Community Non-Profit Rate		
Multipurpose Room	\$75 / \$25	\$75 / \$25
Cafeteria	\$75 / \$25	\$75 / \$25
Classroom	\$40 / \$15	\$40 / \$15
Elementary Schools - Commercial Rate		
Multipurpose Room	\$130 / \$60	\$130 / \$60
Cafeteria	\$130 / \$60	\$130 / \$60
Classroom	\$50 / \$15	\$50 / \$15
High Schools - Athletics/Field-Community Non-Profit Rate		
Football & Track with Lights	\$150 / \$50	\$150 / \$50
Football & Track without Lights	\$75 / \$25	\$75 / \$25
Baseball & Softball with Lights	\$150 / \$50	\$150 / \$50
Baseball & Softball without Lights	\$75 / \$25	\$75 / \$25
Sand Beach Volleyball Court with Lights	\$30 per hour	\$30 per hour
Sand Beach Volleyball Court without Lights	\$25 per hour	\$25 per hour
Tennis & Racquetball Court with Lights	\$10 per hour	\$10 per hour
Tennis & Racquetball Court without Lights	\$5 per hour	\$5 per hour
Practice Field		\$15 per hour
High Schools - Athletics/Field-Commercial Rate		
Football & Track with Lights	\$300 / \$100	\$300 / \$100
Football & Track without Lights	\$225 / \$75	\$225 / \$75
Baseball & Softball with Lights	\$180 / \$60	\$180 / \$60
Baseball & Softball without Lights	\$75 / \$25	\$75 / \$25
Sand Beach Volleyball Court with Lights	\$40 per hour	\$40 per hour
Sand Beach Volleyball Court without Lights	\$35 per hour	\$35 per hour
Tennis & Racquetball Court with Lights	\$20 per hour	\$20 per hour
Tennis & Racquetball Court without Lights	\$10 per hour	\$10 per hour
Practice Field		\$15 per hour
Middle Schools - Community Non-Profit Rate		
Football Field or Track	\$20 per hour	\$20 per hour
Baseball/Softball Field	\$15 per hour	\$15 per hour

Middle Schools - Commercial Rate		
Football Field or Track	\$25 per hour	\$25 per hour
Baseball/Softball Field	\$25 per hour	\$25 per hour
Elementary Schools - Community Non-Profit Rate		
All Fields	\$15 per hour	\$15 per hour
Elementary Schools - Commercial Rate		
All Fields	\$25 per hour	\$25 per hour
All Schools - Community Non-Profit Rate		
Ramada	\$10 per use	\$10 per use
Parking Lot		\$50 per use
Equipment	\$25 per use	\$25 per use
Piano	\$20 per use	\$20 per use
Grand Piano	\$20 per use	\$20 per use
Portable Public Address System	\$25 per use	\$25 per use
Fixed Public Address System/PA System	\$25 per use	\$25 per use
Scoreboard	Unavailable	Unavailable
Projector	\$5 per use	\$5 per use
Stage Lighting	\$20 per use	\$20 per use
All Schools - Commercial Rate		
Ramada	\$20 per use	\$20 per use
Parking Lot		\$50 per use
Equipment	\$25 per use	\$25 per use
Piano	\$20 per use	\$20 per use
Grand Piano	\$20 per use	\$20 per use
Portable Public Address System	\$25 per use	\$25 per use
Fixed Public Address System/PA System	\$25 per use	\$25 per use
Scoreboard	Unavailable	Unavailable
Projector	\$5 per use	\$5 per use
Stage Lighting	\$20 per use	\$20 per use
Miscellaneous Fees		
Late Payment Fee	\$25 per event	\$25 per event
Returned Check Fee	\$35 per return	\$35 per return
Change Fee	\$50 per change	\$50 per change
Set-up Fee (tables & chairs etc.)	\$35 per set-up	\$35 per set-up
Student A/V Support	\$15 per hour	\$15 per hour
Custodial Flat Per hour (during regular shift hours)	\$15 per hour	\$15 per hour
Custodial Overtime Per hour (Holidays \$50/hour) 3 hour minimum	\$35 per hour	\$35 per hour
Cancellation Fee Total >\$1,000 & less than 48 hour notice	10% Total Invoice	10% Total Invoice



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Cooperatives for Fiscal Year 2020-2021

BACKGROUND:

Pursuant to the *Arizona Administrative Code, Article 10, Section R7-2-1191*, the District may utilize cooperative purchasing agreements already established by other agencies to procure materials and services. The following is a list of cooperative purchasing agreements:

- 1GPA (1 Government Procurement Alliance)
 - Arizona State Contracts
- GPPCS (Greater Phoenix Purchasing Consortium of Schools)
 - GSA (General Services Administration)
- Mohave/ASPIN (Arizona Schools Program in Nutrition)
- NationalIPA (National Intergovernmental Purchasing Alliance)
 - S.A.V.E. (Strategic Alliance for Volume Expenditures)
 - TCPN (The Cooperative Purchasing Network)
 - U.S. Communities
- WSCA/NASPO (Western States Contracting Alliance/National Association of State Procurement Officials)

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve these cooperatives for fiscal year 2020-2021.

INITIATED BY:

Scott Little
Chief Financial Officer

Date: April 24, 2020

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Sole Source Agreements for Fiscal Year 2020-2021

BACKGROUND:

Pursuant to the *Arizona Administrative Code, Article 10, Section R7-2-1053*, the District utilizes products and services from a limited number of sole source vendors. Products and services available from a single source to include professional development, supplemental curriculum materials, MAP testing, programs for the deaf, law enforcement, and software upgrades.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve the attached list of Sole Source vendors for fiscal year 2020-2021.

INITIATED BY:

Scott Little
Chief Financial Officer

Date: April 29, 2020

Todd A. Jaeger, J.D., Superintendent

**SOLE SOURCE
FISCAL YEAR 2020-2021**

VENDOR #	VENDOR	DESCRIPTION
17349	ADVANCED (NORTHWEST EVALUATION ASSESSMENT)	PROFESSIONAL ORGANIZATION
120	APPERSON PRINT MANAGEMENT	SUPPLEMENTAL MATERIALS
1781	ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION OF ARIZONA	PROFESSIONAL DEVELOPMENT
10003	ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT	PROFESSIONAL ORGANIZATION
16653	AVID CENTER	PROFESSIONAL DEVELOPMENT
13820	AZ BUSINESS & EDUCATION COALITION	PROFESSIONAL ORGANIZATION
18358	AZ DAILY STAR	ADVERTISING
12647	AZ INTERSCHOLASTIC ASSOCIATION	PROFESSIONAL ORGANIZATION
13073	AZ K-12 CENTER	PROFESSIONAL DEVELOPMENT
225	AZ SCHOOL BOARD ASSOCIATION	PROFESSIONAL ORGANIZATION
20321	BLACKBOARD, INC. (SCHOOLWIRES)	SOFTWARE LICENSING FOR INTERNET
15843	BLACKBOX NETWORK SERVICE	VOICE/VOIP SERVICES FOR PHONE SYSTEM
16179	BRAINPOP	SUPPLEMENTAL ONLINE MATERIALS
401	BUREAU OF EDUCATION AND RESEARCH	PROFESSIONAL ORGANIZATION
19007	CAPSTONE CLASSROOM (HEINEMAN / CAPSTONE)	SUPPLEMENTAL MATERIALS
12738	CCS PRESENTATION SYSTEMS	SMART SOFTWARE UPGRADES
10208	COLLEGE BOARD/AP PROGRAM	SUPPLEMENTAL MATERIALS
1399	COMMUNITY OUTREACH (COPD)	SERVICES FOR THE DEAF AND HARD OF HEARING
17710	COMPUTER AUTOMATION SYSTEMS	SUPPLEMENTAL ONLINE MATERIALS
19921	CRISIS PREVENTION INSTITUTE, INC. (CPI)	PROFESSIONAL DEVELOPMENT AND MATERIALS
19602	CURRICULUM ASSOCIATES, LLC	INTERVENTION PROGRAM (I-READY) MATERIALS

**SOLE SOURCE
FISCAL YEAR 2020-2021**

VENDOR #	VENDOR	DESCRIPTION
15942	DISCOVERY EDUCATION, INC.	SUPPLEMENTAL ONLINE MATERIALS
20066	DREAMBOX LEARNING, INC.	SUPPLEMENTAL ONLINE MATERIALS
19242	EDGENUITY INC (FORMERLY E2020)	SUPPLEMENTAL ONLINE MATERIALS
1457	ENCYCLOPEDIA BRITANNICA	SUPPLEMENTAL ONLINE RESEARCH MATERIALS
20028	EXPLORELEARNING	SUPPLEMENTAL ONLINE MATERIALS
2326	FLOWING WELLS IRRIGATION DISTRICT	UTILITY
19933	FRONTLINE TECHNOLOGIES GROUP LLC	SUBSTITUTE PLACEMENT SOFTWARE AND MAINTENANCE
18171	GFI USA INC.	MAIL ARCHIVER SOFTWARE MAINTENANCE
19752	HD BAKER POINT OF SALE SYSTEMS	TOUCHBASE TRANSACTION FEES
9882	HEINEMAN	SUPPLEMENTAL MATERIALS
17705	HOUGHTON MIFFLIN / HARCOURT	SUPPLEMENTAL MATERIALS
1161	HOUGHTON MIFFLIN / MCDUGAL	SUPPLEMENTAL MATERIALS
19867	IBOSS NETWORK SECURITY	NETWORK SECURITY EQUIPMENT AND SOFTWARE
20791	IGT2HVIT, LLC	JUICE ALIVE PRODUCTS
20503	IMAGINE LEARNING, INC.	SUPPLEMENTAL MATERIALS
19348	INSIGNIA SOFTWARE CORPORATION	LIBRARY AUTOMATION PRODUCTS
17889	INTERNATIONAL BACCALAUREATE	PROFESSIONAL ORGANIZATION/SUPPLEMENTAL MATERIALS
18059	IXL LEARNING	SUPPLEMENTAL ONLINE MATERIALS
16729	LEARNING A-Z	SUPPLEMENTAL ONLINE MATERIALS
18177	LEARNING FORWARD (FORMERLY NATIONAL STAFF DEVELOPMENT COUNCIL)	PROFESSIONAL DEVELOPMENT
18642	LITERACY VOLUNTEERS OF TUCSON	READING INTERVENTION

**SOLE SOURCE
FISCAL YEAR 2020-2021**

VENDOR #	VENDOR	DESCRIPTION
2077	LOS CERROS WATER COMPANY	UTILITY
15589	LRP CONFERENCES	PROFESSIONAL DEVELOPMENT
19308	MCGRAW-HILL SCHOOL EDUCATION (FORMERLY SRA/MCGRAW HILL)	LANGUAGE FOR LEARNING PROGRAM
2078	METRO WATER	UTILITY
20778	MOBYMAX	SUPPLEMENTAL MATERIALS
6739	MSR WEST	CALIBRATIONS FOR GRASON-STADLER AUDIOLOGY EQUIPMENT
17937	MULTI-CARD (FORMERLY AUTHENTIC DATA SOLUTIONS - FORMERLY ROCKWEST)	EVENT HANDLER SOFTWARE INTERFACE & STUDENT ID CARDS & SYSTEMS
4811	NATIONAL COUNCIL OF TEACHERS OF ENGLISH	PROFESSIONAL ORGANIZATION
10912	NATIONAL GEOGRAPHIC EDUCATIONAL SERVICES	SUPPLEMENTAL MATERIALS
13161	NATIONAL GEOGRAPHIC FOR KIDS	SUPPLEMENTAL MATERIALS
16714	NATIONAL GEOGRAPHIC LEARNING (CENGAGE)	SUPPLEMENTAL MATERIALS
9438	NATIONAL GEOGRAPHIC SOCIETY	SUPPLEMENTAL MATERIALS
8704	NATIONAL SCHOOL BOARD ASSOCIATION	PROFESSIONAL ORGANIZATION
12517	NCS PEARSON	BLENDED LEARNING (DONALDSON GRADES 4-6)
13053	NORTHWEST EVALUATION ASSOCIATION	MAP TESTING
19393	NUTRISLICE, INC.	FOOD AND NUTRITION SERVICES
11345	ODYSSEY OF THE MIND PROGRAM	PROFESSIONAL ORGANIZATION
15865	ODYSSEYWARE	SUPPLEMENTAL ONLINE MATERIALS
-----	ORO VALLEY POLICE DEPARTMENT	POLICE SERVICES
15375	PACIFIC LEARNING	SUPPLEMENTAL MATERIALS
14142	PARENTS AS TEACHERS NATIONAL CENTER	PROFESSIONAL ORGANIZATION

**SOLE SOURCE
FISCAL YEAR 2020-2021**

VENDOR #	VENDOR	DESCRIPTION
5104	PEARSON ASSESSMENT	SUPPLEMENTAL MATERIALS
11777	PEARSON EDUCATION, INC.	TEXTBOOKS (<i>READING STREET</i>)
14523	PHOENIX DESERT SUMMER INSTITUTE	PROFESSIONAL DEVELOPMENT
*	PIMA COMMUNITY COLLEGE	ACADEMIC AND ADVISORY DEPARTMENTS
15317	PIMA COUNTY REGIONAL SUPPORT CENTER	PROFESSIONAL DEVELOPMENT
*	PIMA COUNTY SHERIFF	SPECIAL DUTY LAW ENFORCEMENT SERVICES
21081	POWERSCHOOL GROUP LLC (formely Sunguard)	PROFESSIONAL DEVELOPMENT AND SOFTWARE UPGRADES
19821	PROJECT LEAD THE WAY, INC.	SUPPLEMENTAL MATERIALS
7568	REALITYWORKS	REAL CARE INFANT EQUIPMENT AND SOFTWARE
768	RIVERSIDE PUBLISHING	SUPPLEMENTAL MATERIALS
19357	SAGE SOFTWARE, INC.	HUMAN RESOURCES SOFTWARE
6166	SCHOLASTIC BOOK FAIR	SUPPLEMENTAL MATERIALS
6421	SCHOLASTIC BOOKS	SUPPLEMENTAL MATERIALS
1793	SCHOLASTIC INC	SUPPLEMENTAL MATERIALS
18241	SCHOLASTIC MAGAZINE	SUPPLEMENTAL MATERIALS
13225	SCHOLASTIC NEWS	SUPPLEMENTAL MATERIALS
15473	SCHOLASTIC TEACHING RESOURCES	SUPPLEMENTAL MATERIALS
20570	SEAS EDUCATION, INC.	ADMINISTRATIVE COSTS FOR MEDICAID
606	SIMPLEX GRINNELL	REPLACEMENT PARTS, SERVICE & EQUIPMENT FOR DISTRICT FACILITIES
*	SOUTHWEST GAS	UTILITY
12862	SRA REGIONAL SASES	LANGUAGE FOR LEARNING PROGRAM

**SOLE SOURCE
FISCAL YEAR 2020-2021**

VENDOR #	VENDOR	DESCRIPTION
10090	STAFF DEVELOPMENT FOR EDUCATORS	PROFESSIONAL DEVELOPMENT
729	SUNTRAN	BUS PASSES & TRANSPORTATION
4906	TIME FOR KIDS	SUPPLEMENTAL MATERIALS
15452	TOOLS4EVER	SOFTWARE UPGRADES
4302	TOWN OF ORO VALLEY	FACILITY USAGE
6492	TOWN OF ORO VALLEY WATER UTILITY	UTILITY
2091	TUCSON ELECTRIC POWER	UTILITY
-----	TUCSON POLICE DEPARTMENT	SPECIAL DUTY LAW ENFORCEMENT SERVICES
7608	TUCSON SYMPHONY ORCHESTRA	EDUCATIONAL VENUE
2056	TUCSON WATER	UTILITY
16369	TURNAROUND CONSULTING	PROFESSIONAL DEVELOPMENT
18282	TURNAROUND SCHOOLS	NO EXCUSES UNIVERSITY PLANNERS
16869	TYLER TECHNOLOGIES	STUDENT INFORMATION SYSTEM
8213 15754	UNITED STATES POSTAL SERVICE	POSTAGE & SERVICE
*	UNIVERSITY OF ARIZONA	ACADEMIC AND ADVISORY DEPARTMENTS
18808	UNIVERSITY OF CAMBRIDGE	PROFESSIONAL DEVELOPMENT
21870	VECTOR SOLUTIONS	SAFE SCHOOL TRAINING
20042	WATERFORD INSTITUTE INC.	BLENDED LEARNING/EARLY CHILDHOOD, PRE-K
15341	WILSON LANGUAGE TRAINING CORPORATION	SUPPLEMENTAL MATERIALS
16099	ZOO-PHONICS	SUPPLEMENTAL MATERIALS



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Multi-Term Contracts for Fiscal Year 2020-2021

BACKGROUND:

Pursuant to the *Arizona Administrative Code, Article 10, Section R7-2-1093*, the attached list of Multi-Term contracts are eligible for renewal with Governing Board approval.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve the attached list of renewals for Multi-Term contracts for fiscal year 2020-2021.

INITIATED BY:

A handwritten signature in cursive script that reads "Scott Little".

Scott Little
Chief Financial Officer

Date: April 29, 2020

A handwritten signature in cursive script that reads "Todd A. Jaeger".

Todd A. Jaeger, J.D., Superintendent

Bid #	Date Due	School/Dept.	Description	Vendor Award	Type of Solicitation	Board Approved	Approved Through	Final Expiration
14-0015	12/12/14	School Operations	Solar Energy Services	Natural Power And Energy, LLC	RFP 14/15 + 4/1 yr	2/10/15	6/30/21	6/30/40
15-0006	10/13/15	IT	WAN Services for the District	Conterra Broadband Services	15/16 + 9/1 yr	2/23/16	6/30/21	6/30/28
15-0015	3/15/16	Facilities Support	Fire Safety Equipment Services	American Fire Equipment Sales & Services	16/17 + 4/1 yr	4/19/16	6/30/21	6/30/21
15-0018	3/29/16	Facilities Support	Security Guard Services	Chief Building Services	16/17 + 4/1 yr	5/3/16	6/30/21	6/30/21
15-0019	3/24/16	Secondary Education	Business Math Textbook Adoption	Cengage Learning	16/17 + 4/1 yr	6/7/16	6/30/21	6/30/21
03-06-2017	3/6/17	IT	Internet ISP and Internet Transport	Cox Business - Internet Transport; Arizona Board of Regents (U of A) - Internet ISP	17/18 + 9/1 yr	4/4/17	6/30/21	6/30/27
03-30-2017	3/30/17	School Operations	Social Studies Textbook Adoption	Houghton Mifflin Harcourt; McGraw-Hill School Education LLC; Pearson Education, Inc.	17/18 + 4/1 yr	6/20/17	6/30/21	6/30/22
04-14-2017	4/14/17	Purchasing/Warehouse	Yearbooks	Herff Jones Yearbooks	17/18 - 4/1 yr	6/6/17	6/30/21	6/30/22
04-19-2017	4/19/17	Health Services	Nursing Services (RN, LPN, & CAN) for Special Needs Students	RO Health, Inc.; Favorite Healthcare Staffing, Inc.; Delta-T Group, Phoenix, Inc.; Sunbelt Staffing, LLC; NSI Nursing Service Inc.	17/18 + 4/1 yr	6/7/17	6/30/21	6/30/22
04-21-2017	4/21/17	School Operations	Architectural, Electrical, Mechanical, and Structural Engineering Services	Breckenridge Group Inc. - Architectural Services; Monrad Engineering Inc. Consulting Electrical Engineers - Electrical Engineering Services; Kelly, Wright & Associates, PC - Mechanical Engineering Services; Structural Concepts, Inc. - Structural Engineering Services	17/18 + 4/1 yr	5/24/17	6/30/21	6/30/22
05-05-2017	5/5/17	Facilities Support	Industrial Water Systems, Water Treatment, Maintenance & Repair	International Chemtex Corp.	17/18 + 4/1 yr	6/6/17	6/30/21	6/30/22
05-23-2017	5/23/17	Transportation	Diesel Fuel Bio-Diesel B-5 Blend and Unleaded Gasoline	Pro Petroleum	17/18 + 4/1 yr	6/6/17	6/30/21	6/30/22
05-24-2017	5/24/17	Transportation	Employee Uniforms	UniFirst	17/18 + 4/1 yr	6/6/17	6/30/21	6/30/22
12-14-2017	12/14/17	Benefits	Medical, Dental PPO, Prepaid Dental, EAP, Health Savings Accounts, COBRA Administration	ASBAIT - Medical, EAP, COBRA, H.S.A.; Delta Dental of Arizona - Dental PPO; EDS - Prepaid Dental	18/19 + 4/1 yr	3/6/18	6/30/21	6/30/23
01-10-2018	1/10/18	Director of Curriculum	K-12 Math Textbook Adoption	McGraw-Hill (K-5 and High School); Pearson (6-8)	18/19 + 4/1 yr	4/10/18	6/30/21	6/30/23
01-11-2018	1/11/18	Facilities Support	Groundskeeping Service	Arcadia Landscape, Inc.	Remainder of FY 17/18 + 4/1 yr	2/6/18	6/30/21	6/30/22
01-17-2018	1/17/18	Facilities Support	Commercial Painting Services	Skyline Builders & Restoration, Inc.	Remainder of FY 17/18 + 4/1 yr	2/6/18	6/30/21	6/30/22
02-27-2018	2/27/18	Student Services	SLPs and SLPAs	Advanced Medical Personnel Services, Inc.; Ardor Health Solutions; DotCom Therapy; EBS Educational Base Service; HealthPro Heritage, LLC; INVO Healthcare Associates; Light Street Special Education Solutions, LLC; Maxim Healthcare Services, Inc.; Soliant Health, Inc.; STARS; Therapy Source, Inc.; VOCES Bilingual Speech Pathology, LLC	18/19 + 4/1 yr	4/10/18	6/30/21	6/30/23
03-29-2018	3/29/18	Facilities Support	HVAC Compressors and Supplies	American Refrigeration Supplies, Inc.; Sigler Wholesale Distributors; DL Sales Corp.	18/19 + 4/1 yr	5/22/18	6/30/21	6/30/23
04-04-2018	4/4/18	Facilities Support	Well Maintenance Services	Reliant Well Drilling & Pump Corporation, Inc.	18/19 + 4/1 yr	5/22/18	6/30/21	6/30/23
04-10-2018	4/10/18	Transportation	McKinney Vento and Special Needs Transportation Services	American Logistics Company, LLC; Handicar, Inc.; Total Transit Enterprises, LLC	18/19 + 4/1 yr	5/22/18	6/30/21	6/30/23
04-11-2018	4/11/18	Facilities Support	High and Low Voltage Electrical Services	Corbins Service Electric, LLC dba Corbins Electric	18/19 + 4/1 yr	5/1/18	6/30/21	6/30/23
04-24-2018	4/24/18	Facilities Support	HVAC Air Filters	American Air Filter Company, Inc.	18/19 + 4/1 yr	5/22/18	6/30/21	6/30/23
04-25-2018	4/25/18	School Operations	Musical Instrument Repair, Sheet Music, Accessories, and Supplies	Instrumental Music Center	18/19 + 4/1 yr	6/12/18	6/30/21	6/30/23
05-01-2018	5/1/18	Facilities Support	Irrigation Supplies and Equipment	SiteOne Landscape Supply	18/19 + 4/1 yr	5/22/18	6/30/21	6/30/23
05-02-2018	5/2/18	Facilities Support	Commercial Plumbing Services	Silverado Rooter and Plumbing	18/19 + 4/1 yr	5/22/18	6/30/21	6/30/23
05-08-2018	5/8/18	Purchasing/Warehouse	Travel Agent Services	Bon Voyage Travel	18/19 + 4/1 yr	6/26/18	6/30/21	6/30/23
05-10-2018	5/10/18	Transportation	Brake Parts and Labor	FleetPride, Inc.	18/19 + 4/1 yr	6/12/18	6/30/21	6/30/23
05-15-2018	5/15/18	Transportation	Bus Services	Bee Line; Citizen Auto State dba Gray Line Tours; Mountain View	18/19 + 4/1 yr	6/12/18	6/30/21	6/30/23
05-18-2018	5/18/18	Food Service	Ice Cream Products	Aikins Distribution Inc.	18/19 + 4/1 yr	7/10/18	6/30/21	6/30/23
05-23-2018	5/23/18	JTED/CTE	Animal Feed	Old Town Horse & Pet	18/19 + 4/1 yr	7/10/18	6/30/21	6/30/23
06-14-2018	6/14/18	Facilities Support	Electrostatic Painting Services	C and L Electrostatic Painting	18/19 + 4/1 yr	6/26/18	6/30/21	6/30/23

Bid #	Date Due	School/Dept.	Description	Vendor Award	Type of Solicitation	Board Approved	Approved Through	Final Expiration
07-26-2018	7/26/18	Facilities Support	Heating, Ventilation, Air Conditioning (HVAC) Labor	Midstate Energy LLC	18/19 + 4/1 yr	9/11/18	6/30/21	6/30/23
08-22-2018	8/22/18	Graphics & Printing	Outsource Printing	Alphagraphics CPS and QuikPrint	18/19 + 4/1 yr	9/11/18	6/30/21	6/30/23
02-28-2019	2/28/19	Student Services	Sign Language Interpreters	AllWorld Language Consultants, Inc.; Community Outreach Program for the Deaf; Deaf Services Unlimited; Karash & Associates; Language Training Center, Inc.; Sorenson Communications, LLC; Therapia Staffing, LLC; TransPro Global, LLC	19/20 + 4/1 yr	4/9/19	6/30/21	6/30/24
03-01-2019	3/1/19	Purchasing/Warehouse	Student Pictures	DAS Services, LLC dba United Portraits; Lifetouch National School Studios Inc.; Inter-State Studio and Publishing Company; Rembrand Photography	19/20 + 4/1 yr	4/23/19	6/30/21	6/30/24
03-12-2019	3/12/19	Finance	Audit Services	Heinfeld, Meech & Co., P.C.	19/20 + 4/1 yr	4/9/19	6/30/21	6/30/24
04-02-2019	4/2/19	Facilities Support	Pest Control Services	Essential Pest Control	19/20 + 4/1 yr	5/21/19	6/30/21	6/30/24
04-09-2019	4/9/19	Transportation	AVL/GPS System	Synovia Solutions, LLC	Remainder of 19/20 + 4/1 yr	9/24/19	6/30/21	6/30/24
04-25-2019	4/25/19	Facilities Support	Electrical Maintenance Supplies and Equipment	Border States Electric - Wiring Devices, Boxes & Covers, Conduit & Fittings, PVC, Wire, and Wiremold; Crescent Electric Supply - Fuses; Graybar Electric - Switch Gear & Circuit Breakers and Miscellaneous	19/20 + 4/1 yr	6/20/20	6/30/21	6/30/24
05-22-2019	5/22/19	Purchasing/Warehouse	Employee Uniforms	Creative Concepts International	19/20 + 4/1 yr	6/20/19	6/30/21	6/30/24
05-23-2019	5/23/19	Transportation	Power Train Parts	W. W. Williams Company, LLC dba Auto Safety House	19/20 + 4/1 yr	6/20/19	6/30/21	6/30/24
05-29-2019	5/29/19	Transportation	Liquid Propane Gas (Delivered)	Amerigas Propane	19/20 + 4/1 yr	6/11/19	6/30/21	6/30/24
08-07-2019Q	8/7/19	SFB Projects	Professional Services - Roofing Assessments & QA/QC for SFB Projects	Scott Rumel Architect	Remainder of 19/20 + 4/1 yr	9/10/19	6/30/21	6/30/24
08-14-2019	8/14/19	Interscholastics	Athletic Equipment And Supplies	Buddy's All-Star's Inc.; BSN Sports; Riddell All American; The Shop	Remainder of 19/20 + 4/1 yr	9/24/19	6/30/21	6/30/24
09-17-2019	9/17/19	Facilities Support	Tree Service	AZ Cactus & Tree Service	Remainder of 19/20 + 4/1 yr	10/8/19	6/30/21	6/30/24
09-19-2019	9/19/19	Purchasing/Warehouse	Site Based Marine Educational Trips	Guided Discoveries, Inc.	Remainder of 19/20 + 4/1 yr	10/8/19	6/30/21	6/30/24
11-14-2019	11/14/19	Elementary Education	Intervention Materials for Tier II and Tier III	Wilson Language Training	Remainder of 19/20 + 4/1 yr	12/10/19	6/30/21	6/30/24
11-25-2019	11/25/19	CTE/JTED	Preschool Gym Classes	My Gym Children's Fitness Center	Remainder of 19/20 + 4/1 yr	1/14/20	6/30/21	6/30/24



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **May 12, 2020**

TITLE: **Award of Contracts for Occupational Therapists Based on Responses to Request for Proposal (RFP) 02-18-2020**

BACKGROUND:

Request for Proposal 02-18-2020 was e-mailed to 47 vendors, published on the District’s website, and published in *The Daily Territorial*. Fifteen vendors submitted responsive proposals. The Evaluation Team scored each proposal based on the evaluation criteria listed in the RFP. Multiple awards are advantageous to the District to meet the needs of a variety of hours needed for all schools due to the small labor pool for Occupational Therapists in the Tucson area. All vendors that scored 85 points or higher are being recommended for an award.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board determine that a single award is not advantageous to the District and authorize the Administration to negotiate any other agreements or contract terms that the administration determines to be fair and reasonable for the following vendors:

- Advanced Medical Personnel Services Inc.
- Ardor Health Solutions, ATX Learning LLC
- ATX Learning LLC
- Core Medical Group
- DotCom Therapy Inc.
- EDU Healthcare LLC
- Invo HealthCare Associates
- Maxim Healthcare Staffing Services Inc.
- My Therapy Company LLC
- Student Therapy Inc. (STARS)
- Therapy Source Inc.

This contract will be for fiscal year 2020/2021 with four one-year renewal options.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: May 5, 2020

Todd A. Jaeger, J.D., Superintendent

Vendor Name/Evaluation Criterion	Cost - Hourly Fee to Include All Associated Fees (40 Points)	Experience with other school districts to include contact information such as name, phone number, and e-mail address (30 Points)	Qualifications of the Offeror, financial and otherwise, to provide the District with the scope of services listed in the RFP, provide appropriate staffing, and provide necessary resources (25 Points)	Responsiveness of Proposal to Include: Completed All Required Forms, Provided Requested Information, and Provided an Electronic Copy of Proposal (5 Points)	Total Points (100 Points)
Advanced Medical Personnel Services, Inc. Consensus	35	30	25	5	95
All Source Recruiting Group dba Ardor Health Solutions Consensus	40	30	25	5	100
ATX Learning LLC Consensus	35	30	25	5	95
CMG CIT Acquisition LLC dba CoreMedical Group Consensus	37	30	20	5	92
CompHealth Medical Staffing Consensus	35	20	15	5	75
DotCom Therapy, Inc. Consensus	35	25	20	5	85
EDU Healthcare LLC	30	30	25	5	90
Invo HealthCare Associates Consensus	38	30	20	5	93
JayKay Medical Staffing Consensus	20	0	0	5	25
Maxim Healthcare Staffing Services, Inc. Consensus	35	30	25	5	95
My Therapy Company, LLC Consensus	40	30	25	5	100
Student Therapy Inc. (STARS) Consensus	29	30	25	5	89
Therapy Source Inc. Consensus	38	30	25	5	98
Therapia Staffing, LLC Consensus	22	30	25	5	82
Therapy Tree PLLC Consensus	24	10	15	3	52



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

**TITLE: Temporary Modifications to the District 301 Plan Due to the COVID-19
Pandemic School Closures**

BACKGROUND:

The Arizona Department of Education requires that each district Governing Board approve a District Classroom Site Fund Pay for Performance Compensation Plan by December 31st of each year. The Governing Board approved the District 301 Plan currently in place at a regularly scheduled meeting held on December 10, 2019. The school closures have caused all schools to be unable to complete the plan requirements due to a lack of State and local testing and an inability to complete fourth quarter professional learning for teachers.

The 301 Oversight Committee met on April 20, 2020 to review the issues associated with 301 plans at each school site given the current situation. The committee made the following recommendations to the administration:

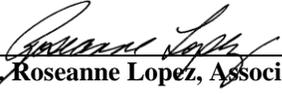
1. Goal IA of each plan is focused on School Engagement. Since schools were open for three quarters of the school year, 301 performance pay participants had accomplished a significant portion of this goal. **The committee recommends that schools report on what they were able to accomplish for Goal IA of the School 301 Plans.**
2. Goal IB requires each school to have a site selected assessment of student achievement. Many schools choose NWEA MAP, some had chosen Waterford Assessment of Core Skills, and others had developed assessments. The final posttest could not be given due to the school closures. **The committee recommends that the data from the 2018-2019 school year be used for the October/November 2020 pay out.**
3. Goal II is based solely on the results of AzMERIT/AzM2 State testing. There will be no State testing results this year. **The committee recommends that the data from the 2018-2019 school year be used for the October/November 2020 pay out.**

Each school has a 301 representative teacher who helps to coordinate and monitor the 301 plan at the school site. A meeting of the 301 Site Representatives was held on April 28, 2020 to receive input and field questions regarding these issues and recommendations. All representatives agreed that the recommendations are fair and reasonable given current conditions.

RECOMMENDATION:

It is the recommendation of the administration that the Governing Board approve the temporary modifications to the District 301 Plan listed above.

INITIATED BY:



Dr. Roseanne Lopez, Associate Superintendent for Elementary Education

Date: May 4, 2020



Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Textbooks for Adoption - Advanced Placement (AP) and Upper Level Mathematics Textbooks

BACKGROUND:

In accordance with Section 15-721 of the Arizona Revised Statutes, new textbooks must be placed on display for a period of 60 days prior to official adoption by the Governing Board. The following textbooks have been under review for the past 60 days and have been evaluated by staff and community members:

1. **AP Calculus**
 - a. **Calculus: A Complete Course** published by Cengage
2. **AP Statistics**
 - a. **The Practice of Statistics for the AP Exam** published by Bedford, Freeman, and Worth (BFW)
3. **High School Statistics**
 - a. **Statistics and Probability with Applications** published by Bedford, Freeman, and Worth (BFW)

RECOMMENDATION:

It is the recommendation of the administration that the above textbooks be officially adopted by the Governing Board as of this date, May 12, 2020.

INITIATED BY:

Michael Bejarano
Associate Superintendent for Secondary Education

Date: May 4, 2020

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Approval of Fireworks for Ironwood Ridge High School Graduation Ceremonies

BACKGROUND:

The Ironwood Ridge High School Student Government is requesting approval for their proposed fireworks displays on May 20, 2020.

Attached is a letter from Matt Munger.

RECOMMENDATION:

It is the recommendation of the administration that the above request be approved.

INITIATED BY:

Michael Bejarano
Associate Superintendent for Secondary Education

Date: May 4, 2020

Todd A. Jaeger, J.D., Superintendent

IRONWOOD RIDGE HIGH SCHOOL

Matthew Munger, Principal
Terri Amonson, Assistant Principal
Brent Spencer, Assistant Principal
Kristie Stevens, Assistant Principal
2475 W. Naranja Dr., Oro Valley, AZ 85742
(520) 696-3902 • FAX (520) 696-3999



701 W. Wetmore Road • Tucson, AZ 85705 • (520) 696-5000 • www.amphi.com

GOVERNING BOARD MEMBERS Vicki Cox Golder Susan Zibrat Scott K. Baker, Ph.D. Deanna M. Day, M.Ed. Matthew A. Kopec
President Vice President
SUPERINTENDENT
Todd A. Jaeger, J.D.

To: Mr. Mike Bejarano
Associate Superintendent of Secondary Education

From: Matt Munger
Principal, Ironwood Ridge High School

Date: April 23, 2020

Re: Class of 2020 Fireworks Display (May 20, 2020)

On behalf of the Ironwood Ridge Faculty and Student Government, the administration of Ironwood Ridge recommends and requests approval by the Amphitheater School District to conduct a fireworks display on the evening of our graduation ceremony. (Wednesday, May 20, 2020). In light of the loss of activities/events that seniors have traditionally enjoyed, we would like to recognize our seniors' accomplishments with ceremonial fireworks demonstration to honor their achievements while providing them with the start of a new tradition.

Funding for the display is being supported by Ironwood Ridge's Student Government organization and an inspector, employed by Golder Ranch Fire Department, will conduct a pre-game inspection to ensure all safety precautions and measures have been taken.

The contract has been reviewed by Amphitheater School District's Legal Counsel to ensure that all relevant and required contractual elements have been met prior to seeking authorization.

Ironwood Ridge's School Resource Officers will assist in coordinating logistics and requirements with Golder Ranch Fire Department, the vendor and site administration.

Thank you for considering the request. I would be happy to meet to discuss any concerns, stipulations or requirements that must be met in order to conduct the show.

Respectfully,

Matt Munger
Principal

Terri Amonson
Assistant Principal
Curriculum & Instruction

Brent Spencer
Assistant Principal
Facilities & Operations

Kristie Stevens
Assistant Principal
Athletics & Activities

Amphitheater High • Canyon del Oro High • Ironwood Ridge High
Amphitheater Middle School • Coronado K-8 School • Cross Middle School • La Cima Middle School • Wilson K-8 School
Copper Creek Elementary • Donaldson Elementary • Harelson Elementary • Holaway Elementary • Innovation Academy • Keeling Elementary
Mesa Verde Elementary • Nash Elementary • Painted Sky Elementary • Prince Elementary • Rio Vista Elementary • Walker Elementary • Rillito Center

Amphitheater Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies are handled at 701 W. Wetmore Road, Tucson, Arizona 85705 by Anna Maiden, Equal Opportunity & Compliance Director, (520) 696-5164, amaiden@amphi.com, or Kristin McGraw, Executive Director of Student Services, (520) 696-5230, kmcgraw@amphi.com.



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: May 12, 2020

TITLE: Approval of New Courses for the 2020-2021 School Year

BACKGROUND:

Each year we bring requests for new courses to the Board. Below you will find a new course for the 2020-2021 school year and a brief description of the course.

Cross Middle School would like to offer the Rams 101 course to 6th grade students to give them the opportunity to learn and/or refine their executive functioning skills. Students will also be exposed to the [7 Habits of Highly Effective Teens](#), as described by Sean Covey. Throughout the course, students will explore 21st century learning platforms and become proficient in Google Classroom.

Research suggests that the transition to the middle school format and pacing can be a source of anxiety for students. This course, which will be offered as an elective to sixth graders, will give students tools and strategies for success. Over time, students will become proactive in their education, increasing the ownership and accountability in their own learning.

Teachers will collaborate with the 6th grade department. Activities will be designed to support their core curriculum and interdisciplinary units.

Materials for this course will include [The Seven Habits of Highly Effective Teens](#) by Sean Covey, [The Seven Habits of Highly Effective Teens: Workbook](#) (Cross has several copies of both available, but more may need to be purchased based on enrollment), and Chromebooks or consistent access to Google Classroom via other devices Student Planners.

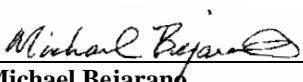
Students will complete a pre/post survey to gauge their motivation, academic effort, and successes in school. Formative student feedback will also be used to guide instruction throughout the course and in preparation for the following grading period.

Sixth grade faculty will provide feedback and suggestions based on informal observations and student data.

RECOMMENDATION:

The administration recommends that the Governing Board approve the course listed above.

INITIATED BY:


Michael Bejarano
Associate Superintendent for Secondary Education

Date: April 22, 2020


Todd A. Jaeger, J.D., Superintendent

**Amphitheater School District
COURSE REQUEST FORM**

I. RATIONALE – justification of need, citing data

Research suggests that the transition to the middle school format and pacing can be a source of anxiety for students. This course, which will be offered as an elective to sixth graders, will give students tools and strategies for success. Over time, students will become proactive in their education, increasing the ownership and accountability in their own learning.

II. DESCRIPTION – course goals and objectives, pre-requisites, format

The Rams 101 course will give students the opportunity to learn and/or refine their executive functioning skills. Students will also be exposed to the [7 Habits of Highly Effective Teens](#), as described by Sean Covey. Throughout the course, students will explore 21st century learning platforms and become proficient in Google Classroom.

III. ARTICULATION – reference to state standards, specific skills sets, and articulation with other courses

Teachers will collaborate with the 6th grade department. Activities will be designed to support their core curriculum and interdisciplinary units.

IV. AUDIENCE – student group (school, grade, discipline) to be served

6th graders at Cross Middle School

V. RESOURCES – specific texts, materials, equipment needed

-[The Seven Habits of Highly Effective Teens](#) by Sean Covey

-[The Seven Habits of Highly Effective Teens: Workbook](#)

(Cross has several copies of both available, but more may need to be purchased based on enrollment)

- Chromebooks or consistent access to Google Classroom via other devices
Student Planners



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **May 12, 2020**

TITLE: **Approval of Intergovernmental Agreement with the City of Tucson (Tucson Police Department) for School Resource Officer at Amphitheater High School**

BACKGROUND:

Last month, the Governing Board approved an Intergovernmental Agreement (IGA) with the City of Tucson for placement of School Resource Officers (SRO) at Amphitheater High School, Amphitheater Middle School and Prince Elementary School using funds provided by the State of Arizona through the School Safety Grant (SSG). The SSG grant will begin funding these SROs in Fiscal Year 2020-2021.

The IGA being proposed here is different from the SSG IGA. This IGA will permit the District to pay one-half (1/2) of the salary for SRO who was placed at Amphitheater High School during FY 2019-2020. Beginning August 2019, the City of Tucson provided a SRO at Amphitheater High School for FY 2019-2020 with the understanding that the cost of the SRO would be shared by Amphitheater through a cost-share IGA consistent with those in place for FY 2017-2018 and FY 2018-2019.

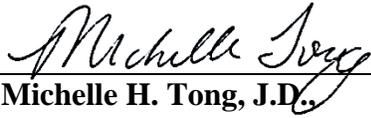
This cost-share IGA is virtually identical to the cost-share IGAs previously approved by the Governing Board for FY 2017-2018 and FY 2018-2019. However, a term has been added to this cost-share IGA that will only require Amphitheater to share the costs of the salary for the SRO from August 2019 until the schools closed in March 2020. Administration accepted the services of this SRO during that time with the understanding that the cost-sharing IGA would be approved by both parties' governing bodies before the end of the Fiscal Year 2019-2020.

Legal Counsel has determined that the form conforms to the law and is a permissible use of Board and District powers. Given their mutual desire to address the SRO at AHS as quickly as possible, both parties are presenting this IGA to their respective governing bodies for approval at the next available regularly scheduled meeting, with the mutual agreement that if either governing body proposes changes to the IGA, both governing bodies will again be able to review and approve the IGA as amended.

RECOMMENDATION:

The Administration recommends that the Board approve the attached IGA with the City of Tucson to jointly fund a SRO at AHS for Fiscal Year 2019-2020.

INITIATED BY:



Michelle H. Tong, J.D.
Associate to the Superintendent and General Counsel

Date: May 4, 2020



Todd A. Jaeger, J.D., Superintendent

INTERGOVERNMENTAL AGREEMENT

Between

Amphitheater Public Schools and the City of Tucson

For a School Resource Officer

For the 2019-2020 School Year

WHEREAS, the City of Tucson (hereinafter referred to as the "City") and the Amphitheater Unified School District No. 10 dba Amphi Public Schools (hereinafter referred to as "ASD") desire to enter into this intergovernmental agreement on behalf of their respective operations; and

WHEREAS, the City is empowered by its charter to enter into contracts and maintain a Police department (hereinafter referred to as "TPD") for the purposes stated therein, and is authorized by Arizona Revised Statutes §11-951, et. seq., to enter into intergovernmental agreements; and,

WHEREAS, ASD is a public school district of the State of Arizona and is authorized to enter into this agreement pursuant to Arizona Revised Statutes §11-951, et. seq., and Arizona Revised Statutes §15-342; and

WHEREAS, ASD provides education and related services to children within the incorporated limits of the City of Tucson; and

WHEREAS, ASD and TPD recognize the value of law related education, access to law enforcement officers as role models and easy access to law enforcement intervention when crime and danger threatens ASD schools;

NOW, THEREFORE, in consideration of the mutual representations and covenants set forth herein, the Parties hereby agree as follows:

ARTICLE I. PURPOSE

The purpose of this Agreement is to establish a partnership between ASD and TPD which recognizes the need for law enforcement and safety education; drug abuse prevention; juvenile delinquency and crime prevention; investigative and referral services; and other education and law enforcement programs. ASD was a previous recipient of and Fiscal Officer for a School Safety Program (SSP) Grant through the Arizona Department of Education which provided funds for School Resource Officers in selected schools. The SSP Grant expired at the end of the 2016-2017 fiscal year.

Recognizing the importance and value of the School Resource Officer as previously provided by the SSP Grant, the parties now desire to jointly fund a School Resource Officer primarily for Amphi High School located at 125 W. Yavapai Rd, Tucson, AZ 85705, with allowances for secondary services as may be mutually agreed upon for Amphi Middle School located at 315 E. Prince Rd, Tucson, AZ 85705, for the 2019-2020 school year under similar terms to those set forth in the SSP Grant Guidance Manual dated February 2014. TPD will provide an officer or officers to serve as the School Resource Officer to ASD for the 2019-2020 school year as designated in this Agreement in exchange for reimbursement by ASD of one-half of the base salary plus employee related expenses for the SRO for the 2019-2020 school year

in accordance with the terms of this Agreement. This Agreement sets forth the responsibilities of the Parties herein and the conditions under which the Agreement shall be executed.

ARTICLE II. DURATION AND EFFECTIVE DATE

This Agreement shall be in effect for the duration of the 2019-2020 year as established by the ASD school calendar. TPD is providing an SRO at its own expense to start immediately in good faith that this Agreement will be approved by the respective governing bodies for each party. Upon approval by the respective governing bodies of ASD and TPD and upon filing in accordance with statute, the Agreement shall become retroactive to the beginning of the 2019-2020 school year and shall thereupon be in effect until terminated as provided herein.

ARTICLE III. DEFINITIONS

The following terms as used in this Agreement are defined as follows.

- (a) "CIVIL DISTURBANCE" means a gathering of persons, regardless of number, which poses a threat to public or school safety and the maintenance of order, and/or a gathering of persons who are engaged in violations of the law.
- (b) "CRIME" means a petty offense, misdemeanor or felony as per local, state or federal law.
- (c) "EXTRACURRICULAR ACTIVITY" means an ASD sponsored or sanctioned event not occurring during or as part of a regularly scheduled school day.
- (d) "EMPLOYEE RELATED EXPENSES" are the expenses that TPD is responsible for as an employer which include FICA, Medicare, Pension, Worker's Comp, Medical Insurance, Unemployment, Public Liability Insurance, and Hazardous Waste Insurance.
- (e) "OFFICER" means a commissioned peace officer of the Tucson Police Department, regardless of the rank of the individual involved.
- (f) "PHYSICAL INJURY" means the impairment of physical condition resulting from the actions of another or an act of violence.
- (g) "PRINCIPAL" means the school Principal, or ASD administrator serving as acting Principal or Assistant Principal.
- (h) "PRINCIPAL'S DESIGNEE" means a non-administrator, certified educator, who is approved by the Associate Superintendent of ASD, to supervise the school in the Principal's absence.
- (i) "SCHOOL RESOURCE OFFICER (SRO)" means a commissioned peace officer(s) of the Tucson Police Department assigned by that agency to perform specific duties at the designated ASD high school and middle school. When necessary the SRO has the authority to intervene as a law-enforcement officer. Once order is restored, however, the SRO's other roles as law-related educator and role model are the more typical day to day roles.
- (j) "SERIOUS PHYSICAL INJURY" includes physical injury which creates a reasonable risk of death, or which causes serious and permanent disfigurement, serious impairment of health, or loss or protracted impairment of the function of any bodily organ or limb.

(k) "SHALL" means mandatory.

(l) "STUDENT" means a person duly enrolled in an ASD school.

(m) "WILL" means conditions permitting.

ARTICLE IV. OBLIGATIONS OF ASD AND TPD

A. Roles of Parties

1. ASD agrees:

- a. To establish and enforce school rules; and,
- b. To provide a mechanism to measure and monitor student violations of school rules; and,
- c. To participate in the selection of the SRO with TPD; and,
- d. To introduce the SRO to staff and students, as well as to assist in integrating the SRO into the school community; and,
- e. To provide prevention strategies, including classroom time for law enforcement and safety related education in grades 6-12; and,
- f. To minimize distractions from teaching, address student behavior problems, and enforce the school district's student disciplinary process, utilizing police involvement when the student's conduct violates the law and, even then, if possible, the SRO should be backup to an arrest rather than the principal arresting officer; and,
- g. To establish a multidisciplinary School Safety Assessment and Prevention Team that meets quarterly to conduct school needs assessment, to use the needs assessment data on an on-going basis to determine the use of the officer consistent with program requirements, coordinate prevention programming, and make recommendations for continuous improvement of school safety; and,
- h. To provide access to appropriate educational records and data to the SRO as needed in accordance with the permissions allowed by the Family Educational Rights and Privacy Act (FERPA), as codified at 20 U.S.C. § 1232g; 34 CFR Part 99); and,
- i. To provide access to schools by law enforcement officers while they are on duty, when appropriate, and in compliance with federal and state laws as well as applicable ASD policies and regulations; and,
- j. To promote the integration of law-related education into the classrooms and direct staff development of teachers and SRO involved in the delivery of Law Related Education ("LRE") as defined in Article IV(A)(2) of this Agreement; and,
- k. To ensure that a teacher is present at all times during the LRE to assist the SRO in a classroom presentation about law enforcement and safety related education; and,

- l. To facilitate collaboration between the SRO and other school personnel on school-wide safety strategies such as staff trainings, emergency response planning, needs assessment, and prevention programming; and,
- m. To provide time at regular staff meetings and trainings for the SRO to deliver the mutually agreed upon LRE for school staff; and,
- n. To provide instruction relevant to school-wide prevention safety related updates as needed; and,
- o. To develop a planned strategy to communicate to the community the content and enforcement of ASD policy; and,
- p. To complete an SRO performance assessment once per semester and share that information through an end-of-the-semester meeting with the SRO's supervisor including discussion of successes and concerns; and,
- q. To develop a collaborative relationship with the SRO while allowing the SRO to function independently and while recognizing that the SRO serves as a resource to the students and staff.

2. TPD agrees:

- a. To identify the functions of SRO, which will include instruction, advice, security and law enforcement; and,
- b. To deploy or redeploy officers for a specified time period, which includes current and future programs, including, but not limited to, opportunities for ASD-TPD staff cross-training in law enforcement education, drug abuse prevention education, conflict resolution, chronic attendance, truancy and other law enforcement related program activities; and,
- c. To provide overall coordination and supervision of officers on the school grounds. TPD retains all legal and regulatory rights of control, supervision, retention and assignment of its personnel whether on or off- duty, in furtherance of this Agreement; and,
- d. To keep the peace and promptly investigate and prosecute crimes in accordance with TPD rules and procedures, and to the extent permitted by law, with ASD policy and in accordance with the Juvenile Court Collaborative Task Force guidelines for schools in when to contact law enforcement; and,
- e. To provide an officer or officers to serve as the SRO to be present on the Amphi High School campus and/or the Amphi Middle School campus, as mutually determined by the parties, during designated school hours on the dates and times that the ADS schools are in session as set forth on the ASD 2019-2020 calendar; and,

- f. To provide instruction to and supervise the officer or officers serving as SRO to perform in accordance with the terms of this Agreement which instruction shall include, but is not limited to, the following directives:
- i. To work with Principals and/or Principal's Designee to develop procedures for ongoing communication to ensure timely and uniform reporting of criminal activities; and,
 - ii. To serve as a member of the School Safety Assessment and Prevention Team; and,
 - iii. To utilize expertise and agency resources for intervention and prevention of potential crime; and,
 - iv. To collaborate with school personnel on school-wide safety strategies (e.g. staff trainings, emergency response planning, needs assessment, and prevention programming); and
 - v. To build relationships with students, parents and staff that promote a positive image of law enforcement; and,
 - vi. To provide a minimum of 180 hours of Law-Related Education (LRE) per year in a format and amount of time mutually determined by the parties which may possibly include universal classroom instruction, classroom instruction to ongoing cohort groups of students, instruction to school staff and school community, planning and preparation for LRE instruction, and/or collaboration with teachers to integrate LRE into their curriculum in a format to be presented directly by the teacher. In this regard, the SRO shall not be used to provide one-on-one or group counseling at the school; and,
 - vii. To serve as a positive role model for students and the school community.

B. Facilities and Equipment

ASD shall provide a secure private office, desk, telephone, locking file cabinet, computer with internet connectivity, mailbox, and parking space at each school covered by this Agreement for use by TPD officers. At those facilities where an ASD radio system is in use by monitors and school staff, ASD will provide access to ASD radios and keys for the use of the TPD officer assigned to the school during the period of duty assignment.

C. Public Information and Media Notice of Law Enforcement Activities on Campuses:

Release of information to the public and/or the media by each Party shall be governed by the applicable local, state and federal laws, and the policies of each Party for such releases as applicable to their respective employees and agents. The Parties shall meet and collaborate on joint media statements regarding any matter in which both are involved to the extent possible.

D. ASD-TPD Liaison Relationships and Dispute Resolution

Each Party shall appoint and identify a liaison person who shall serve as a contact point for the exchange of information and resolution of any problems under this Agreement. Each Party agrees to inform the other of the name and telephone number of such liaison and to exchange any other information relevant thereto in order that the function may be performed.

E. Routine Patrols On and Off Campus

In so far as practical, TPD will notify ASD about routine and special patrol in and about campus areas or school events, including scheduling information as appropriate, which may impact ASD operations. This includes information regarding assignment of SRO's. Each party shall notify the other of names and telephone numbers for appropriate contact persons for each respective assignment and school.

F. School Operating Hours

ASD will provide to TPD current calendar information on school days, hours, special events, etc., which may impact joint operations. Except in extraordinary situations, officers assigned as SRO's will check in daily with their respective middle or high school Principal or Principal's Designee during normal school hours and prior to engaging in routine activities on campus.

G. Protocol for Conduct of Undercover School Operations and Surveillance

In so far as possible and practical, TPD will notify the Superintendent of ASD of undercover operations being conducted at ASD schools. ASD acknowledges that such notification is to be considered confidential and not available for dissemination to parties other than those agreed to by TPD.

H. Protocol for Referral of Individuals to TPD and Evidence Handling by ASD:

1. ASD personnel will notify TPD of the occurrence of crimes or criminal activity on school grounds or at extracurricular activities as required by law. This specifically includes police notification of physical injury or serious physical injury to any person, whether or not a student, caused by criminal activity, or required to be reported under ARS § 13-3620 (unless reported to another responsible agency) and in instances posing a potential safety hazard as the result of criminal activity including, but not limited to, arsons and bomb threats.
2. Notification to TPD as set forth above shall be made in the most expeditious manner available to the affected school. The school may notify their assigned SRO of the activity if that officer is immediately available. If that officer is unavailable, however, or if safety or other concerns dictate otherwise, immediate notification to TPD shall be made by calling 911.
3. When physical evidence of a crime is encountered by ASD employees, they shall not touch or handle the evidence when such handling would jeopardize safety to any person, and will minimize handling or disturbing evidence unless reasonable or necessary prior to arrival of law enforcement. In such event, the involved ASD employee will clear and secure the affected area, and immediately notify TPD of the location of the item(s) in question. If the evidence of a crime is of such a nature that it may be safely handled by ASD employees, and it is not otherwise possible to leave the evidence untouched until the arrival of TPD, said evidence shall be handled and controlled by the finder only. If it is necessary for the finder to

pass on the evidence in question to the custody of another person prior to the arrival of TPD, the employee with custody will notify the responding TPD officer of all persons who had control of the evidence so that the information may be documented in accordance with proper legal procedure. TPD will provide a written protocol to ASD on proper evidence handling procedures for distribution to its schools and facilities.

I. Arrest Protocols on School Grounds

If practical, the SRO will consult with the Administration prior to making an arrest on campus. When that is not practical and an ASD student is arrested on school grounds during school hours by an SRO, the SRO will notify the Principal or Principal's Designee of the action as soon as possible. In so far as practical, when a non-student is arrested on school grounds during school hours, the SRO will notify the Principal or Principal's Designee. TPD will not return a student back to school if the student was arrested away from the school during the school day.

J. Protocol for Searches on Campuses

1. Searches initiated by ASD employees without TPD involvement or direction will be conducted in accordance with the applicable policy as established in ASD regulations and applicable law.
2. TPD officers may conduct searches of persons and property on ASD campuses consistent with the dictates of applicable laws and TPD procedures. Whenever practical, such searches will be conducted outside the view of the general student population in a private area.

K. TPD Officers at Extracurricular Activities

1. Identification Information to the ASD Employee in Charge

TPD officers working at an extracurricular activity at an ASD campus or sponsored event, either on or off duty, shall contact or identify themselves to the Principal or Principal's Designee responsible for the event.

2. Requests for Officers

ASD may hire off-duty TPD officers to work at extracurricular functions by coordinating through the appropriate TPD office responsible for such jobs. TPD personnel working at these events will continue to be governed by the rules and regulations normally observed for off-duty employment in effect at that time.

3. Assignments

Officers working at ASD extracurricular activities will coordinate their specific assignments with the Principal or Principal's Designee officiating at the event. In the event a TPD supervisor has been hired as well, that supervisor will be responsible for coordinating assignments with ASD.

4. Pre-Event Planning

If the nature of the extracurricular event requires pre-event planning, the appropriate ASD administrator shall notify the TPD office responsible for coordinating off-duty employment, which shall in turn ensure that the assigned personnel undertake the necessary planning and

coordination. In the event that on- duty TPD personnel are to be used at an extracurricular event, the responsible ASD Principal or Principal's Designee will coordinate pre-event planning with the appropriate TPD command responsible for the affected event site.

5. Operations at Events

TPD and ASD personnel working at an extracurricular event will coordinate their activities and needs so as to maximize operational efficiency and student and public safety. As in all other instances involving the exercise of police powers, TPD retains the right to govern the actions of its officers whether on or off-duty.

6. Emergency Operations

In the event that an emergency arises at an extracurricular event, the TPD officers present shall take whatever steps are necessary to restore or maintain order and public safety, consistent with applicable laws and Police Department rules and procedures. In so far as is possible, given the nature of and scope of the emergency, TPD will coordinate with ASD personnel present at the event.

L. Interview and Arrest Procedures

1. Interviews

SRO's on an ASD campus to interview suspects or victims of a crime will advise the school of their presence and work with the Principal to help minimize disruption to the school and other students. ASD employees will make parental notification of such interviews in accordance with policy as established in ASD regulations and applicable law.

2. Witnessing Interviews

The Principal or Principal's Designee may request that an ASD employee be present during the interview of a student by TPD. Such presence, if permitted, will be solely as an observer of the interview and not a participant therein. The presence of an ASD employee at the interview of a student regarding a criminal matter shall make said employee subject to subpoena as a witness thereto.

3. Arrests of Students

In the event a student is arrested on campus by an SRO, the officer shall notify the Principal or Principal's Designee as soon thereafter as is practical. In the event that the arrested student is a juvenile, TPD will notify the parents or legal guardian as per its procedures. The school may also make notification as may be necessary under its guidelines.

4. Release of Student Information

Upon a request by TPD, ASD will provide directory information which is allowable under State and Federal law and District policy relating to its students. Such requests shall be in accordance with adopted ASD policy.

5. Immigration Status Inquiries

When interacting with students, SROs shall refrain from asking about immigration status and follow Tucson Police Department's immigration policy as set forth in General Orders.

M. Civil Disturbances at ASD Sites

In the event that a civil disturbance as defined in this Agreement occurs at an ASD campus or facility, ASD shall immediately notify TPD by calling 911. In the event of police response to a civil disturbance at an ASD campus or facility, it is understood that TPD maintains control and direction of law enforcement personnel on scene, including decisions on appropriate tactics and logistics. TPD will coordinate with ASD to ensure the safety of students and school personnel and property until the situation is brought under control. At each such incident, ASD will appoint one (1) official to interact with the TPD Incident Commander in order to facilitate the operation.

N. Memoranda of Understanding for Daily Operations or Status Meetings

The Parties to this Agreement may jointly develop such Memoranda of Understanding executed between their respective chief administrators to address the specifics of daily operations and training as may be necessary to implement the conditions of this Agreement. Any changes to such Memoranda may be made by mutual agreement of the Parties without the need for modifying the terms of this Agreement. Additionally, by mutual agreement, the Parties may meet as needed to discuss status and conduct of the work being performed under this Agreement.

ARTICLE V. MANNER OF FINANCING

TPD shall pay directly to the officer or officers serving as the SRO any and all monies for salary and employee related benefits owed by the City to said officer(s) during the duration of this Agreement.

ASD shall reimburse TPD for payment of one-half (1/2) of a single SRO base salary plus Employee Related Expenditures (hereinafter referred to collectively as the "Reimbursable Salary") for the 2019-2020 school year, except that no reimbursement is required for any salary paid by TPD during the statewide school closure (March 15-May 22, 2020) due to COVID-19. For purposes of this Agreement, the parties have discussed and understand, and on that basis, have relied upon a determination that a single SRO's base salary plus Employee Related Expenses for the 2019-2020 school year is estimated to be approximately \$97,458 in total which means that ASD will be responsible to reimburse TPD for only one-half (1/2) of that sum or approximately \$48,729. If the Reimbursable Salary is going to surpass this estimated sum, notice shall be provided to ASD at least sixty (60) days before the sum is exceeded.

This Agreement serves as the sole agreement between the parties related to the joint payment for an SRO by ASD and TPD, and no other expenses shall be owed related to the SRO unless specifically provided for in this Agreement. The parties are each responsible for one-half (1/2) of the Reimbursable Salary on a monthly basis for the 2019-2020 school year. After TPD pays the salary to the SRO, TPD shall provide documentation to the assigned ASD fiscal agent to support reimbursement of one-half (1/2) of the Reimbursable Salary incurred in the previous month. These requests will be submitted within thirty (30) days after the financial closeout of the related month (normally, by the 30th of the month following the closeout month). Such documentation shall meet the criteria established by the fiscal agent and agreed upon by the TPD Finance Section Coordinator. Financial Reimbursements will be paid by ASD to the City within 45 days after the end of each quarter (quarter is defined as three month periods of January through March, April through June, July through September and October through December).

This Agreement does not provide capacity for overtime or other ancillary personnel costs that may be incurred by the SRO. In the event ASD requires an SRO to work overtime, a formal request will be forwarded to TPD via the assigned SRO Sergeant. ASD will reimburse TPD for this cost including associated Employee Related Expenditures. In the event the Chief, through his chain of command, authorizes SRO related overtime in support of a tasking that was not requested by ASD, TPD will incur all costs and Employee Related Expenses related to this overtime. ASD may also request an assigned SRO be scheduled as part of the current Special Duty Program. In the event an SRO or any sworn member is scheduled by ASD via the Special Duty Program, ASD will incur all costs associated with this tasking and make payment in accordance with current Special Duty Program invoice and payment guidelines.

ARTICLE VI: PROVISION OF EQUIPMENT

In performing their obligations under this Agreement, each Party shall be responsible for the provision and maintenance of its own equipment, materials and supplies except in cases of emergency wherein it appears to the officers and employees immediately involved that the sharing or use of equipment owned or furnished by another Party is necessary or proper, or as may otherwise be provided for in this Agreement.

ARTICLE VII: INDEMNIFICATION AND INSURANCE

To the extent permitted under Arizona law, each Party agrees to indemnify, defend and hold harmless the other from all claims, losses, liability, costs or expenses arising out of injuries to persons or property caused by acts, omissions, negligence, misconduct or other fault of the Party and/or its agents, officers, employees or volunteers arising out of activities under this Agreement. In the event of concurrent liability, the Parties shall have the right of contribution from one another in proportion to the respective liability of each Party.

ARTICLE VIII. TERMINATION: DISPOSITION OF PROPERTY THEREUPON

This Agreement may be terminated in whole or in part as to any Party hereto on notice by that Party given in writing to the other Party not less than thirty (30) days in advance of the contemplated termination. Upon such termination, all property not owned by a Party which is in its custody or possession shall be forthwith returned to the Party owning the same or to whom possession should be given.

ARTICLE IX. MISCELLANEOUS

A. Compliance with Law. Nothing in this Agreement shall be construed as either limiting or extending the lawful jurisdiction of any Party hereto other than as expressly set forth herein.

B. The Parties agree that should a dispute arise between them, in any manner, concerning the attached Agreement, and said dispute involves the sum of ten thousand dollars (\$10,000.00) or less in money damages only, exclusive of interest, cost or attorney's fees, the Parties will submit the matter to Binding Arbitration pursuant to the Arizona Supreme Court Rules for Compulsory Arbitration and the decision of the arbitrator(s) shall be binding upon the Parties.

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

TPD: Tucson Police Department
270 S. Stone Ave.
Tucson, AZ 85701
Attn: Finance Section

ASD: Amphitheater Public Schools
Legal Department
701 W. Wetmore Rd.
Tucson, AZ 85705

D. Non-Appropriation. Notwithstanding any other provision in this Agreement, this Agreement may be terminated if the governing bodies for the Parties fail to appropriate sufficient monies for the purpose of maintaining this Agreement. In the event of such cancellation, neither party shall have any further obligation to the other or its governing body.

E. Legal Authority. If a court, at the request of a third person, should declare that either party lacks authority to enter into this Agreement, or any part of it, then the Agreement, or parts of it affected by such order, shall be null and void, and no recovery may be had by either party against the other for lack of performance or otherwise.

F. Worker's Compensation. Each party shall comply with the notice requirements of ARS §§23-1022. For purposes of ARS §23-1022, each party shall be considered the primary employer of all personnel currently or hereafter employed by that party, irrespective of the operations in place, and said party shall have the sole responsibility for the payment of Worker's Compensation benefits or other fringe benefits of said employees.

F. Counterparts. This Agreement may be executed in one or more counterparts, and each such counterpart hereof shall be deemed to be an original instrument, but all such counterparts together shall constitute but one Agreement.

G. Entire Agreement. This document constitutes the entire Agreement between the Parties pertaining to the subject matter hereof, and all prior or contemporaneous agreements and understandings, oral or written, are hereby superseded and merged herein. This Agreement shall not be modified, amended, altered or extended except through a written amendment approved and signed by both Parties.

IN WITNESS WHEREOF, the Parties hereto have severally given their respective consents authorized by law and the Parties hereto have executed this Agreement by and through their respective officers duly authorized.

CITY OF TUCSON, AZ

AMPHITHEATER SCHOOL DISTRICT

Regina Romero, Mayor
Date: _____

Superintendent, ASD
Date: _____

APPROVED AS TO FORM:

City Attorney

ASD General Counsel

Attest:

City Clerk

ASD Clerk



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Adoption of the Fiscal Year 2019-2020 Expenditure Budget Revision 2

BACKGROUND:

The State of Arizona requires governing boards to make final revisions to the operating budget prior to May 15th.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve the second revision of the 2019-2020 Expenditure Budget

INITIATED BY:

Scott Little, Chief Financial Officer

Date: May 5, 2020

Todd A. Jaeger, J.D., Superintendent



FY 2020
STATE OF ARIZONA
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
DISTRICTWIDE BUDGET

Revised #2

Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2020 was

Proposed	<u>June 20, 2019</u>
Adopted	<u>July 9, 2019</u>
Revised	<u>May 2, 2020</u>
	Date

SIGNED

SIGNED

The FY 2020 budget file for the version described above will be uploaded via
the Common Logon on ADE's website by May 13, 2020.

Type the Date as MM/DD/YYYY

_____ Superintendent Signature	_____ Business Manager Signature
<u>Todd Jaeger</u>	<u>Scott Little</u>
Superintendent Name (Typed Name)	Business Manager Name (Typed Name)

District Contact Employee: Scott Little

Telephone: 520-696-5128 Email: slittle@amphi.com

REVENUES AND PROPERTY TAXATION

1. Total Budgeted Revenues for Fiscal Year 2019	\$ <u>110,000,000</u>
2. Estimated Revenues by Source for Fiscal Year 2020 (excluding property taxes)	
Local	1000 \$ _____
Intermediate	2000 \$ _____
State	3000 \$ <u>25,000,000</u>
Federal	4000 \$ <u>10,000,000</u>
TOTAL	\$ <u>35,000,000</u>

3. **District Tax Rates for Prior and Budget Fiscal Years (A.R.S. §15-903.D.4)**

	Prior FY 2019	Est. Budget FY 2020
Primary Tax Rate:	4.0958	3.9558
Secondary Tax Rates:		
M&O Override	0.5027	0.4973
Special Program Override		
Capital Override		
Class A Bonds		
Class B Bonds	0.8494	0.8394
CTED	0.0500	0.0500
Desegregation	0.263	0.2530
Total Secondary Tax Rate	1.6651	1.6397

TOTAL BUDGETED EXPENDITURES AND AGGREGATE SCHOOL DISTRICT BUDGET LIMIT (A.R.S. §15-905.H)

	Budgeted Expenditures	Budget Limit
1. Maintenance and Operation Fund (from pages 1, line 30 and 7, line 11)	\$ <u>94,611,914</u>	\$ <u>94,611,914</u>
2. Unrestricted Capital Fund (from pages 4, line 10 and 8, line A.12)	\$ <u>4,407,876</u>	\$ <u>4,407,876</u>
3. Federal Projects Other Than Impact Aid (from Budget, page 6, Federal Projects, line 18 minus line 16)		\$ <u>16,440,138</u>
4. Total Aggregate School District Budget Limit (sum of lines 1 through 3)		\$ <u>115,459,928</u>

AVERAGE TEACHER SALARIES (A.R.S. §15-903.E)

1. Average salary of all teachers employed in FY 2020 (budget year)	\$ <u>45,191</u>
2. Average salary of all teachers employed in FY 2019 (prior year)	\$ <u>43,122</u>
3. Increase in average teacher salary from the prior year	\$ <u>2,069</u>
4. Percentage increase	<u>5%</u>

Comments on average salary calculation (Optional): Final amounts to be determined

5. Average salary of all teachers employed in FY 2018	\$ <u>46,952</u>
6. Total percentage increase in average teacher salary since FY 2018	\$ <u>0%</u>

FUND 001 (M&O)

MAINTENANCE AND OPERATION (M&O) FUND

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease		
	Prior FY	Budget FY						Prior FY 2019	Budget FY 2020			
	100 Regular Education											
1000 Instruction	1.	692.71	608.00	22,560,450	7,033,933	880,000	613,000	46,500	29,826,450	31,133,883	4.4%	1.
2000 Support Services												
2100 Students	2.	120.69	89.66	2,445,476	654,094	132,000	17,700	200	3,138,300	3,249,470	3.5%	2.
2200 Instructional Staff	3.	73.58	54.10	1,444,671	386,472	87,000	45,000	2,500	1,847,000	1,965,643	6.4%	3.
2300 General Administration	4.	11.40	11.75	800,000	215,835	478,500	45,500	24,600	1,169,700	1,564,435	33.7%	4.
2400 School Administration	5.	98.83	91.00	4,256,606	1,128,851	241,000	1,000	1,000	5,435,600	5,628,457	3.5%	5.
2500 Central Services	6.	44.00	47.30	1,939,108	553,966	1,111,000	132,236	3,500	3,635,400	3,739,810	2.9%	6.
2600 Operation & Maintenance of Plant	7.	276.40	216.43	5,331,788	1,698,385	4,100,000	4,821,695	7,000	16,171,761	15,958,868	-1.3%	7.
2900 Other	8.	0.00	0.00	0	0	0	0	0	0	0	0.0%	8.
3000 Operation of Noninstructional Services	9.	7.00	7.50	192,401	58,452	15,500	135,000		397,300	401,353	1.0%	9.
610 School-Sponsored Cocurricular Activities	10.	94.00	25.00	143,600	42,100	1,900			187,600	187,600	0.0%	10.
620 School-Sponsored Athletics	11.	117.00	6.00	924,550	200,000	179,000	163,200	36,000	1,502,750	1,502,750	0.0%	11.
630 Other Instructional Programs	12.	0.00	0.00	0	0	0	0	0	0	0	0.0%	12.
700, 800, 900 Other Programs	13.	0.00	0.00	0	0	0	0	0	0	0	0.0%	13.
Regular Education Subsection Subtotal (lines 1-13)	14.	1,535.61	1,156.74	40,038,650	11,972,088	7,225,900	5,974,331	121,300	63,311,861	65,332,269	3.2%	14.
200 and 300 Special Education												
1000 Instruction	15.	394.08	310.31	8,900,000	2,500,000	262,000	45,000	1,000	11,333,810	11,708,000	3.3%	15.
2000 Support Services												
2100 Students	16.	115.13	61.05	3,270,000	800,000	865,000	51,000	0	4,635,344	4,986,000	7.6%	16.
2200 Instructional Staff	17.	23.30	21.05	480,584	137,818	172,000	5,500		912,700	795,902	-12.8%	17.
2300 General Administration	18.	0.00	0.00	119,416	32,182	0	0	0	0	151,598	--	18.
2400 School Administration	19.	0.00	1.00	0	0	12,000	0	0	12,000	12,000	0.0%	19.
2500 Central Services	20.	0.00	0.00	700	215	5,800	0	0	4,600	6,715	46.0%	20.
2600 Operation & Maintenance of Plant	21.	3.00	1.00	38,100	9,200	0	1,650	0	67,200	48,950	-27.2%	21.
2900 Other	22.	0.00	0.00	0	0	0	0	0	0	0	0.0%	22.
3000 Operation of Noninstructional Services	23.	0.00	0.00	0	0	0	0	0	0	0	0.0%	23.
Subtotal (lines 15-23)	24.	535.51	394.41	12,808,800	3,479,415	1,316,800	103,150	1,000	16,965,654	17,709,165	4.4%	24.
400 Pupil Transportation	25.	142.00	133.78	3,152,586	892,280	2,102,435	745,000		6,618,900	6,892,301	4.1%	25.
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	0.00	0.00	2,908,776	755,944	274,120	85,940	220	4,025,000	4,025,000	0.0%	26.
530 Dropout Prevention Programs	27.	2.50	2.50	103,000	20,600		5,812		129,412	129,412	0.0%	27.
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%	28.
550 K-3 Reading Program	29.	6.80	11.80	348,116	85,651	50,000	40,000		521,972	523,767	0.3%	29.
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	2,222.42	1,699.23	59,359,928	17,205,978	10,969,255	6,954,233	122,520	91,572,799	94,611,914	3.3%	30.

The district has budgeted an amount in the M&O Fund equal to the General Budget Limit as calculated on page 7 of 8.

SPECIAL EDUCATION PROGRAMS BY TYPE (M&O Fund Programs 200 and 300)

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total All Disability Classifications	15,245,654	16,667,665	1.
2. Gifted Education	820,000	1,040,000	2.
3. Remedial Education	0	0	3.
4. ELL Incremental Costs	0	0	4.
5. ELL Compensatory Instruction	0	0	5.
6. Vocational and Technical Education (non-CTED)	1,500	0	6.
7. Career Education (non-CTED)	1,500	0	7.
8. Career Technical Education (CTED)	897,000	1,500	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	16,965,654	17,709,165	9.

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to	18
Staff-Pupil 1 to	27

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

	Prior FY	Budget FY
Number of FTE - Certified Employees	787.00	904.25
Number of FTE - Certified Purchased Services Personnel		

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	6350	48950
All Funds - Federal	6330	5,000

FY 2020 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component \$ -

Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) \$ 130,000

(This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 6810, 6890	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
							Prior FY 2019	Budget FY 2020	
Classroom Site Fund 011 - Base Salary									
100 Regular Education									
1000 Instruction	1.	895,871	223,968				1,178,146	1,119,839	-4.9%
2100 Support Services - Students	2.	33,595	8,399				44,180	41,994	-4.9%
2200 Support Services - Instructional Staff	3.	22,397	5,599				29,454	27,996	-5.0%
Program 100 Subtotal (lines 1-3)	4.	951,863	237,966				1,251,780	1,189,829	-4.9%
200 and 300 Special Education									
1000 Instruction	5.	167,976	41,993				220,903	209,969	-4.9%
2100 Support Services - Students	6.						0	0	0.0%
2200 Support Services - Instructional Staff	7.						0	0	0.0%
Program 200 and 300 Subtotal (lines 5-7)	8.	167,976	41,993				220,903	209,969	-4.9%
Other Programs (Specify) _____									
1000 Instruction	9.						0	0	0.0%
2100 Support Services - Students	10.						0	0	0.0%
2200 Support Services - Instructional Staff	11.						0	0	0.0%
Other Programs Subtotal (lines 9-11)	12.	0	0				0	0	0.0%
Total Expenditures (lines 4, 8, and 12)	13.	1,119,839	279,959				1,472,683	1,399,798	-4.9%
Classroom Site Fund 012 - Performance Pay									
100 Regular Education									
1000 Instruction	14.	3,525,471	881,368				4,115,097	4,406,839	7.1%
2100 Support Services - Students	15.	61,696	15,424				72,014	77,120	7.1%
2200 Support Services - Instructional Staff	16.						0	0	0.0%
Program 100 Subtotal (lines 14-16)	17.	3,587,167	896,792				4,187,111	4,483,959	7.1%
200 and 300 Special Education									
1000 Instruction	18.	572,889	143,222				668,703	716,111	7.1%
2100 Support Services - Students	19.	26,441	6,610				30,864	33,051	7.1%
2200 Support Services - Instructional Staff	20.						0	0	0.0%
Program 200 and 300 Subtotal (lines 18-20)	21.	599,330	149,832				699,567	749,162	7.1%
Other Programs (Specify) _____									
1000 Instruction	22.	220,342	55,086				257,194	275,428	7.1%
2100 Support Services - Students	23.						0	0	0.0%
2200 Support Services - Instructional Staff	24.						0	0	0.0%
Other Programs Subtotal (lines 22-24)	25.	220,342	55,086				257,194	275,428	7.1%
Total Expenditures (lines 17, 21, and 25)	26.	4,406,839	1,101,710				5,143,872	5,508,549	7.1%
Classroom Site Fund 013 - Other									
100 Regular Education									
1000 Instruction	27.	2,098,586	524,646				2,356,559	2,623,232	11.3%
2100 Support Services - Students	28.	78,697	19,674				88,371	98,371	11.3%
2200 Support Services - Instructional Staff	29.	52,465	13,116				58,914	65,581	11.3%
Program 100 Subtotal (lines 27-29)	30.	2,229,748	557,436	0	0		2,503,844	2,787,184	11.3%
200 and 300 Special Education									
1000 Instruction	31.	393,485	98,371				441,855	491,856	11.3%
2100 Support Services - Students	32.						0	0	0.0%
2200 Support Services - Instructional Staff	33.						0	0	0.0%
Program 200 and 300 Subtotal (lines 31-33)	34.	393,485	98,371	0	0		441,855	491,856	11.3%
530 Dropout Prevention Programs									
1000 Instruction	35.						0	0	0.0%
Other Programs (Specify) _____									
1000 Instruction	36.						0	0	0.0%
2100, 2200 Support Serv. Students & Instructional Staff	37.						0	0	0.0%
Other Programs Subtotal (lines 36-37)	38.	0	0	0	0		0	0	0.0%
Total Expenditures (lines 30, 34, 35, and 38)	39.	2,623,233	655,807	0	0		2,945,699	3,279,040	11.3%
Total Classroom Site Funds (lines 13, 26, and 39)	40.	8,149,911	2,037,476	0	0	0	9,562,254	10,187,387	6.5%

The district has budgeted an amount in Fund 011 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 012 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 013 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

FUND 610

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures		Rentals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
								Prior FY 2019	Budget FY 2020	
Unrestricted Capital Outlay Override (1)	1.							0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)										
1000 Instruction	2.		2,148,859	398,865			0	3,118,000	2,547,724	-18.3%
2000 Support Services										
2100, 2200 Students and Instructional Staff	3.		192,946					167,000	192,946	15.5%
2300, 2400, 2500, 2900 Administration	4.			1,667,206				1,040,000	1,667,206	60.3%
2600 Operation & Maintenance of Plant	5.							50,000	0	-100.0%
2700 Student Transportation	6.							110,000	0	-100.0%
3000 Operation of Noninstructional Services (5)	7.							0	0	0.0%
4000 Facilities Acquisition and Construction	8.							2,402	0	-100.0%
5000 Debt Service	9.							0	0	0.0%
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	2,341,805	2,066,071	0	0	0	4,487,402	4,407,876	-1.8%

The district has budgeted an amount in the UCO Fund equal to the Unrestricted Capital Budget Limit as calculated on Page 8 of 8.

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the Budget Year Total Column.

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) Fund for Food Service

Enter the amount budgeted in UCO for Food Service [Amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(a)]

\$ -

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 192,946
6642 Textbooks	2,102,990
6643 Instructional Aids	45,869
673X Furniture and Equipment	371,095
673X Vehicles	287,434
673X Tech Hardware & Software	1,366,596

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211.

\$ 125,000

(3) Includes principal on Capital Equity Fund loans of \$ - , principal on capital leases of \$ - , and principal on bonds of \$ - .

(4) Includes interest on Capital Equity Fund loans of \$ - , interest on capital leases of \$ - , and interest on bonds of \$ - .

OTHER FUNDS—REQUIRED CAPITAL EXPENDITURE DETAIL [(A.R.S. §15-904.(B))]

Expenditures		UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES		ADJACENT WAYS		
		Fund 610		Fund 630		Fund 695		Fund 620 (2)		
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
Total Fund Expenditures	1.	4,487,402	4,407,876	20,226,000	14,528,348	0		895,089	832,869	1.
Select Object Codes Detail (1)										
6150 Classified Salaries	2.	0	0	0	0	0	0	0	0	2.
6200 Employee Benefits	3.	0	0	0	0	0	0	0	0	3.
6450 Construction Services	4.	2,087,402	0	0	0	0	0	0	0	4.
6710 Land and Improvements	5.	0	0	500,000	0	0	0	895,089	832,869	5.
6720 Buildings and Improvements	6.	0	0	15,626,000	14,528,348	0	0	0	0	6.
673X Furniture and Equipment	7.	250,000	371,095	500,000	0	0	0	0	0	7.
673X Vehicles	8.	50,000	287,434	600,000	0	0	0	0	0	8.
673X Technology Hardware & Software	9.	2,100,000	1,366,596	3,000,000	0	0	0	0	0	9.
6831, 6832 Redemption of Principal	10.	0	0	0	0	0	0	0	0	10.
6841, 6842, 6850 Interest	11.	0	0	0	0	0	0	0	0	11.
Total (lines 2-11)	12.	4,487,402	2,025,125	20,226,000	14,528,348	0	0	895,089	832,869	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	2,087,402	0	16,626,000	14,528,348			0	0	13.
New Construction	14.	0	0	0	0	0	0	895,089	832,869	14.
Other	15.	2,400,000	2,025,125	3,600,000	0	0	0	0	0	15.
Total (lines 13-15, must equal line 12)	16.	4,487,402	2,025,125	20,226,000	14,528,348	0	0	895,089	832,869	16.

(1) Lines 2-11 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2020 \$ -

SPECIAL PROJECTS

FEDERAL PROJECTS

		FTE		TOTAL ALL FUNCTIONS		
		Prior FY	Budget FY	Prior FY	Budget FY	
1.	100-130 ESEA Title I - Helping Disadvantaged Children	6000	50.00	63.80	4,553,359	4,967,300
2.	140-150 ESEA Title II - Prof. Dev. and Technology	6000	0.01	1.80	589,352	782,159
3.	160 ESEA Title IV - 21st Century Schools	6000	0.00	0.20	282,929	430,831
4.	170-180 ESEA Title V - Promote Informed Parent Choice	6000	0.00	0.00	0	0
5.	190 ESEA Title III - Limited Eng. & Immigrant Students	6000	1.10	3.00	154,515	105,443
6.	200 ESEA Title VII - Indian Education	6000	0.33	1.00	17,605	17,802
7.	210 ESEA Title VI - Flexibility and Accountability	6000	0.00	0.00	0	0
8.	220 IDEA Part B	6000	45.00	43.00	2,894,794	2,800,737
9.	230 Johnson-O'Malley	6000	1.00	1.00	19,246	22,379
10.	240 Workforce Investment Act	6000	0.00	0.00	0	0
11.	250 AEA - Adult Education	6000	0.00	0.00	0	0
12.	260-270 Vocational Education - Basic Grants	6000	8.00	1.00	390,787	385,489
13.	280 ESEA Title X - Homeless Education	6000	0.00	0.00	0	0
14.	290 Medicaid Reimbursement	6000	0.00	0.00	1,963,000	1,963,411
15.	374 E-Rate	6000	0.00	0.00	500,000	500,000
16.	378 Impact Aid	6000	0.00	0.00	0	0
17.	300-399 Other Federal Projects (Besides E-Rate & Impact Aid)	6000	3.20	8.00	540,000	4,464,587
18.	Total Federal Project Funds (lines 1-17)		108.64	122.80	11,905,587	16,440,138

STATE PROJECTS

19.	400 Vocational Education	6000	0.75	2.00	97,481	102,173
20.	410 Early Childhood Block Grant	6000	1.00	0.00	10,400	0
21.	420 Ext. School Yr. - Pupils with Disabilities	6000	0.00	0.00	0	0
22.	425 Adult Basic Education	6000	0.00	0.00	0	0
23.	430 Chemical Abuse Prevention Programs	6000	0.00	0.00	0	0
24.	435 Academic Contests	6000	0.00	0.00	10,012	0
25.	450 Gifted Education	6000	0.00	0.20	0	12,338
26.	456 College Credit Exam Incentives	6000	0.00	0.00	100,000	350,000
27.	457 Results-based Funding	6000	0.00	0.00	467,360	700,000
28.	460 Environmental Special Plate	6000	0.00	0.00	0	0
29.	465-499 Other State Projects	6000	2.00	9.15	164,765	356,108
30.	Total State Project Funds (lines 19-29)		3.75	11.35	850,018	1,520,619
31.	Total Special Projects (lines 18 and 30)		112.39	134.15	12,755,605	17,960,757

INSTRUCTIONAL IMPROVEMENT FUND (020)

		Prior FY	Budget FY	
1.	Teacher Compensation Increases	6000	100,000	100,000
2.	Class Size Reduction	6000	100,000	100,000
3.	Dropout Prevention Programs (M&O purposes)	6000	300,000	298,000
4.	Instructional Improvement Programs (M&O purposes)	6000	100,000	100,000
5.	Total Instructional Improvement Fund (lines 1-4)		600,000	598,000

OTHER FUNDS

		Prior FY	Budget FY
1.	050 County, City, and Town Grants	6000	0
2.	071 English Language Learner (1)	6000	0
3.	072 Compensatory Instruction (1)	6000	0
4.	500 School Plant (2)	6000	705,800
5.	510 Food Service	6000	6,000,000
6.	515 Civic Center	6000	600,000
7.	520 Community School	6000	700,000
8.	525 Auxiliary Operations	6000	2,100,000
9.	526 Extracurricular Activities Fees Tax Credit	6000	1,100,000
10.	530 Gifts and Donations	6000	1,000,000
11.	535 Career & Tech. Ed. & Voc. Ed. Projects	6000	50,000
12.	540 Fingerprint	6000	25,000
13.	545 School Opening	6000	0
14.	550 Insurance Proceeds	6000	170,000
15.	555 Textbooks	6000	57,000
16.	565 Litigation Recovery	6000	117,757
17.	570 Indirect Costs	6000	500,000
18.	575 Unemployment Insurance	6000	67,845
19.	580 Teacherage	6000	0
20.	585 Insurance Refund	6000	0
21.	590 Grants and Gifts to Teachers	6000	75,000
22.	595 Advertisement	6000	0
23.	596 Career Technical Education	6000	983,000
24.	639 Impact Aid Revenue Bond Building	6000	0
25.	650 Gifts and Donations-Capital	6000	375,000
26.	660 Condemnation	6000	5,000
27.	665 Energy and Water Savings	6000	0
28.	686 Emergency Deficiencies Correction	6000	0
29.	691 Building Renewal Grant	6000	4,500,000
30.	700 Debt Service	6000	16,000,000
31.	720 Impact Aid Revenue Bond Debt Service	6000	0
32.	Other _____	6000	9,500,000

INTERNAL SERVICE FUNDS 950-989

1.	9__ Self-Insurance	6000	0
2.	955 Intergovernmental Agreements	6000	50,000
3.	950 WAREHOUSE	6000	30,000
4.	951 PRINT SHOP	6000	500,000

(1) From Supplement, line 10 and line 20, respectively.

(2) Indicate amount budgeted in Fund 500 for M&O purposes \$ -

CALCULATION OF FY 2020 GENERAL BUDGET LIMIT (A.R.S. §15-947.C)

Table with 4 columns: Description, Amount, A. Maintenance and Operation, B. Unrestricted Capital Outlay. Rows include items like FY 2020 Revenue Control Limit, District Additional Assistance, Tuition Revenue, and General Budget Limit.

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

**CALCULATION OF FY 2020 UNRESTRICTED CAPITAL BUDGET LIMIT AND CLASSROOM SITE FUND BUDGET LIMIT
 (A.R.S. §15-947.D and A.R.S. §15-978)**

UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1. FY 2019 Unrestricted Capital Budget Limit (UCBL) (from FY 2019 latest revised Budget, page 8, line A.12)	\$ 4,487,402
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ (12,566)
3. Adjusted Amount Available for FY 2019 Capital Expenditures (line A.1 + A.2)	\$ 4,474,836
4. Amount Budgeted in Fund 610 in FY 2019 (from FY 2019 latest revised Budget, page 4, line 10)	\$ 4,487,402
5. Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$ 4,474,836
6. FY 2019 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ 3,706,969
7. Unexpended Budget Balance in Fund 610 (line A.5 minus A.6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ 767,867
8. Interest Earned in Fund 610 in FY 2019	\$
9. Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$
10. Adjustment to UCBL for FY 2020 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable. (a) Prior Year Over Expenditures/Resolutions:	\$
_____	\$
(b) ADM/Transportation Audit Adjustment	\$
(c) Other: _____	\$
11. Amount to be Used for Capital Expenditures (from page 7, line 12)	\$ 3,640,009
12. FY 2020 Unrestricted Capital Budget Limit (lines A.7 through A.11) (1)	\$ 4,407,876

CLASSROOM SITE FUND BUDGET LIMIT

	Fund 011	Fund 012	Fund 013	Total Fund 010
B. 1. FY 2019 Classroom Site Fund Budget Limit (from FY 2019 latest revised Budget, page 8, line B.7)	1,472,683	5,143,872	2,945,699	9,562,254
2. FY 2019 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	1,409,200	2,333,581	2,350,398	6,093,179
3. Unexpended Budget Balance (line B.1 minus B.2)	63,483	2,810,291	595,301	3,469,075
4. Interest Earned in the Classroom Site Fund in FY 2019	1,137	23,429	13,383	37,949
5. FY 2020 Classroom Site Fund Allocation (provided by ADE, based on \$434) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	1,335,178.00	2,670,356.00	2,670,356.00	6,675,889.99
6. Adjustments to FY 2020 Classroom Site Fund Budget Limit (2)		4,473		4,473
7. FY 2020 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (3)	1,399,798	5,508,549	3,279,040	10,187,387

- (1) The amount budgeted on page 4, line 10 cannot exceed this amount.
- (2) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.
- (3) The amounts budgeted on page 3, lines 13, 26, 39, and 40 cannot exceed the respective amounts on this line.

**SUPPLEMENT TO SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET FOR DISTRICTS THAT BUDGET FOR
ENGLISH LANGUAGE LEARNERS (A.R.S. §§15-756.04 and 15-756.11)**

English Language Learners Supplement	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY							Prior FY 2019	Budget FY 2020	
Expenditures											
English Language Learner Fund 071 (A.R.S. §15-756.04)											
1000 Instruction 1.	0.00								0	0	0.0%
2000 Support Services											
2100 Students 2.	0.00								0	0	0.0%
2200 Instructional Staff 3.	0.00								0	0	0.0%
2300 General Administration 4.	0.00								0	0	0.0%
2400 School Administration 5.	0.00								0	0	0.0%
2500 Central Services 6.	0.00								0	0	0.0%
2600 Operation & Maintenance of Plant 7.	0.00								0	0	0.0%
2700 Student Transportation 8.	0.00								0	0	0.0%
2900 Other 9.	0.00								0	0	0.0%
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2) 10.	0.00	0.00	0	0	0	0		0	0	0	0.0%
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)											
1000 Instruction 11.	0.00								0	0	0.0%
2000 Support Services											
2100 Students 12.	0.00								0	0	0.0%
2200 Instructional Staff 13.	0.00								0	0	0.0%
2300 General Administration 14.	0.00								0	0	0.0%
2400 School Administration 15.	0.00								0	0	0.0%
2500 Central Services 16.	0.00								0	0	0.0%
2600 Operation & Maintenance of Plant 17.	0.00								0	0	0.0%
2700 Student Transportation 18.	0.00								0	0	0.0%
2900 Other 19.	0.00								0	0	0.0%
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3) 20.	0.00	0.00	0	0	0	0		0	0	0	0.0%



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: May 12, 2020

TITLE: Study of Proposed 2020-2021 Code of Conduct

BACKGROUND:

State law mandates that the Governing Board hold students accountable for misconduct at school and on the way to and from school. For this reason, the Governing Board is annually presented a proposed Code of Conduct for the following school year to establish rules for student behavior and appropriate consequences for violations of those rules. In some respects, state and federal law compel specific outcomes to some degree, such as where a student threatens the safety or security of a school campus or a student possesses a firearm. Once approved, the Code of Conduct is provided to students and their families, as well as reviewed with students at the beginning of the school year, so there is a clear understanding of the Board's rules of conduct for students.

Prior to submission of this agenda item to the Governing Board, suggestions for revisions and clarifications of the 2019-2020 Student Code of Conduct were solicited from District and site administrators. Administrators responsible for maintaining safety and security in the District work closely with the Code of Conduct on a daily basis. They have experience with applications of the Code's provisions and can provide invaluable insight about any necessary revisions. In addition, a task force was created this year to confirm that the proposed Code of Conduct aligns with recent guidance from the United States Department of Education on student discipline. The draft being proposed for 2020-2021 addresses the communications from District and site administration and the task force.

RECOMMENDATION:

This Board item is presented to permit the Board to study and provide any direction concerning the proposed 2020-2021 Code of Conduct.

INITIATED BY:

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Introduction to the Student Code of Conduct

A clear and specific Student Code of Conduct is an essential element in developing and maintaining a successful academic environment. As the expectations for student achievement increase, a Student Code of Conduct becomes increasingly important as a central element in the creation of the safe and caring environment necessary for student success. To be effective, a Code must explain expectations for behavior so that all members of the school community can fully understand them; it must also provide fair and consistent guidelines for consequences to be applied when behavioral incidents do occur to help ensure schools are safe places for students, staff, and the public.

This Code has been drafted to be as conversational as possible, but it is important to recognize that any code of conduct must comply with certain legal mandates for public schools and must be very clear about expectations, to include precise definitions where required. Therefore, this Code provides both “plain language” definitions for behavioral incidents as well as more technical definitions established by the State of Arizona Department of Education.

This Code of Conduct includes the following elements:

- Prohibited behaviors are organized into categories to help students understand the related nature of certain behaviors and their relative impacts upon the learning environment.
- Behavioral rules and potential consequences for violations of the rules are combined together in tables to improve understanding and for ease of reference.
- Because technology has become increasingly important for students both within the school setting and in society at large, this Code incorporates rules on the use and consequences for misuse of technology, including computers and the Internet.

The District Values: Basic Expectations for Positive Student Conduct

The following pages outline eleven positive conduct standards for our student community. Examples are given for each standard; however, they are not intended to be a complete or exhaustive list of examples.

1. DIVERSITY

- Be your own person and be proud of who you are.
- Recognize that you are different from others and that others will be different from you.
- Respect the differences in others.
- Try to understand the feelings of others.
- Enjoy the differences in people and learn from them.

2. CREATIVITY

- Think.
- Imagine.
- Try new ways to do things.
- Have your own ideas. Give credit to others for theirs.
- Enjoy new ideas from others.

- Explore ideas in a thoughtful and positive manner.
- Be flexible and adaptable to meet changing demands.

3. CURIOSITY

- Use technology appropriately and for school purposes.
- When you do not understand words, directions, information, or questions, always ask someone to explain their meaning. Ask the teacher, ask friends, or ask your parents.
- When you ask a question in class, other students probably are asking the same question in their heads. When you ask a question, you may be helping other students who are too shy to ask that question.
- Enjoy wondering about everything. Then, ask someone to help you find out more about what you are wondering about. Good helpers are your teacher, the librarian, your parents, and the Internet.
- Be an explorer. Think of new ideas. Think of new ways to understand yourself, others, and the world around you.

4. DILIGENCE

- Attend school daily and be on time.
- When you have a job to do, do it until it is done.
- When you make a promise, keep it.
- When you are supposed to be somewhere at a certain time, be on time.
- Complete tasks on time.
- Make up all missed work, as permitted by your teacher.
- Keep commitments.
- Keep track of your schoolwork. Be responsible for doing classwork and homework. Always do your best.

5. ACHIEVEMENT

- Always try to do your very best at whatever you do.
- Set challenging goals for yourself and go after them.
- Create plans and strategies you will need to achieve your goals.
- If you believe in a goal, stick to it.
- Seek help and assistance when you need it.
- Learn from mistakes. Try not to repeat them.
- Be proud when you improve.
- Be proud of what you can do at school, at home, and with your friends.

6. HONESTY:

- Tell the truth.
- Respect and praise others who tell the truth.
- Do your own work.
- Take pride in admitting when you have made a mistake. Wise people learn from their mistakes.
- Give credit to others for their work and thoughts.

7. CARING AND RESPONSIBILITY:

- Report bullying to a teacher or someone in the office.
- Keep your school safe; tell a teacher or someone in the office when you learn of something that threatens your safety or your school's safety, such as drugs, weapons, or scary behavior.

8. KINDNESS

- Use kind, friendly words toward others.
- Do you like having friends? So do others. Be a friend to someone.
- Do you sometimes need help? So do others. Help someone.
- Do you appreciate someone sharing something with you? So do others. Share with others.
- Encourage others. See the good in them and praise them for it.

9. FAIRNESS

- First, ask yourself, “Is this fair?” Then, ask yourself, “Am I being fair?”
- Expect fairness from others, and be fair to them.
- Fairness usually feels right; unfairness never does.

10. RESPECTFULNESS:

- Ask yourself, “How do I want to be treated?” Then, treat others the way you want to be treated.
- Show respect for yourself and others through your actions and what you say.
- Respectful words and actions help when you are part of a group or team.
- You show respect for yourself and others by never using bad language and hand signals at school.
- You show respect when you get over conflicts without getting physical. Ask a grownup for help if you need it.
- You show respect when you take turns and allow others to do their work.
- You show respect when you follow the rules at sports and when you help others, rather than putting them down when they make a mistake.
- You show respect when you follow school dress rules.

11. SERVICE TO THE COMMUNITY:

- Your community is the people around you at school and at home.
- Follow the rules of your community.
- Keep your school clean. Clean up after yourself.
- Recycle whenever possible.
- Be a leader when it helps the group.
- Be a follower when it helps the group.
- Share ideas that will help the group.
- Be a person who can be counted on by others.
- Participate in community projects.
- Help without being asked.

Shared Responsibilities for Student Behavior

In order for our community’s children to maximize the benefits of a public education, everyone must share in the collective responsibility of promoting behavior that provides an environment in which all children can feel safe and learn. Certainly, all members of our community have a role to play as positive models for respectful behavior. The following paragraphs discuss basic responsibilities for students, parents, staff, and the community for ensuring a successful education for every child.

Students' Responsibilities

Students, you must take an active role in monitoring your own behavior and modeling appropriate behavior for your fellow students. In order to accomplish this, you must:

1. Become familiar with the conduct standards;
2. Strive to follow the conduct standards;
3. Accept and use feedback and/or discipline as resources to improve yourself; and
4. Set goals for improvement.

Parents' and Guardians' Responsibilities

No role model is more powerful than a parent or guardian. Parents are "first and forever teachers" who set much of the direction for their child. Thus, parents and guardians must:

1. Become familiar with the conduct standards and discuss them with their children;
2. Support and reinforce behavior expectations and disciplinary policies of the school by assuming the primary responsibility for the discipline of their children;
3. Cooperate with and support teachers and staff;
4. Maintain regular communication with teachers regarding their children's school work and behavior;
5. Ensure that children attend school every day, unless ill, and that they arrive on time;
6. Teach their children to seek positive resolution to problems and to handle confrontation non-violently; and
7. Provide their children with a nurturing and healthy environment.

School Staff Responsibilities

Each member of the school staff has the primary responsibility of providing for the educational needs of all students and for the safety of the school environment. The school staff members are responsible for:

1. Maintaining an atmosphere conducive to learning and good behavior;
2. Teaching and modeling the conduct standards;
3. Building close and productive relationships with students and their families by demonstrating respect, caring and effective communication;
4. Utilizing informal strategies to intervene with behavior when appropriate; and
5. Administering discipline in a fair and impartial manner to teach by example the principles of justice and citizenship by example.

Community and Family Service Organizations' Responsibilities

Public, private, religious, secular organizations and businesses can support the prevention, intervention, and remediation of issues associated with student discipline when they:

1. Serve as mentors to help students develop positive social skills that foster safe school environments.
2. Assist in violence prevention, substance abuse education and character development.
3. Serve as a resource for families of students unable to meet the behavioral expectations of the school and community;
4. Assist students and parents when students re-enter school following disciplinary exclusions; and

5. Become partners with schools to coordinate services which support the school system's disciplinary policies.

Understanding the Code of Conduct - Q & A

Why does the District have a Student Code of Conduct?

Preserving the safety and protecting the health and general welfare of students, District employees, visitors, and volunteers on school property and at school activities are the legal and moral responsibilities of the Governing Board and its Administration.

The Amphitheater Governing Board and Administration recognize that students should have and need a certain degree of freedom to express their individuality in school, but any such expression should never intrude upon or endanger the freedoms of others. The Governing Board has therefore established policies and directed the Superintendent to establish regulations for student conduct which will strike an appropriate balance between individual freedoms and safe schools.

While the District and its parents, students, and public have expectations for what student behavior should be like, and while we hope every student will strive to meet those expectations, we know that some students will violate those expectations and need some action to help ensure that the violation does not re-occur. The severity of these violations will vary, but many violations will warrant correction – some action to help ensure the violation does not recur. As a consequence, state law mandates that each school district governing board establish rules for student behavior, and include the range of consequences the District thinks will encourage more appropriate behavior in the future.

Do schools have their own rules for student conduct as well?

The principal and faculty of each school may have established school-specific rules for student behavior and conduct. These school-based rules are in addition to those contained in this Code of Conduct, provided they are consistent with this Code of Conduct, the policies of the Governing Board, and applicable law.

Students must comply with both this District-wide Student Code of Conduct and with all rules established by the principal and faculty of the school they attend. A student's failure or refusal to comply with the rules of his or her school will subject the student to disciplinary action.

The principal of each school is required to ensure that copies of District and school rules pertaining to discipline, suspension, and expulsion of students are distributed to parents and students.

How does one interpret the Code of Conduct?

Generally, words will be given their ordinary meaning, unless those terms are otherwise specifically defined. In the event of any conflict in interpretation, the determination of the Associate to the Superintendent shall be final. The interests of safety, and student and staff welfare, shall be paramount considerations in the interpretation of disciplinary rules.

What happens under the Code if a student only attempts to commit a prohibited act, or helps someone else to attempt or actually commit a prohibited act?

When a student attempts to commit a prohibited act or participates in any way to help someone else to attempt a prohibited act, actually commits a prohibited act, or conceals the commission of a prohibited act, that student is subject to disciplinary action as if the student had committed the act. This ensures that students develop a sense of personal responsibility for behaviors they encourage or solicit in others. To be subject to discipline in any circumstance, however, the student must have, at a minimum, actively engaged in some behavior which facilitated, promoted, or protected the underlying behavior.

What does the Code mean by “possession?”

A student will be considered to “possess” or “be in possession of” a substance or object if the student:

- (1) knows of the nature, existence, and location of the substance or object, or
- (2) takes control of the substance or object, regardless of the length of time of that control or their intention.

Students who “hold something for a friend” are responsible for possession.

What is the difference between criminal law and school district rules?

Court proceedings relating to an incident at school are separate from the school’s disciplinary procedures. Courts take actions for violations of laws – usually criminal laws. Schools take disciplinary action for violations of school and District rules. Behavior which violates school rules may not violate criminal law. So, discipline may be imposed even if a court decides not to impose criminal penalties. The school administration may, however, be *required* to report certain kinds of student conduct to appropriate law enforcement officials if that conduct also constitutes a crime.

Student conduct matters are governed by District rules and policies, rather than criminal law or court procedures. Juvenile or criminal court matters are not controlled by school district rules or procedures. Schools may use different definitions of violations than used in criminal law. When making decisions, schools do apply a different burden of proof than the courts. To convict, the courts require evidence “beyond a reasonable doubt.” School decisions are based on the “preponderance of evidence.” A preponderance of evidence exists where there is a greater weight of evidence than the evidence offered in opposition to it (e.g. 50.1% vs. 49.9%).

Where and when does the Code of Conduct apply?

This Code applies to students:

- During regular school hours;
- Whenever the student is being transported on a school bus or by other transportation arranged by the school district;
- When the student is traveling to and from school by any other means, including walking or personal travel;

- During school events, including off-campus events and activities such as field trips and athletic competitions;
- At other times where a school employee has jurisdiction or authority over students, including summer activities;
- During other activities associated with or supported by the school in any way; and
- On school or District grounds at any time, regardless of whether school is in session.

Additionally, the principal may take disciplinary action when a student's misconduct away from school has a detrimental effect on other students at school or on the orderly educational process of the District. Also, the principal may take disciplinary action if the violation is directly connected to prior violations at school or threatens to produce further violations or a risk of harm or injury at school.

What specific behaviors does this Code of Conduct prohibit?

The tables which follow in the next section of this Code of Conduct list rules for student conduct (prohibited behaviors). Prohibited behaviors are classified by the following categories in the tables:

1. Aggression and Hostility
2. Alcohol, Tobacco, Medications, and Other Drugs
3. Arson and Combustibles
4. Attendance Violations
5. Harassment, Threats, Bullying, and Intimidation
6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)
7. Disruptions to the Academic Process
8. Threatening the School Environment
9. Sexual Behaviors
10. Technology Abuses
11. Theft
12. Trespassing
13. Vandalism and Damage
14. Weapons and Dangerous Items

What specific consequences can be imposed for violations of this Code of Conduct?

The tables which follow in the next section of this Code of Conduct list consequences for violations of the Code - the types of discipline which school District personnel are permitted or – in some situations – are required to impose.

The school principal or designee may determine the consequences from those listed. Multiple consequences may be selected by the principal. Principals can consider the age and developmental level of the student in setting disciplinary consequences.

Where a long-term suspension consequence is stated as “(Mandatory),” a principal must present the matter to a long-term suspension hearing officer appointed by the Governing Board for a formal hearing unless the principal requests and obtains a written waiver approved by the Superintendent or his designee. If granted, a mandatory expulsion consequence for the same violation may be waived at the same time.

If not waived as noted above, a “(Mandatory)” expulsion consequence likewise requires that the matter be presented to a hearing officer appointed by the Governing Board to hear the matter and make a recommendation to the Governing Board about expulsion. This expulsion consequence may be waived by the Superintendent (or his designee) upon the student providing proof that he/she has met any terms and conditions set forth by the Long-term Suspension Hearing Officer.

The disciplinary consequences include the following school level and District level actions:

School Level Disciplinary Actions:

Where appropriate or required, school personnel may implement the following disciplinary actions:

- **Activity Restriction** – Restricting a student from participating in or attending school activities such as dances, performances, athletic contests, team practices, club meetings, events, parties, etc.
- **Bus Probation** – Establishing conditions with which the student must comply in order to continue riding the school bus.
- **Bus Suspension** – Denying the student the privilege of riding a school bus for violations of the Student Code of Conduct, even if the student is not denied the right to attend school.
- **Conference** – Meeting or contacting two or more of the following: the student, parent, counselor, principal, and other District staff members.
- **Detention** – Requiring that a student report to a specified location at certain times during school and before or after school, including "Saturday school."
- **In-Class/School Discipline** – Imposing consequences, which do not require suspension from school, such as loss of privileges, additional work assignments, temporary removal from class, and/or other classroom or school-based consequences.
- **In-School Suspension** – Assigning a student to attend a location in the school that is in an area removed from the regular education setting.
- **Probationary Contract** – Executing a written document setting out academic and/or behavioral stipulations for the student. Violation of the contract will result in additional, usually more severe, disciplinary action.
- **Reprimand** – Reprimanding the student, verbally or in writing, by a principal or other staff member.
- **Removal From Class** – Excluding the student from a classroom. The teacher is responsible for maintaining an appropriate learning environment in the classroom. Arizona law, therefore, permits a teacher to temporarily exclude a student from the teacher’s class for serious disruption of the educational process within the teacher’s classroom or for exhibiting persistent disobedient behavior. The teacher may also refuse to readmit the student to the classroom under certain circumstances. In the event of such a removal from class, the student will report to a location at school determined by the school principal. School-based procedures which determine whether the student may return to the class are then implemented.

- **Requests for District-Level Disciplinary Actions** (listed below).
- **Revocation of Automobile Privileges** – Revoking automobile privileges.
- **Revocation of Off-Campus Privileges** – Revoking off-campus privileges.
- **Short-Term Suspension** – Suspending a student from school for up to nine (9) school days. During the term of a short-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a short-term suspension, the student must make prior arrangements with the principal to do so. A short-term suspension imposed by the principal's designee may be appealed to the principal. A short-term suspension, which was imposed or approved by the actual school principal, is not subject to appeal.
- **Student Schedule or Curriculum Adjustment** – Changing the student's class schedule, teacher, courses, instruction, or access to components of curriculum.
- **Time Out** – Removing a student from instruction in the classroom or from other school activities for a period not to exceed three hours. During time out, the student is reassigned to a supervised area such as the principal's office, alternative or in-school suspension programs, or responsibility rooms.
- **Work Assignments/Community Service** – Providing the student, at the District's discretion, an opportunity to perform supervised activities related to the assistance of District personnel, or to the upkeep and maintenance of school facilities or other public properties, instead of serving or while serving a suspension or expulsion. The student and parent(s) may also request this alternative, however the final decision rests with the principal. Supervision by parents may be required for this alternative.

District-Level Disciplinary Actions:

Where appropriate or required, District-level personnel may implement the following disciplinary actions:

- **Any of the School Level Disciplinary Actions (listed above)**
- **Long-Term Suspension** – Suspending a student from school for a term not to exceed the total number of school days in one school year (presently 178 school days). A long-term suspension may carry over from one school year into the next. The suspension hearing officer may provide an opportunity for the student to return early from suspension by meeting certain terms and conditions. During the term of a long-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a long-term suspension, the student must make prior arrangements with the principal to do so. A long-term suspension may only be imposed following a hearing held by a District-level hearing officer. A student or parent has a right to appeal the decision of the District hearing officer to the Governing Board in accordance with District policy and regulation. Suspensions remain in effect pending the Board's review of any appeal.
- **Expulsion** – Expelling a student from school until specifically permitted to return to school by the Governing Board, usually based upon the student's and the parent's compliance with certain terms and conditions. Expulsion can be permanent as well. During the term of an

expulsion, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during an expulsion, the student must make prior arrangements with the principal *and the hearing officer* to do so.

Following a long-term suspension hearing, the hearing officer may provide an opportunity for the student to avoid an expulsion hearing by meeting certain terms and conditions. If this action is not appropriate based on the circumstances surrounding the student's Code violation(s), or the terms and conditions are not met, whether or not the student should be expelled, and if so, under what conditions (if any) the student might be able to re-apply for admission to the District. **Only the Governing Board can make the final determination of whether a student should be expelled and under what conditions the student might be able to re-apply for admission to the District.** Before making its decision, the Board will consider the reports of both hearing officers and the statements of the student, his/her family, and their lawyer if any are present and choose to speak in accordance with District policy and regulation.

Are educational services provided to suspended and expelled students?

In some circumstances, the District will offer ongoing educational services to students who are suspended or expelled. Whether the District does so depends upon the length of the exclusion from school, the student's status as a disabled student, and the nature of the student's offense.

Where students are eligible for and are offered continuing services by the District, the student's active participation in the alternative education services offered may be considered as a factor in reducing the level of discipline normally appropriate for the offense involved. For example, if a student is suspended for possession of illegal drugs and is being considered for expulsion as well, the fact that the student has enrolled in and is actively pursuing his/her education in the alternative program offered by the District may result in waiver of the requirement under this Code for expulsion or may even serve to reduce the term of the long-term suspension.

Are there special considerations for athletes and extracurricular participants?

Students participating in interscholastic activities for their schools do so as representatives of their school community and as role models for other students. Their involvement with tobacco, drugs and alcohol at any time can therefore negatively reflect upon their community and convey a poor example to their peers. In addition, the use of tobacco, drugs or alcohol by athletic or activity participants can lead to an increased risk of harm or severe injury to themselves or others during those activities.

The Amphitheater District therefore maintains a zero tolerance "24/7" policy on the use of tobacco, drugs or alcohol by interscholastic participants. Any interscholastic participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during their active season of competition will be immediately removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

Similarly, other behaviors by student representatives can reflect upon their team, school and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe

appropriate decorum, behavior and etiquette when acting in any way that is connected to the school or team.

How does this Code of Conduct apply to students of different ages and developmental factors?

The rules and procedures outlined in this Student Code of Conduct apply to all District students in middle schools and high schools. The age, maturity and developmental factors of students may be considered in determining the type of disciplinary action to be taken in the event of violations. Generally speaking, the older and more mature a student is and/or the more serious the infraction, the more personal responsibility the student will carry for his or her actions.

District personnel who administer student discipline will follow appropriate disciplinary procedures for disabled students when dealing with students in special education programs, with those receiving Section 504 accommodations, and with those who are pending evaluation.

Conduct Rules and Consequences

School-Level Actions

Code of Conduct Rule violations may result in one or more of the following School-Level Actions:

Activity Restriction	Removal from Class
Bus Probation/Suspension	Reprimand
Community Service	Revocation of Automobile Privileges
Conference	Revocation of Off-Campus Privileges
Detention	Schedule or Curriculum Adjustment
In-Class/School Discipline	Short-term Suspension
In-School Suspension	Time Out
Probationary Contract	Work Assignment

Each School Level Action involves a conference with the student to review appropriate conduct.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Aggression and Hostility		
1A. Provocation Use of any form of communication (verbal or written) or gestures, including exhibiting gang signs, that may cause others to fight or engage in other hostilities; challenging someone to fight.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension
1B. Minor Aggressive Act Inappropriate physical contact (non-sexual) which does not cause serious injury.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension

Examples of **MINOR AGGRESSIVE ACT** include, but are not limited to, spitting, tripping, hitting, poking, pulling, or pushing.

1C. Fighting Mutual participation by two of more students in an incident involving physical violence, where there is no major injury.	School Level Actions, and: Short-term Suspension Long-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion
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A verbal confrontation alone does not constitute **FIGHTING**. Students should avoid fighting at all times. If provoked, the first response should be to walk away.

“Mutual participation” for **FIGHTING** may exist if physical violence continues longer than reasonably necessary.

Self-defense is NOT a defense if excessive force is used to defend.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Aggression and Hostility		
1D. Assault Causing any physical injury to another person; making another person reasonably fearful of physical injury; knowingly touching another person with the intent to hurt, insult or provoke that person.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
1E. Aggravated Assault Committing assault which: <ul style="list-style-type: none"> • Causes serious physical injury to another; or • Involves a deadly weapon or dangerous instrument; or • Is inflicted upon someone 15 years or younger by someone 18 years old or older; or • Is an assault of a police officer; or • Is an assault of a school employee. 	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Alcohol, Tobacco, Medications and Other Drugs		
2A. Alcohol Use or Possession Using or being under the influence of alcohol; possession of an alcohol beverage.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
2B. Alcohol Distribution Providing or selling an alcohol beverage to another.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

ALCOHOL includes substances represented to be alcohol or believed to be alcohol, regardless of whether they are actually alcohol.

Special 24/7 Rule for Interscholastic competitors and athletes

Interscholastic participants who use, possess or distribute tobacco, drugs or alcohol at any time during their season of competition will be removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

<u>Prohibited Behavior</u> Alcohol, Tobacco, Medications and Other Drugs	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
2C. Drug Use or Possession Use or possession of any drug or narcotic substance; Being under the influence of any drug at school or at any school-related event.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
2D. Drug Paraphernalia Possession Possession of any paraphernalia.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension Expulsion
2E. Drug or Paraphernalia Distribution Making, distributing, selling, buying, or giving any drug, narcotic substance or paraphernalia to another person; Transporting or holding drugs or paraphernalia for another; Providing prescription or over-the-counter medication to another student.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

To prevent accidental injuries and protect others, students must obtain written permission from the principal to possess or use any form of **MEDICATION**, including over-the-counter substances like pain relievers, vitamins, and supplements at school.

Over-the-counter **cough drops** and **sunscreen** are permissible to bring to school, without written permission from the Principal, for self-administration at school, but **may not be shared**.

DRUG means any narcotic drug, dangerous drug, marijuana, or peyote (A.R.S. §13-3415) and may include:

- Prescription Drugs (Inappropriately Used);
- Over-the-Counter Drugs (Inappropriately Used);
- Illicit Drugs, including but not limited to, Methamphetamines; Ecstasy, Cocaine or Crack, Hallucinogens, or Heroin.
- All parts of any plant of the genus *Cannabis*, including, but not limited to, extracted resin, salt, compound, derivative, mixture or preparation.
- Cannabinoids (synthetic or natural) commonly called marijuana, THC, “fake weed,” “spice,” “K2,” “bath salts,” etc.; and/or
- Any substance represented to be a drug.

PARAPHERNALIA means all equipment, products and materials of any kind which are used, intended for use, or designed for use in producing, testing, packaging, storing, concealing, ingesting, inhaling or otherwise introducing a drug into the human body, including a vapor releasing device such as an electronic cigarette or parts from a vapor releasing device, such as an adapter, cartridge or charger.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>Alcohol, Tobacco, Medications and Other Drugs</p>		
<p>2F. Tobacco Possession</p> <p>Possession of tobacco and related products.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension</p> <p>Expulsion</p>
<p>2G. Tobacco</p> <p>Use, distribution or sale of tobacco and related products other than liquid nicotine*.</p> <p>* <i>Liquid nicotine is addressed under Rule 2I as Vaping.</i></p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension</p> <p>Expulsion</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension (Mandatory)</p> <p>Expulsion</p>
<p>2H. Medication Violation</p> <p>Use or possession of prescription, over-the-counter or herbal medications at school without prior written permission of the principal.*</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension</p> <p>Expulsion</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension (Mandatory)</p> <p>Expulsion</p>
<p>2I. Vaping</p> <p>Use or possession of an inhalant product from a vapor-releasing device.</p> <p><i>Inhalant</i> includes liquid nicotine or other liquid substances for inhaling in a vapor form through an electronic cigarette or similar device.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension (Mandatory)</p> <p>Expulsion (Mandatory)</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension (Mandatory)</p> <p>Expulsion (Mandatory)</p>

Examples of **TOBACCO and TOBACCO-RELATED PRODUCTS** include: cigars, cigarettes, and other nicotine delivery devices, cigarette papers, and smoking or chewing tobacco, except that any substance inhaled through a vapor releasing device (including liquid nicotine) is classified as **“VAPING”** under Rule 2I.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Arson and Combustibles		
3A. Arson Damaging a structure or property by knowingly causing a fire or explosion.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
3B. Combustibles Possession or use of something capable of causing bodily harm or property damage if ignited; Possession or use of a smoke bomb or something similar that is capable of causing others to believe a fire is occurring.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory) <i>in situations of serious risk of harm to persons or property</i>

When a student uses a combustible to cause a fire, he/she has committed **ARSON**.

COMBUSTIBLES include, but are not limited to:

- Matches
- Lighters
- Flammable substances
- Firecrackers, Fireworks
- Poppers
- Smoke/Stink bombs
- Flash paper
- Sparklers
- Caps
- Ammunition (live or blank).

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Attendance Violations		
4A. Tardy Arriving at school or to class after the scheduled start time.	School Level Actions	School Level Actions, and: Short-term Suspension
4B. Excessive Tardies Arriving at school or to class after the scheduled start time five percent (5%) or more of the time.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion*
4C. Off Campus Violation Leaving school grounds or being in an “off limits” area during regular school hours without permission of the Principal.	School Level Actions	School Level Actions, and: Short-term Suspension
4D. Unexcused Absence Failing to attend school without parent or legal guardian permission.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension*
4E. Excessive Absences / Truancy Failing to attend school, unless excused, for more than ten percent (10%) of the number of required attendance days.	School Level Actions	School Level Actions, and: Short-term Suspension Long-term Suspension* Expulsion
4F. Leaving Class Without Permission Leaving class without teacher permission.	School Level Actions	School Level Actions, and: Short-term Suspension Long-term Suspension* Expulsion*

* when combined with other offenses

<u>Prohibited Behavior</u> Harassment, Threats, Bullying, and Intimidation	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>5A. Nonsexual Harassment</p> <p>Any form of communication or conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, or harassed.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension Expulsion</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>5B. Bullying and Cyberbullying</p> <p>Acting toward someone in an unwelcome and unprovoked manner, repeated over time, which exerts power over that person on or off District property;</p> <p>Bullying (defined below) related to gender, race, ethnicity, socio-economic class, sexual orientation or identity (real or perceived), disability or other aspects of human differences.</p> <p>Actions that contribute to a substantial risk of potential injury, mental harm, degradation, or societal exclusion or causes physical injury, mental harm or personal degradation.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>5C. Threats and Intimidation</p> <p>Threatening or suggesting, by words or conduct, the intention to cause physical injury or serious damage to a person or their property;</p> <p>Associating with or participation in a group which exhibits negative attitudes and actions toward others.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>5D. Hazing</p> <p>Acting against another student, where both of the following apply:</p> <p>The act is in connection with initiation into, affiliation with, or membership in any school organization; and</p> <p>The act poses a risk of or causes injury, mental harm or degradation.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory)</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>

BULLYING requires an imbalance of power (real or perceived), repeated over time, between one or more persons and the victim. Actions may include:

- physical (pushing, hitting, kicking, spitting, stealing);
- verbal (making threats, taunting, teasing, name-calling); or
- psychological (spreading rumors, social exclusion, manipulating social relationships).

HARASSMENT is different from **BULLYING** in that it is a form of discrimination.

CYBERBULLYING includes behavior that occurs through direct and indirect electronic acts (electronic mail, text messages, instant messaging, digital pictures or images, website / social media / blog postings, etc.).

An example of **HAZING** includes using hand signals, graffiti, apparel, accessory, or manner of dress or grooming which by color, arrangement, trademark, symbol, or other attribute indicates or implies membership or affiliation with such a group.

A “**SCHOOL ORGANIZATION**” means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with District school and whose membership consists primarily of students.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Academic Dishonesty		
<p>6A. Cheating</p> <p>Claiming someone else's information or school work for your own;</p> <p>Recording and/or transferring information about tests or quizzes to another person.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension Expulsion</p>
<p>6B. Forgery</p> <p>Falsely and fraudulently making or altering a document;</p> <p>Modifying a school-related document by any means without written permission.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension Expulsion</p>
<p>6C. Lying</p> <p>Making an untrue statement with intent to deceive; creating a false or misleading impression.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension Expulsion</p>
<p>6D. Plagiarism</p> <p>Stealing and passing off the ideas or words of another as one's own.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions, and:</p> <p>Long-term Suspension Expulsion</p>

<u>Prohibited Behavior</u> Disruptions to the Academic Process	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>7A. Disruption</p> <p>Engaging in behavior which causes an interruption in a class, activity, or school business;</p> <p>Any behavior that requires the involvement of law enforcement personnel.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension</p>
<p>7B. Dress Code Violation</p> <p>Wearing clothing or accessories which do not comply with the dress code guidelines stated by school or District policy;</p> <p>The failure to wear or display student identification.</p>	<p>School Level Actions</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension</p>
<p>7C. Insubordination</p> <p>Refusal to follow directions of school personnel;</p> <p>Delivering socially rude comments or conduct toward school personnel.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension Expulsion</p>
<p>7D. Inappropriate Language or Gestures</p> <p>Verbal swearing, name-calling, making racial, ethnic, religious or gender slurs, exhibiting gang signs, or the use of words in an offensive or demeaning manner;</p> <p>Making gestures toward others intended to offend or annoy the other person;</p> <p>Making gestures that communicate a hostile or sexual message.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension</p>

A **DISRUPTION** may include, but is not limited to:

- sustained talk or verbal outbursts; horseplay or roughhousing; being out of your seat repeatedly; or
- an act that occurs off campus, including online or through social media, which has a disruptive impact on the learning environment of a school campus.

<u>Prohibited Behavior</u> Disruptions to the Academic Process (cont.)	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
7E. Parking Violation Parking on school grounds or near school in a manner or location contrary to the school's parking rule; Not displaying proper and required permits as may be issued by the District or the Arizona Department of Motor Vehicles.	School Level Actions	School Level Actions
7F. Gambling Playing games of chance for money or property.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension
7G. Pranks Any act of mischief that disrupts or distracts from a class, school activity or school event.	School Level Actions	School Level Actions, and: Short-term Suspension Long-term Suspension
7H. Probation Violation Violation of any term or condition of academic and/or disciplinary probation contract assigned by a school administrator or District hearing officer.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion
7I. Safety Violation Acting in a manner that endangers the well-being of yourself or other person(s).	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion
7J. Gang-related Clothing or Accessories Wearing or displaying clothing items, images or accessories that represent gang affiliation or membership.	School Level Actions, and: Short-term Suspension (Mandatory)	School Level Actions, and: Short-term Suspension Long-term Suspension

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Threatening the School Environment		
<p>8A. Bomb Threat</p> <p>Threatening to cause harm to property or person using a bomb, dynamite, explosive, or arson-causing device.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>
<p>8B. Chemical or Biological Threat</p> <p>Threatening to cause harm using dangerous chemicals or biological agents.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>
<p>8C. False Fire Alarm</p> <p>Intentionally ringing a fire alarm when there is no fire; Falsely reporting a fire.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>
<p>8D. Other Threat to School</p> <p>Any threat (not listed in Rules 8A, 8B or 8C above) to cause damage to a school building or school property, or to harm students or staff.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Sexual Behaviors		
9A. Sexually Inappropriate Materials Possession of materials containing sexually explicit depictions.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension
9B. Inappropriate Physical Contact An isolated incident of unwelcome contact of a sexual nature.	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension Expulsion
9C. Sexual Harassment Unwelcome conduct of a sexual nature toward another person which: <ul style="list-style-type: none"> • occurs repeatedly; • Interferes with; and/or • Limits another person's participation in the educational process and school program. 	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
9D. Sexual Harassment With Bodily Contact Sexual Harassment (defined above) that includes unwanted physical contact of sexual or non-sexual body parts.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

SEXUALLY INAPPROPRIATE MATERIALS includes, but is not limited to, photographs, drawings, recordings, and written language.

SEXUAL HARASSMENT includes unwelcome sexual advances, requests for sexual favors, teasing, jokes, and other verbal, nonverbal, or physical conduct of a sexual nature; coercion of a third party to commit harassment towards another person.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Sexual Behaviors (cont.)		
9E. Indecent Exposure Exposure of a person’s own genitals, buttocks or female areola.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
9F. Inappropriate Public Display of Affection Affectionate behavior between two consenting students that would reasonably offend another person.	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension Expulsion
9G. Public Indecency Displaying one’s private parts or engaging in sexual acts.	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension Expulsion

INDECENT EXPOSURE requires the presence of another person and disregard about whether that other person would be reasonably offended or alarmed by the act.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Technology Abuses		
10A. Inappropriate Use of Technology Using District computers, network or other technology to post, send, or share personal information, on or off District property, about one’s self or about others without prior permission from a teacher and parent to do so.	School Level Actions	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion

PERSONAL INFORMATION includes names, pictures, addresses, telephone numbers, school address, etc.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Technology Abuses (cont.)		
<p>10B. Misuse of Technology</p> <p>Making or attempting unauthorized access to any Amphitheater Information System (AIS):</p> <ul style="list-style-type: none"> Using or attempting to use the AIS to: Access any other computer system; Access District-prohibited website; Bypass firewall or access proxy accounts; Perform any illegal or inappropriate acts; and/or Disrupting or modifying the AIS or data by spreading viruses or by any other means. 	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension Expulsion</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>10C. Misuse of Personal Technology</p> <p>Using personal technology, on or off District property, in a manner that has a disruptive impact in class, on a school campus or at school activities.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension Revocation of BYOD (Bring Your Own Device)</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension Expulsion</p>

MISUSE OF TECHNOLOGY / PERSONAL TECHNOLOGY includes, but is not limited to:

- a student logging in through another person's account or accessing their files without their written permission;
- drug or alcohol purchase, distribution, or sale;
- criminal or related gang activities;
- threatening conduct, bullying;
- searching and/or posting obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language, or pictures;
- posting false or defamatory information about a person or organization;
- posting a donation request which inaccurately represents that the District, or any of its schools, clubs, or activities, are a beneficiary of the request;
- posting or sending harassing messages or chain letters;
- engaging in "spamming" (sending unnecessary messages to a large number of people);
- unauthorized use of a cell phone or other form of technology;
- installation of unauthorized hardware, software or code on any AIS or on any personal device at school.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Theft		
<p>11A. Theft of School Property</p> <p>Taking District money or property with the intent to deprive the District of the money or property.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>11B. Theft of Non-School Property</p> <p>Taking money or property belonging to someone other than the District with the intent to deprive the victim of the money or property.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>11C. Extortion</p> <p>Obtaining or trying to obtain someone else's property by threatening to do any of the following:</p> <ul style="list-style-type: none"> • Causing physical injury to someone; • Causing damage to property; • Accusing someone of a crime; or • Exposing a secret which may subject someone to contempt, hatred, or embarrassment. 	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>
<p>11D. Robbery</p> <p>Using force to take money or property belonging to someone else with the intent to deprive the victim of the money or property.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Theft		
11E. Breaking and Entering Entering or remaining unlawfully in or on property that does not belong to you with the intent to commit theft.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
11F. Burglary with a Dangerous Instrument or Weapon Entering or remaining unlawfully in or on property that does not belong to you with the intent to commit theft while in possession of a dangerous instrument or weapon.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Trespassing and Loitering		
12A. Trespassing Entering or remaining on a school campus or other District facility (other than where you are enrolled) without authorization, invitation or lawful purpose.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion
12B. Loitering Being on school property without a legitimate reason for being there; Refusing or failing to identify yourself while on school property.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion

TRESPASSING includes students under suspension/expulsion; and those students who enter, or remain at, a school campus or facility after being directed to leave.

A **LOITERING** student includes one visiting any School District campus (other than where the student is enrolled) while school is in session without first receiving permission from the principal of the campus being visited.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Vandalism and Damage		
13A. Vandalism Destroying or defacing school or personal property.	School Level Actions, and: Short-term Suspension Long-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion
13B. Graffiti or Tagging Making drawings or writing words or symbols on the property of another by scratching, painting or other means.	School Level Actions, and: Short-term Suspension Long-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Weapons and Dangerous Items		
14A. Weapon (Other Than Firearm) Possession, transfer, concealment, sale or use of any item that may be used for attack or defense that is capable of causing death or serious injury; Use of a dangerous item to threaten, intimidate, attack or harm another.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
14B. Firearm Possession, transfer, concealment, sale or use of any weapon that is designed to expel a projectile by the action of an explosive or which may readily be converted to expel a projectile by the action of an explosive.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
14C. Dangerous Item Possession, transfer, concealment, sale or use of anything that is readily capable of causing death or serious physical injury.	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions, and: Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion

A **WEAPON (NON-FIREARM)** includes, but is not limited to:

- Knives with locking blades and/or blades longer than two and one-half (2 ½) inches);
- Brass knuckles;
- Explosive or destructive device intended for use as weapon;
- Any dangerous or hazardous object or substance intended for use as weapon;
- Nunchakus; and
- Poisonous gas.

A **FIREARM** includes, but is not limited to: handgun, pistol, revolver, rifle, shotgun, starter pistol.

A **DANGEROUS ITEM** includes, but is not limited to:

- B.B. or pellet guns,
- simulated firearms,
- knives with blade length of less than 2.5 inches,
- laser pointers,
- letter openers,
- mace/pepper spray,
- paintball guns,
- razor blades,
- box cutters,
- simulated knives,
- tasers or stun guns,
- tear gas, or
- unauthorized use of a drone/UAS/unmanned aerial systems.

Special Disciplinary Rules

Weapons and Drugs

In the case of *weapon* or *drug* violations, long-term suspensions, and expulsion hearings are (MANDATORY), with limited exceptions.

Possession of weapons is a particularly serious matter. Federal and state law require the school District to expel any student – for no less than one school year - who brings a firearm to school or to a school activity. The law provides for very limited exceptions to this strict rule, which can only be determined by the Governing Board of the District on a case-by-case basis.

Special Rule for Athletic and Activity Participants

Students participating in interscholastic activities for their schools do so as representatives for their school community and as role models for other students. When those students engage in drug or alcohol related behavior, it can negatively reflect upon their school community and can jeopardize their safety or that of other participants. Such involvement by these student leaders also sets a poor example for their peers.

As a consequence, the Amphitheater District maintains a “24/7” policy on the use of drugs or alcohol by interscholastic activity participants. Any participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during a season will be immediately removed from the activity for the balance of that season. This rule applies 24 hours a day, seven days a week, regardless of a student’s location.

Other (non-drug or alcohol related) behaviors by student representatives can also reflect upon their team, school and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior and etiquette when acting in anyway that is connected to the school or team.

Threatening an Educational Institution

Arizona law prohibits any person, including students, from threatening the safety and security of a public school or school district.

In accordance with Arizona Revised Statutes Section 15-841(H), a student who threatens a school must be expelled for a period of no less than one full year. The School District Governing Board may only rarely modify this strict expulsion requirement on a case-by-case basis.

A student subject to this expulsion requirement may also be assigned to an alternative educational program if the student participates in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat. The District may require the student’s parent(s) to participate in such programs with the student as a condition to the student’s reassignment to an alternative educational program.

Behaviors that Must Be Reported to Law Enforcement

Regardless of disciplinary action taken (or not taken) by a school, certain student behaviors must be reported to appropriate law enforcement authorities under the law. In accordance with law, school officials will report the following behaviors to law enforcement authorities:

- Aggravated assault
- Arson
- Bomb threats
- False fire alarms
- Non-accidental injuries to student.
- Assault
- Possession of weapons
- Possession, sale, or distribution of drugs; dangerous items, or alcohol
- Sexual assault/misconduct
- Threatening an educational institution

The District will also report any person's involvement in illegally removing a student from the school or other places where the principal has jurisdiction over the student, such as on school buses, on field trips, at athletic functions, and during school-sponsored events.

Additionally, the principal may report to the law enforcement agencies other potentially disruptive incidents occurring within the regular operation of the school. Such incidents include, but are not limited to, the following:

- Demonstration by students which could create unsafe conditions
- Extortion
- Theft/possession of stolen property
- Trespassing
- Vandalism

The District may also report any person's disruption or interference with any school function.

The foregoing lists are not exclusive and exhaustive. Other conduct MAY be reported to law enforcement officials if deemed necessary by the principal or other administration of the District.



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **May 12, 2020**

TITLE: **Determination of Proposed Issues for Consideration for the Arizona School Boards Association 2021 Political Agenda**

BACKGROUND:

The Arizona School Boards Association, of which the District is a member, is holding its annual ASBA Delegate Assembly on September 12, 2020. The Delegate Assembly determines ASBA's positions for any future Special Sessions of the current legislature and for the First Regular Session of the Fifty-fifth Legislature (and any special meetings).

In advance of the September Delegate Assembly, ASBA is requesting that individual Governing Boards review its 2020 Political Agenda, attached, as compiled at its 2019 annual meeting. From the Agenda, ASBA asks the Board to affirm its top five (5) priorities and then select two (2) additional priorities for consideration by the ASBA Legislative Committee. The deadline for submission of the priorities is May 29, 2020.

At its June 15, 2020 meeting, the ASBA Legislative Committee will create a draft document to be circulated, during the week of June 22, 2020, to all governing boards and superintendents. That document will be the basis for discussion at the official Delegate Assembly on September 12, 2020. The Item for appointment of a Delegate and Alternate to the ASBA Delegate Assembly will be submitted to the Board in August.

On May 21, 2019, the Governing Board's determined its own 2020 legislative priorities:

The top five (5) legislative priorities for submission to the ASBA were:

1. Provide Adequate Funding for K-12 Education.
2. Eliminate unfunded mandates and administrative burdens.
3. Fully fund full-day kindergarten and include kindergarten in the override calculations.
4. Return desegregation funding to a primary tax levy and maintain desegregation funding.
5. Establish a reliable source of funding for the School Facilities Board.

The two (2) alternative submissions to the ASBA were:

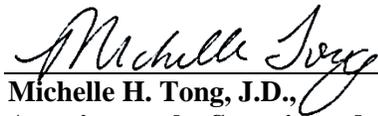
1. Provide greater equity in funding access for exceptional student services and English language learners within the public school system.
2. Provide User-friendly and Practical Reporting Requirements and Provide Funding Support for the Same.

The Governing Board may want to use these legislative priorities as a starting point as it considers the attached ASBA 2020 Political Agenda. After the Board votes to approve its top five (5) priorities as well as the two (2) additional priorities to put forward to the ASBA, the District administration will submit the information to the ASBA on behalf of the Governing Board.

RECOMMENDATION:

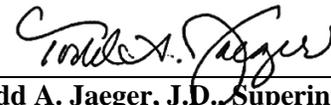
This Item is presented for the Board's consideration and discussion of proposed Action Agenda Items for submission to the ASBA Legislation Committee. By motion, the Board will need to state their recommended top five legislative priorities (and two alternative recommendations) for submission to ASBA.

INITIATED BY:



Michelle H. Tong, J.D.,
Associate to the Superintendent and General Counsel

Date: May 4, 2020



Todd A. Jaeger, J.D., Superintendent

2020 Political Agenda

Adopted by the ASBA Delegate Assembly | September 7, 2019

The Arizona School Boards Association represents and advocates for the diverse interests of the state’s school district governing boards and the approximately 1 million Arizona children whose education is entrusted to their care. ASBA’s legislative, regulatory and legal advocacy is based on the association’s Political Agenda. A member-developed document, the Political Agenda is discussed, debated and approved by ASBA membership at the annual Delegate Assembly. Every district member board has the opportunity to influence the yearly agenda.

2020 Priority Issues

Adequately and Equitably Fund District Schools to at Least the National Median per Pupil Funding

Preserve and Strengthen Local Control

Improve Outcomes for All Students

Require Public Accountability for Taxpayer Dollars Spent on Education

For specific positions related to each priority issue, see page 2.

Guiding the Political Agenda Process



DR. TIMOTHY L. OGLE
Executive Director



STEVEN CHAPMAN
President,
ASBA Board of Directors



CHRIS KOTTERMAN
Director of
Governmental Relations



LEIGH JENSEN
Governmental Relations
Associate



CHRIS THOMAS
General Counsel / Associate
Executive Director

Adequately and Equitably Fund District Schools to at Least the National Median per Pupil Funding

Adopted by the ASBA Delegate Assembly | September 7, 2019

- Maximize state funding for nationally and locally competitive salaries to attract, recruit, and retain talented teachers and staff.
- Revise the School Finance formula to:
 - Provide a stable, dedicated revenue source less reliant on the general fund or annual legislative appropriation.
 - Provide dedicated school capital funding consistent with the constitutional requirement of a general and uniform public school system.
 - Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural schools.
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Advocate to preserve and protect the voters' original intent of Prop 301.
- Accelerate full restoration of district additional assistance (DAA) funding and index for inflation.
- Provide new school construction funding at actual cost for site acquisition, design, and construction before existing schools exceed their maximum capacity and become overcrowded.
- Eliminate unfunded mandates and administrative burdens.
- Return desegregation funding to a primary tax levy.
- Conduct an exceptional student services cost study to assure students are being funded at the actual cost of their services.
- Adequately fund the cost of student transportation.
- Provide funding for preschool programs.
- Reform current year funding to a system that provides districts with appropriate stable annual budgeting ability and technical reliability.
- Prorate funding over the entire school year among all public schools that a student has attended during the year.
- Provide funding to individual districts to implement locally directed school safety programs as well as student mental health and wellbeing initiatives.
- Invest in technology equitably for all students.
- Adequately fund special education programs.
- Hold harmless all districts from repayment of budget funds occurring from lawsuits involving centrally valued properties

Preserve and Strengthen Local Control

- Ensure local control and flexibility in managing funds and programs when possible, given the Arizona constitutional requirements of a general and uniform public school system.
- Maintain board control of all secondary property tax levies for district schools.
- Change "override/budget increase" language to better reflect what voters are being asked to support.
- Allow school districts greater flexibility in the divestiture or use of taxpayer-funded assets.
- Allow districts the option to operate individual schools for 200-day years and increase accompanying funding.
- Oppose legislative intrusion on school site budgeting decisions.
- Maintain local school board authority over any measure that would propose to consolidate and/or unify any school district.
- Support local board authority for student suspensions and open enrollment.
- Support policy that eliminates the use of corporal punishment in Arizona schools.
- Pursue legislation to confirm the confidentiality of school and district safety and security plans, programs, surveys and training.

Improve Outcomes for All Students

- Increase the compulsory attendance age from 16 to 18 years.
- Enact research-based reform of the English Language Learner model of instruction that may include primary language literacy to improve student achievement that does not segregate English Language Learners from English speaking peers; integrates reading, writing and oral language instruction; and incorporates multiple assessment measures to demonstrate English proficiency.
- Fully restore 9th grade CTE/CTED eligibility and funding to allow students to explore career fields and/or certification completion.
- Allow CTEDs to serve students through age 21 regardless of graduation status.
- Support policy that recognizes, respects, and promotes teaching as a profession.
- Defend against efforts to chill the free speech rights of school employees.
- State standardized testing shall not be used for any purpose other than a year over year measurement of student growth in the tested subject.
- Support policy that protects school district employees and students from discrimination based on sexual orientation and gender identity.

Require Public Accountability for Taxpayer Dollars Spent on Education

- Establish financial and academic transparency for all institutions and individuals that accept public funds.
- Repeal any program that gives public funds for private schools, vouchers (Empowerment Scholarship Accounts) and private school subsidies (Student Tuition Organizations) and prevent any future expansion.
- Require comparative classroom spending audits for school districts and all other institutions that accept public funds and define "class room spending" as both instructional spending and student support spending.
- Require consistency in the recusal of a board member from a decision in which the member or the member's employer stands to benefit financially.
- Enforce financial requirements and seek recovery of improperly received and/or expended public funds by charter and private schools and organizations.