

Final Posting: Friday, May 22, 2020, 5:00 p.m.

SPECIAL PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, May 26, 2020

5:30 PM

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*

Amphitheater is complying with the Governor's Executive Order and exercising safe social distancing for this Board meeting and may have Board Members appear at the meeting through technological means. This meeting will be streamed live for the public online. The link for the meeting will be posted on the day of the meeting on the District's website, www.amphi.com.

Persons present at the Board meeting may complete a form to speak to the Board. Attendees will be required to wear a face covering/mask, upon entering and during the meeting, and social distancing among attendees is required.

We apologize in advance for any unforeseeable difficulties and ask for your patience as we navigate unprecedented conditions.

* The Governing Board may meet in 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 from the Governing Board secretary. 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, Associate to Superintendent, 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 in the Records Department (Room 114), Wetmore Center, 701 West Wetmore Road, Tucson, Arizona. The public and the press are also welcome to examine in the Records Department all non-confidential 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 are in need of special accommodations, please call the Governing Board office: (520) 696-5158

* The Governing Board may meet in 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.

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



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

DATE OF MEETING: May 26, 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 18, 2020.

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 18, 2020

Todd A. Jaeger, J.D., Superintendent

**GOVERNING BOARD MEETING
APPOINTMENTS**

EXHIBIT - 1

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY	COMMENT
Bermudez	Monica	Teacher - Grade 2	CT-RET	Walker Elementary			Rehire			*\$48,936.54
Brady	Linda	Teacher - ELL/SEI	CT-RET	Innovation Academy			Rehire			*\$3,597.49
Brady	Linda	Teacher - ELL/SEI	CT-RET	Copper Creek Elementary			Rehire			*\$14,389.95
DeBoucher	Cymry	Teacher - REACH	CT-RET	CDO High School			Rehire			*\$50,553.14
Derksen	Melanie	Teacher - Academic Intervention	CT-RET	Nash Elementary			Rehire			*\$39,613.17
Emans	Deborah	Teacher - Academic Intervention	CT-RET	Walker Elementary			Rehire			*\$23,352.99
Erickson	Ruth	Teacher - History	CT-RET	CDO High School			Rehire			*\$17,792.72
Erickson	Ruth	Teacher - Theory of Knowledge	CT-RET	CDO High School			Rehire			*\$4,448.18
Lewis	Kay	Teacher - Language Arts	CT-RET	Coronado K-8 School			Rehire			*\$37,315.72
Morales	Andres	Teacher - Adaptive P.E.	CT-RET	Rio Vista Elementary			Rehire			*\$4,532.71
Pierce	Susan	Teacher - Academic Intervention	CT-RET	Walker Elementary			Rehire			*\$19,974.51
Yetman	Christopher	Teacher - Academic Decathlon	CT-RET	CDO High School			Rehire			*\$9,047.99
Yetman	Christopher	Teacher - Mathematics	CT-RET	CDO High School			Rehire			*\$36,191.95
Bomke	Amy	IB World School Coordinator	CT-PR	CDO High School	PR EX		Rehire			*
Rogers	Erin	Speech/Language Pathologist	CT-PR	Wetmore Center	SLP	3 years	New		Ms. McGraw	*
Acevedo	Stephanie	Teacher - Cross Categorical Clas	CT	Amphi High School	CTT-BA		Rehire			*
Alvarez	Lusiana	Teacher - Special Education Res	CT	Amphi Middle School	CTT-BA		Rehire			*
Ayala	Melissa	Teacher - Special Education Res	CT	Amphi Middle School	CTT-BA		Rehire			*
Bell	Morgann	Teacher - Kindergarten	CT	Prince Elementary	CTT-BA	0 years	Replacement		Ms. Shebar	*
Belt	Mattie	Teacher - Cross Categorical Clas	CT	Amphi Middle School	CTT-MA		Rehire			*
Bennett	John	Teacher - Special Education Res	CT	Amphi Middle School	CTT-BA		Rehire			*
Calwell	Theresa	Teacher - ED (SPED) Classroom	CT	Amphi High School	CTT-BA		Rehire			*
Chouinard	Joseph	Teacher - Band	CT	Amphi High School	CTT-MA	10 years	Replacement		Mr. Lansa	*

*	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
Christensen	Brittney	Teacher - Cross Categorical Clas	CT	Amphi High School	CTT-BA		Rehire			*
Cliff	Mary	Teacher - Special Education Pre	CT	Donaldson Elementary	CTT-MA		Rehire			*
DaDeppo	Lisa	Teacher - Writing Lab	CT	Cross Middle School	CTT-DO		Rehire			*
Dignum	Brandi	Teacher - Music	CT	CDO High School	CTT-BA		Rehire			*
Ewy	Danny	Teacher - Grade 4	CT	Donaldson Elementary	CTT-BA		Rehire			*
Ferre	Leslie	Teacher - STEM (Engineering)	CT	La Cima Middle School	CTT-MA		Rehire			*
Ferre	Leslie	Teacher - Odyssey of the Mind	CT	La Cima Middle School	CTT-MA		Rehire			*
Garcia	Heather	Teacher - Language Arts	CT	Coronado K-8 School	CTT-BA		Rehire			*
Goldstein	Heidi	Teacher - Mathematics	CT	CDO High School	CTT-MA		Rehire			*
Holst	Lydia	Teacher - Special Education Res	CT	Amphi Middle School	CTT-BA		Rehire			*
Hooton	Rose	Teacher - Special Education Res	CT	La Cima Middle School	CTT-BA		Rehire			*
Horetski	Christine	Teacher - Special Education Res	CT	Amphi High School	CTT-BA		Rehire			*
Hubble	Joseph	Teacher - General Science	CT	La Cima Middle School	CTT-BA		Rehire			*
Johnson	Neely	Teacher - Social Studies	CT	La Cima Middle School	CTT-BA		Rehire			*
Kanji	Alyshah	Teacher - Academic Intervention	CT	Walker Elementary	CTT-MA		Rehire			*
Kanter	Chauna	Teacher - Special Education Res	CT	Rio Vista Elementary	CTT-MA	0 years	Replacement		Mr. Kuhn	*
LoStracco	Bradley	Teacher - General Science	CT	La Cima Middle School	CTT-BA	0 years	Replacement		Ms. Valenzuela	*
Lynch	Michelle	Teacher - Cross Categorical Clas	CT	Donaldson Elementary	CTT-MA		Rehire			*
Mattia	Tori	Teacher - History	CT	CDO High School	CTT-MA		Rehire			*
Mikell	Benjamin	Teacher - Special Education Res	CT	Amphi Middle School	CTT-BA		Rehire			*
Raikes	Victoria	Teacher - General Science	CT	Cross Middle School	CTT-BA		Rehire			*
Randall	Lesa	Teacher - French Language	CT	Amphi High School	CTT-DO		Rehire			*
Richards	Monet	Teacher - Grade 5	CT	Walker Elementary	CTT-BA	0 years	Replacement		Mr. Trimble	*
Santoyo	Michelle	Teacher - Special Education Res	CT	Copper Creek Elementary	CTT-BA+		Rehire			*
Schmuker	Ranee	Teacher - Band	CT	CDO High School	CTT-BA	0 years	Replacement		Ms. Bulleigh	*

*	2020-2021 School Year	HSP High School Principal	ADCT	Addendum Certified
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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
Valenzuela	Eduardo	Teacher - Biology	CT	Amphi High School	CTT-MA	0 years	Replacement		Mr. Lansa	*
Woltman	Crystal	Teacher - Kindergarten	CT	Holaway Elementary	CTT-BA	0 years	Rescind			*
Buss	Roberta	Social Worker	CL-PR	Amphi Middle School	SOCIAL		Rehire			*
Cosbey-Lewis	Jennifer	Occupational Therapist	CL-PR	Wetmore Center	OT	N/A	Rehire			*
Lake	Beth	Community and Family Engager	CL-PR	Wetmore Center	PR EX	5 years	New Position		Ms. Valenzuela	
Avila	Paul	Special Education Teaching Assi	CL	CDO High School	E	N/A	Rehire			*
Campbell	Scott	Special Education Teaching Assi	CL	Nash Elementary	E	N/A	Rehire			*
Caso	Brooke	Special Education Teaching Assi	CL	Coronado K-8 School	E	N/A	Rehire			*
Cattler	Joanne	Special Education Teaching Assi	CL	Donaldson Elementary	E	N/A	Rehire			*
Cruse	Carolyn	HR Specialist	CL	Wetmore Center	I	9 years	Replacement		Mr. Hastings	
Ellsworth	Amanda	Instructional Aide - Preschool	CL	CDO High School	A	N/A	Rehire			*
Gray	Sandra	Instructional Technology Speciali	CL	Amphi Middle School	E	N/A	Rehire			*
Hernandez	Mary	Special Education Teaching Assi	CL	CDO High School	E	N/A	Rehire			*
Iverson	Elsa	Special Education Teaching Assi	CL	Cross Middle School	E	N/A	Rehire			*
Konishi	Kristin	Crossing Guard	CL	Copper Creek Elementary	A	N/A	Additional Position			*
Lytle Allen	Elizabeth	Payroll Specialist I	CL	Wetmore Center	I	N/A	Replacement		Ms. Ellis	
Meredith	Pam	Special Education Teaching Assi	CL	CDO High School	E	N/A	Rehire			*
Plimpton	Bethany	Special Education Teaching Assi	CL	CDO High School	E	N/A	Rehire			*
Riley	Paula	Clerk II	CL	La Cima Middle School	C	N/A	Rehire			*
Russell	Carolyn	Preschool Teaching Assistant	CL	CDO High School	E	N/A	Rehire			*
Schwartz	Kathryn	Special Education Teaching Assi	CL	Donaldson Elementary	E	N/A	Rehire			*
Sipchen	Jim	Special Education Teaching Assi	CL	CDO High School	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



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

DATE OF MEETING: May 26, 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 18, 2020.

RECOMMENDATION:

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

INITIATED BY:

A handwritten signature in black ink, appearing to read "Michelle H. Tong".

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

Date: May 18, 2020

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

Todd A. Jaeger, J.D., Superintendent

5/26/2020

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Taouil	Sarah	Social Worker	CT-PR	Donaldson Elementary	Transfer	SOCIAL W		*
Braden	Larissa	Teacher - ELL/SEI	CT	Rio Vista Elementary	Promotion	CTT-BA	0 years	*
Finch	Richard	Teacher - ED (SPED) Classroom	CT	Wilson K-8 School	Promotion	CTT-BA	0 years	*
Nenadovich	Heather	Teacher - Kindergarten	CT	Copper Creek Elementary	Promotion	CTT-BA		*
Nicley	Phillip	Special Education Facilitator	CT	Amphi Middle School	Transfer	CTT-BA		*
Nicley	Phillip	Teacher - Special Education P	CT	Amphi Middle School	Transfer	CTT-BA		*
Riggs	Jennifer	Teacher - Grade 1	CT	Harelson Elementary	Transfer	CTT-EDS		*
Wilson	Sara	Teacher - Math Intervention	CT	Painted Sky Elementary	Increase FTE	CTT-BA	N/A	*
Clerc	Kathy	Student Services Coordinator	CL	Wetmore Center	Increase FTE	D	N/A	*
Finch	Richard	Special Education Teaching A	CL	Wilson K-8 School	Rescind	E	N/A	
Gaspari	Tracy	Clerk II	CL	Wilson K-8 School	Transfer	C	<\$2.12>	
Hillis	Teresa	Bilingual Office Assistant	CL	Wetmore Center	Transfer	G	N/A	
Humbles	Troy	Custodian I	CL	Wetmore Center	Transfer	E	N/A	
Polito	Brennan	Food Service Attendant I	CL	Walker Elementary	Transfer	A	N/A	
Pye	Alexander	Special Education Teaching A	CL	La Cima Middle School	Transfer	E	N/A	*
Altemara-Arnold	Sara	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum			\$25.00 per hour
Boe	Bradley	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum			\$25.00 per hour
Bolin	Elizabeth	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum			\$25.00 per hour
Boyd	Kelcy	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			\$25.00 per hour
Cannon	Robert	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum			\$25.00 per hour

*	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
Christman	Jill	ADDN - IB Essay Coach HS	ADCT	CDO High School	Addendum		\$200.00	
Crist	Gary	ADDN - Curriculum Developm	ADCT	Amphi High School	Addendum		*\$25.00 per hour	
Crist	Gary	ADDN - Curriculum Developm	ADCT	Wetmore Center	Addendum		\$25.00 per hour	
Dickson	Mary	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
Dignum	Brandi	Teacher - Music	ADCT	Cross Middle School	Addendum		\$2,872.38	
Engel	Katherine	ADDN - Curriculum Developm	ADCT	Amphi High School	Addendum		\$25.00 per hour	
Faulkner	Julie	ADDN - Curriculum Developm	ADCT	Amphi High School	Addendum		\$25.00 per hour	
Freitag	Oksana	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		\$25.00 per hour	
Garcia	Carla	ADDN - Curriculum Developm	ADCT	Amphi High School	Addendum		\$25.00 per hour	
Gauna	Sonya	ADDN - IB Essay Coach HS	ADCT	CDO High School	Addendum		\$200.00	
Gauna	Sonya	ADDN - IB Essay Coach HS	ADCT	CDO High School	Addendum		\$100.00	
Glavin	Kelsey	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		\$25.00 per hour	
Glor	Daniel	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum		\$25.00 per hour	
Golden	Brande	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum		\$25.00 per hour	
Goodridge	George	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
Gowen	Jean	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
Harding	Kevin	ADDN - Curriculum Developm	ADCT	Amphi High School	Addendum		*\$25.00 per hour	
Harding	Kevin	ADDN - Curriculum Developm	ADCT	Wetmore Center	Addendum		\$25.00 per hour	
Hauer	Capella	ADDN - Certified Staff Trainer	ADCT	Wetmore Center	Addendum		\$30.00 per hour	
Heagle	Denise	ADDN - Curriculum Developm	ADCT	Amphi High School	Addendum		\$25.00 per hour	
Hodge	Mark	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
Holt	Kris	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		\$25.00 per hour	

*	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
Holt	Kris	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		\$25.00 per hour	
Howell	Luke	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
Krater	Caroline	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum		\$25.00 per hour	
Lang	William	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
Meitner	Nickloas	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum		\$25.00 per hour	
Moser	Sarah	ADDN - IB Essay Coach HS	ADCT	CDO High School	Addendum		\$200.00	
Mounts	Deborah	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		\$25.00 per hour	
Padilla	Manny	Coach - 1st Q. Extracurricular	ADCT	Amphi Middle School	Stipend		*\$2,000.00	
Parkey	Kenda	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		\$25.00 per hour	
Pincus	Mark	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
Quigley	Erin	ADDN - Curriculum Developm	ADCT	Amphi High School	Addendum		*\$25.00 per hour	
Quigley	Erin	ADDN - Curriculum Developm	ADCT	Wetmore Center	Addendum		\$25.00 per hour	
Reynolds	Holly	ADDN - IB Essay Coach HS	ADCT	CDO High School	Addendum		\$200.00	
Ronstadt	Joshua	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum		\$25.00 per hour	
Roseman	Ronny	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum		\$25.00 per hour	
Sanzo	Chris	ADDN - Homebound	ADCT	Wetmore Center	Addendum		\$30.00 per hour	
Snider	Tenaya	ADDN - IB Essay Coach HS	ADCT	CDO High School	Addendum		\$400.00	
Tarbet	Jeremy	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum		\$25.00 per hour	
Thomure	Emery	ADDN - IB Essay Coach HS	ADCT	CDO High School	Addendum		\$100.00	
Valencia	Brian	ADDN - Curriculum Developm	ADCT	Wetmore Center	Addendum		\$25.00 per hour	
Valencia	Brian	ADDN - Curriculum Developm	ADCT	Amphi High School	Addendum		*\$25.00 per hour	
Watson	Laura	ADDN - Curriculum Developm	ADCT	Wetmore Center	Addendum		\$25.00 per hour	

*

2020-2021 School Year	ADCT	Addendum Certified
Addendum	ADCL	Addendum Classified
Added Duty	ADACS	Addendum Amphi Community Schools
Additional Position	CT-AD	Certified Administrative
Correction	CT	Certified
Decrease FTE	CL-AD	Classified Administrative
Demotion	CL	Classified
Extension	PR	Professional
Increase FTE	EL	Elementary
Promotion	MS	Middle School
Reassignment	HS	High School
Status Change		
Temporary		
Transfer		

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Yeager	Elizabeth	ADDN - IB Essay Coach HS	ADCT	CDO High School	Addendum		\$1,000.00	

*	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 26, 2020

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of May 18, 2020

RECOMMENDATION:

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

INITIATED BY:

A handwritten signature in cursive script, appearing to read "Michelle H. Tong".

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

Date: May 18, 2020

A handwritten signature in cursive script, appearing to read "Todd A. Jaeger".

Todd A. Jaeger, J.D., Superintendent

5/26/2020

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

EXHIBIT - 3

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Edwards	Cassie	Athletic Trainer	CT-PR	CDO High School	08/24/2020	Start date
Castillo Heras	Maria	Custodian I	CL	Walker Elementary	06/01/2020	Start date
Davis	Shelby	Teacher - Academic Intervention	CL	Rio Vista Elementary	08/03/2020	Start date
Fiolek	Frank	Custodian I	CL	Innovation Academy	05/14/2020	Return date
Tadeo	Gabriela	Student Services Coordinator Assis	CL	Wetmore Center	07/31/2020	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 26, 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 18, 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 18, 2020

Todd A. Jaeger, J.D., Superintendent

5/26/2020

GOVERNING BOARD MEETING
SEPARATIONS

EXHIBIT - 4

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Garcia	Teresa	Teacher - Academic Interve	CT-RET	Rio Vista Elementary	05/22/2020	Resignation	
Morales-Mapp	Patricia	Counselor	CT-PR	CDO High School	05/22/2020	Resignation	
Bennon	Stacy	Teacher - Grade 4	CT	Keeling Elementary	05/22/2020	Resignation	
Bowman	Ryan	Teacher - Special Education	CT	Rio Vista Elementary	05/22/2020	Resignation	
Curtis	Heather	Teacher - Language Arts	CT	Amphi Middle School	05/22/2020	Resignation	
Curtis	Heather	Teacher - Literacy Interventi	CT	Amphi Middle School	05/22/2020	Resignation	
Damiani	David	Teacher - Diesel Engine Rep	CT	Amphi High School	04/24/2020	Resignation	
Damiani	David	Teacher - Diesel Engine Rep	CT	Amphi High School	04/24/2020	Resignation	
Diamond	Rebecca	Teacher - Music	CT	Rio Vista Elementary	05/22/2020	Resignation	
Diamond	Rebecca	Teacher - Band	CT	Rio Vista Elementary	05/22/2020	Resignation	
Diamond	Rebecca	Teacher - Special Education	CT	Rillito Center	05/22/2020	Resignation	
Gallagher	Deborah	Teacher - ELL/SEI	CT	Rio Vista Elementary	05/22/2020	Retirement	Returning ESI
Goodridge	George	Athletic Trainer	CT	Ironwood Ridge High	05/15/2020	Retirement	
Gotlieb	Hayley	Teacher - Grade 5	CT	Rio Vista Elementary	05/22/2020	Resignation	
Henson-Heaps	Haley	Teacher - Music	CT	Coronado K-8 School	05/22/2020	Resignation	
Henson-Heaps	Haley	Teacher - Career Exploratio	CT	Coronado K-8 School	05/22/2020	Resignation	
Henson-Heaps	Haley	Teacher - Band	CT	Coronado K-8 School	05/22/2020	Resignation	
Horn	Susan	Teacher - Music	CT	Keeling Elementary	05/22/2020	Resignation	
Horn	Susan	Teacher - Orchestra	CT	Keeling Elementary	05/22/2020	Resignation	
Kirksey	Mason	Teacher - Grade 5	CT	Wilson K-8 School	05/22/2020	Resignation	
Payne	Jacinta	Teacher - Language Arts	CT	Amphi Middle School	05/22/2020	Resignation	
Pellman	Amanda	Teacher - General Science	CT	La Cima Middle School	05/22/2020	Resignation	
Ryan	Frank	Psychologist	CT	Walker Elementary	06/01/2020	Retirement	Returning ESI

*	2020-2021 School Year					ADCT	Addendum Certified
Budget RIF	Reduction in force due to budget					ADCL	Addendum Classified
Abandonment	Employee abandoned position					ADDM	Addendum Only
Breach of Contract	Employee did not fulfill contract					CT-AD	Certified Administrative
Dismissal	Employee terminated by the District					CT	Certified
Resignation	Employee resigning from the District					CL-AD	Classified Administrative
Retirement	Employee retiring from the District					CL	Classified
						PR	Professional

**GOVERNING BOARD MEETING
SEPARATIONS**

EXHIBIT - 4

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Steele	Andrea	Teacher - Orchestra	CT	La Cima Middle School	05/22/2020	Resignation	
Steele	Andrea	Teacher - Music	CT	La Cima Middle School	05/22/2020	Resignation	
Woolsey	Douglas	Teacher - General Science	CT	Amphi Middle School	05/22/2020	Resignation	
Woolsey	Douglas	Teacher - Language Arts	CT	Amphi Middle School	05/22/2020	Resignation	
Hauer	Capella	Social Worker	CL-PR	Keeling Elementary	05/22/2020	Resignation	
Hauer	Capella	Social Worker	CL-PR	Holaway Elementary	05/22/2020	Resignation	
Allen	Barbara	Secretary II	CL	Facilities Support	06/30/2020	Retirement	Returning ESI
Ashcraft	Stacy	Custodian I	CL	Wetmore Center	05/22/2020	Resignation	
Baez	Jose Luis	Groundskeeper I	CL	Facilities Support	05/06/2020	Resignation	
Betancourt	Michelle	Clerk II	CL	Wilson K-8 School	04/27/2020	Resignation	
Clonts	Catherine	Supervisor of Food Service	CL	CDO High School	05/21/2020	Retirement	
Clonts	Catherine	Supervisor of Food Service	CL	Cross Middle School	05/21/2020	Retirement	
Ewens	Laura	Special Education Teaching	CL	Rillito Center	05/18/2020	Retirement	
Ewens	Laura	Special Education Teaching	CL	Walker Elementary	05/21/2020	Retirement	
Gedzyk	Brittany	Special Education Teaching	CL	Painted Sky Elementary	05/21/2020	Resignation	
Hardin	Virginia	Supervisor of Food Service	CL	Rio Vista Elementary	05/21/2020	Retirement	
Hardin	Virginia	Supervisor of Food Service	CL	Donaldson Elementary	05/21/2020	Retirement	
Harper	Jimmy	Behavioral Intervention Moni	CL	Holaway Elementary	05/21/2020	Resignation	
Jansen	Sara	Preschool Aide/Caregiver	CL	Painted Sky Elementary	05/21/2020	Resignation	
Jansen	Sara	Campus Monitor	CL	Painted Sky Elementary	05/21/2020	Resignation	
Kelly	Nancy	Special Education Teaching	CL	Amphi High School	05/21/2020	Retirement	
Kirby	Janice	Elementary School Health Ai	CL	Harelson Elementary	05/22/2020	Retirement	
Lerch	Gary	Instructional Technology Spe	CL	Coronado K-8 School	05/22/2020	Retirement	Returning ESI
Neubert	Jill	School Administrative Assist	CL	Harelson Elementary	05/22/2020	Retirement	
Serena	David	Transportation Attendant	CL	Transportation	04/24/2020	Resignation	

*	2020-2021 School Year		
Budget RIF	Reduction in force due to budget	ADCT	Addendum Certified
Abandonment	Employee abandoned position	ADCL	Addendum Classified
Breach of Contract	Employee did not fulfill contract	ADDM	Addendum Only
Dismissal	Employee terminated by the District	CT-AD	Certified Administrative
Resignation	Employee resigning from the District	CT	Certified
Retirement	Employee retiring from the District	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
Troy	Terrill	Transportation Attendant	CL	Transportation	05/02/2020	Retirement	

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

DATE OF MEETING: May 26, 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 18, 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 18, 2020

Todd A. Jaeger, J.D., Superintendent

5/26/2020

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

EXHIBIT - 5

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Lopez	Kamie	Coach - Volleyball Assistant MS	Cross Middle School	Stipend	\$1,400.00
Mardrid	Ena	Coach - Basketball Assistant MS	Coronado K-8 School	Stipend	\$1,400.00

* 2020-2021 School Year



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

DATE OF MEETING: May 26, 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.

May 12, 2020

June 9, 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 12, 2020

Todd A. Jaeger, J.D., Superintendent

**Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
Tuesday, May 12, 2020**

A Regular public meeting of the Governing Board of the Amphitheater Public Schools was held Tuesday, May 12, 2020, beginning at 6:15 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ in the Leadership & Professional Development Center. The meeting was held under COVID-19 pandemic related conditions.

Governing Board Members Present

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

Superintendent’s Cabinet Members Present – *several attended 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
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 Day called the meeting to order at 6:15 p.m. and invited members of the audience to sign the visitors’ register.

President Day reviewed directives regarding 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 noted that Arizona law permits Board members to attend meetings by videoconference or telephone. In addition, she requested that all persons present to exercise safe social distancing for this Board meeting.

There was a quorum at this meeting. Some Board members attended this meeting through videoconferencing. This meeting was streamed live for the public.

PLEDGE OF ALLEGIANCE

President Day asked Superintendent Jaeger to lead the Pledge.

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

President Day announced that the next Special Governing Board meeting would be held on

Tuesday, May 26, 2020 at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ in the Leadership & Professional Development Center.

1. RECOGNITION

A. Recognition of SkillsUSA

Superintendent Jaeger noted that, due to the continued social distancing our student and teacher being recognized could not be at the meeting in person. However, we still wanted to recognize and celebrate their accomplishments. He asked Ms. Call to present the Item.

Ms. Call thanked the Board and Superintendent Jaeger for the wonderful opportunities Amphi students have through the CTE programs. She explained that in February, students at Ironwood Ridge, Canyon del Oro (CDO), and Amphitheater (AHS) High Schools participated in the SkillsUSA regional competitions here in Tucson. CDO High School's automotive program competed for the outstanding Career and Technical Student Organizations (CTSO) award. The students went through a vigorous process to show the judges that their club was superior to others. The Auto club at CDO laid out their yearly goals, including community service, student led activities, fundraising, and leadership events. After an extensive review process, CDO won the Gold level Chapter of Distinction as well as the Eagle Jefferson Trophy for the top program in the State of Arizona. Also, Laurel Beauchamp won the office of Region 6 President and will lead all activities for SkillsUSA in Southern Arizona. She is the first president we have had in Southern Arizona in over 10 years.

Ms. Call also reported that Mr. Jeremy Tarbet, CDO teacher, won the SkillsUSA Advisor of the Year award.

Superintendent Jaeger thanked Ms. Call and congratulated Ms. Beauchamp and Mr. Tarbet. On behalf of the Board, a certificate of recognition will be mailed to both of them, as well as the club, for their accomplishments.

2. PUBLIC COMMENT¹

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

Ms. Darlene Rowe is a teacher at Coronado K-8 school. She spoke to the Board letting them know how grateful she was for several items, including what the Board and District administration has done to accommodate remote learning and to the Amphi Foundation for the donation of a meal to all employees. She also said she was grateful that the District will have a task force for reopening the schools and hopes that a Coronado employee will be a part of that undertaking.

Ms. Lesa Randall is a French teacher at Amphitheater High School. She thanked the Governing Board for keeping the French classes in the Amphitheater School District. She also read a message from her department head who expressed her appreciation that the Board decided to retain the French program.

Ms. Lisa Millerd is the Amphi Education Association President and teacher at Amphitheater High School. She thanked the Board for allowing the public to view this meeting via live stream option and hoped that it would continue. She updated the Board

on the “Invest for Ed Initiative” that would bring funding to adequately and equitably fund our District schools. Ms. Millerd said the collation decided on a 3.5% income tax surcharge on high income earners. The money goes to a variety of options including; 50% will be spent on teachers – hiring and compensating them, and 25% on ESP’s and classified employees. The other 25% would be 12% for CTE Programs, 10% on mentoring, and 3% on growing our teachers. Ms. Millerd concluded that signatures are being collected and feels confident it will be on the ballot.

3. INFORMATION¹

A. Superintendent's Report

Superintendent Jaeger gave the following update to the Board.

Teachers have stepped up programs for ongoing mobile learning in all the schools. Over 2,000 Chromebooks have been distributed to students. Some students were not able to use them to their potential. He noted that the District needs to improve access for students to use a technology device at home.

Meal service to students continues. At the end of the week, Amphi will have served over 200,000 meals to students at our twelve school sites. He said that Amphi Food Service has expanded pick-up sites to local libraries, delivering “super snacks” to children in the community. Amphi has delivered about 5,000 super snacks in just the last two weeks. He thanked the Food Service department and bus drivers for this service. Information from the Arizona Department of Education looks like this service will continue through the month of June.

Superintendent Jaeger then talked about graduation plans for the three high schools. Correspondence has gone out to the families, students will be recognized, and plans are moving forward to acknowledge and celebrate our graduates.

Summer school plans through funding from the State of Arizona due to the current crisis, are in the works to offer free summer school to as many students as we can. Information will be sent out in the next few weeks.

Superintendent Jaeger mentioned that the applications for the Blue Ribbon Task Force on reopening the schools will close Wednesday, May 13 at noon. We will have soundboards for those not chosen to be on the task force to participate. He mentioned that the Arizona Department of Education also has a task force for reopening the state and will have state-wide information for reopening our schools.

During Superintendent Jaeger’s presentation, he displayed pictures and messages from faculty and staff connecting with students. There were several car parades in the past month. Donaldson Elementary held a “Drive-By, Wave Hi” parade on May 7. Innovation Academy, Nash, Walker, Coronado K-8 and Keeling all held similar parades. Amphi High School's baseball program displayed jerseys of their seniors in the dugout and turned on the lights at Panther Field to honor of the Class of 2020.

Superintendent Jaeger thanked the Amphi Foundation for sending out a Baggins gift certificate to every employee in the District. He also thanked staff and community volunteers who helped organize and deliver signs to our Class of 2020. In one day, more

than 1,000 signs were delivered to the homes of students at Ironwood Ridge, Canyon del Oro, Amphitheater High, Amphi Online Academy, and Rillito Center.

Lastly, Superintendent Jaeger displayed a picture of Painted Sky's office staff sharing a little "May the 4th" humor as they posed with cutouts of Star Wars characters.

B. Status of Bond Projects

Superintendent Jaeger asked Mr. Burns to share current Bond projects.

Mr. Burns gave an update on the following projects.

Amphitheater High School (AHS) Bonds projects included the exterior painting on the 100 wing north fascia and asphalt repairs to the parking lot and baseball field. Library renovation preliminary work has begun. This project will include three air conditioning unit replacements, new carpet tiles, and lighting upgrades in two classrooms. School Facility Board (SFB) projects included the structural evaluation of the 300 wing. The AHS main gym roof replacement assessment report has been received, and the welding lab in the 800 building is 90% complete.

Canyon del Oro High School (CDO) Bond projects included the main switchgear modernization which is now complete. The T building fan coil improvements and the replacement of the main water backflow are underway. SFB projects included the campus roofing for buildings E, JE, JW, and J, which are all 90% complete; and building K is 20% complete. Campus roofing phase II has been submitted to the SFB for approval. An Adjacent Ways project of paving the fire lane by tennis courts has begun.

Ironwood Ridge High School (IRHS) Bond projects included Americans with Disabilities Act of 1990 (ADA) parking lot improvements; the start date for this project is late May and June. The ADA restroom repairs are complete. The ADA shower faucets in the locker rooms and the replacement of the water heater and expansion tank in building B are in progress. Track repair and resurfacing has begun. Installation of the double gate for access to the softball field is complete. The Pima JTED Career and Technical Education District (JTED) project to room A 213 improvements is awaiting contractor scheduling. SFB projects included roofing replacement to buildings A and F are underway.

Amphitheater Middle School Bond projects included the Public Address (P.A.) system improvements with new wiring, exterior speakers and new clocks; a Maker Space in room 806 B; weight room to woodshop improvements; and building 800 roof sealing.

Copper Creek Elementary Bond project included the central plant chiller replacement, which is 95% complete.

Coronado K-8 School Bond projects included lighting replacement in rooms 5-10, which are complete; exterior lighting fixture replacement; exterior paint improvements to the elementary buildings; and the administration building A/C unit replacements. SFB project included the multi-purpose room (MPR) building roof replacement, which is 90% complete.

Cross Middle School Bond project included a Maker Space in room 403, which is underway. SFB project included the MPR HVAC replacement and roof structural upgrades.

Donaldson Elementary Bond projects underway includes a Maker Space in room F-1, which is complete; building E HVAC controls; interior ceiling repainting; and classroom lighting.

Harelson Elementary Bond projects underway includes the mechanical hot water replacement and a Maker Space in room 7 B. SFB projects included the Funhouse roof and HVAC replacement.

Holaway Elementary Bond projects underway includes a Maker Space in room 19; administration HVAC replacement; west side security fence improvements; and hallway lighting improvements.

Keeling Elementary Bond projects includes the carpet replacement in room 230, which is underway.

La Cima Middle School Bond projects included the exterior door replacement, which is underway.

Mesa Verde Elementary Bond projects included repainting of the interior MPR, which is underway. SFB projects included the roof replacement, which is underway.

Painted Sky Elementary Bond projects included the fire alarm replacement, which is in the design phase.

Prince Elementary Bond projects included a Maker Space in rooms 19-20; and flooring improvements in rooms 21-25, which are underway.

Rillito Center SFB projects included campus roofing replacement, which is underway.

Rio Vista Elementary Bond projects include the MPR stage floor VCT replacement, which is underway.

Walker Elementary Bond projects included the A/C replacement to the Pre-K building, which is underway.

Wilson K-8 Bond projects included the fire alarm system replacement, which is in the design phase.

Mr. Burns offered to answer any questions the Board may have. For detailed information see Exhibit 21.

C. Review of the Fiscal Year 2019-2020 Expenditure Budget Revision 2

Superintendent Jaeger noted that several times a year Amphi has the opportunity to revise the budget and invited Mr. Little to review the second revision for this year with the Board.

Ms. Little said the State of Arizona requires school districts to adopt their final budget revision by May 15 of each year. Mr. Little presented the changes from Budget Revision 1 which included: 1.) Enrollment reduced from 12,579 to 12,569. 2.) Adopted Budget and Staffing was based upon enrollment of 12,861. 3.) Revenue Shortfall of \$1,273,931. 4.) Increased Federal money for the potential Federal CARE stimulus funds of \$3.3 million.

The Federal CARE Fund authorized by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Public Law 116-136 is for elementary and secondary School Emergency Relief Fund. This funds \$2 trillion for Coronavirus relief efforts.

Approximately \$180 billion of the total amount will be distributed among two funds dedicated to State, Local, and Tribal governments with \$30.75 billion dedicated to education. That calculates to \$13.5 billion for K-12, \$14.2 billion for higher education, and \$3 billion for Governors Emergency Distribution. Arizona's allocation is \$626 million for education, \$277 million for K-12 education, \$280 million for higher education, and \$69 million for the Governor's Emergency Education.

Mr. Little reviewed the use of these funds as well as considerations regarding the distribution and state level maintenance of the funds. He mentioned that with Proposition 123, if sales tax and enrollment growth are less than 2% the legislature is not required to provide an inflation increase for the next fiscal year. Mr. Little also noted that the capital budget is not projected by Proposition 123.

Mr. Little spoke of the issues involving Proposition 301. A decline in economic activity is a decline in sales tax revenues for the state, which means we could lose some funding of the Classroom Site Fund for the FY 2021-2022 budget. For our school district, that is a total annual funding of approximately \$7 million for teacher base pay and teacher performance pay. Again, like Prop 123, the capital budget is not projected by Proposition 301.

He also noted a continuing decline in enrollment beginning with the recession of 2008, noting that decline in birth rate since the 2008 recession. All these factors into a budget revision. Mr. Little said what we don't know, while the potential is for Amphitheater School District to receive the stimulus money, the indicators say the best use of the stimulus is back-filling legislative cuts that may be coming, and see how the economy recovers.

Mr. Little offered to answer questions from the Board, there were none. For detailed Budget Revision 2 see Exhibit 22.

D. Projections of Site Staffing and Non-Staffing Allocations

Superintendent Jaeger explained to the Board that this Item is being presented by Ms. Tong, and Mr. Bejarano, and includes information from Mr. Little regarding the budget.

Ms. Tong began by explaining that Arizona state funding formulas have always used student enrollment to calculate the annual budget authority for schools. 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.

Current year ADM is the most accurate way for sites to start the process for budgeting for the next school year. She pointed out that while Amphitheater served 15,700 unique students this year, that number generated an ADM of 12,781. Using the current year ADM, therefore, schools are now staffed based upon the actual number of students being served as designated by the State. 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. 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.

Ms. Tong asked Mr. Bejarano to present site information on staffing allocations.

Mr. Bejarano explained the staffing process. To begin, he and Dr. Lopez meet with principals regarding curriculum needs and then identify new courses required to meet those needs. Principals also meet with students, staff and parents, to get ideas for course offerings. State and college requirements also play a big role in course offerings, and therefore staffing needs. Principals make decisions as they add courses, reduce courses, or the number of sections being offered for a particular course in order to work within their allocated funding.

One example of course addition is the PATH program at AHS. This came about as a result of the need to raise student achievement and graduation rates. Another example is the Nursing program that will begin next Fall at IRHS. Ms. Call surveyed parents and students last year to learn more about what DTE courses students were interested in taking. Mr. Munger and Ms. Call worked together to plan out the implementation of this program. Other courses that are fairly new are Cyber Security, Project Lead The Way (PLTW), American Sign Language (ASL), Creative Writing, STEM, Robotics, International Baccalaureate (IB) courses, and Advanced Placement (AP) Human Geography.

Pre-registration assists in identifying student course selections. When there is declining enrollment, difficult decisions have to be made to determine what courses will and will not be offered. Each year, the principals meet with Dr. Lopez, our Human Resources Manager, and Mr. Bejarano to review and determine projected enrollments, and allocations. Once principals have this information, they can begin the process of creating a staffing allocation sheet and master schedule, and begin the hiring of staff.

Mr. Bejarano noted that most of this presentation was dealing with the Maintenance and Operations (M&O) portion of the allocation. There are also other grant funded sources that contribute to the school's staffing allocation, such as Special Education (SPED), Title I, and JTED funding.

Mr. Bejarano offered to answer any questions the Board may have.

President Day thanked Mr. Bejarano and said that she appreciated all the elective courses that were mentioned. She asked how some courses fade away. She mentioned a forensic course from a few years ago that seemed popular and is now gone. She also mentioned the issue with the French classes that was a recent topic. She would like more notice when a course is going to be reduced, so that there could be more understanding before the course is gone.

Mr. Bejarano agreed and, moving forward will make sure that more notice is given. He noted that as a previous principal, he knows that no one ever wants to affect jobs, however student enrollment and course choices can largely dictate when courses are reduced.

President Day noted that what she would like to see is more formal information regarding “sun-setting” a course.

Mr. Bejarano said that he will work with the principals closer to make sure that information is given to the Board.

President Day called for a 5-minute break.

4. **CONSENT AGENDA**³

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 Superintendent Jaeger to comment on Consent Agenda Item A. Approval of Appointment of Administrative Personnel - Principal of Coronado K-8 School.

Superintendent Jaeger thanked President Day and members of the Board, and was pleased to recommend Ms. Elizabeth Jácome for the vacant principal position at Coronado K-8 School. Ms. Jácome is from New Mexico and has ties to Tucson as part of the Jácome family. She is currently the Executive Director for Elementary Curriculum and Instruction in the Rio Rancho Public School District. She also served at a District Level Instructional Coach, and Assistant Principal. Ms. Jácome’s teaching experience includes Pre-K, Kindergarten, First grade, and Special Education. She obtained her Bachelor of Arts from Oklahoma City University, and her Master of Arts from the University of Arizona. Ms. Jácome has her K-12 Administrative license and K-12 Special Education Teaching license.

President Day moved for Consent Agenda Items A. – V. be approved as presented. Mr. Kopec seconded the motion. Roll call vote in favor - 5: President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec, and Ms. Zibrat. Roll call vote opposed - 0. Consent Agenda Items A.-V. passed.

A. Approval of Appointment of Administrative Personnel - Principal of Coronado K-8 School

The Governing Board approved the appointment of Ms. Elizabeth Jácome as principal of Coronado K-8 School for the 2020-2021 school year as listed in Exhibit 1.

B. Approval of Appointment of Non-Administrative Personnel

Non-administrative personnel appointments were approved as listed in Exhibit 2.

C. Approval of Personnel Changes

Certified and classified personnel changes were approved as listed in Exhibit 3.

D. Approval of Leave(s) of Absence

Leave(s) of absence were approved as listed in Exhibit 4.

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

Separation(s) and termination(s) were approved as listed in Exhibit 5.

F. Approval of Stipend for Coaching Volunteers

Stipends for coaching volunteers were approved as listed in Exhibit 6.

G. Approval of Minutes of Previous Meeting(s)

The Governing Board approved the minutes for the April 28, 2020 and September 10, 2019 Board meetings as submitted in Exhibit 7 and 8.

H. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,107,202.40

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 9.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1289	\$ 82,862.69	1290	\$ 24,657.16	1291	\$ 30,078.11
1292	\$ 82,216.62	1293	\$ 293,011.83	1294	\$237,418.18
1296	\$ 2,410.69	1297	\$ 34,759.03	1298	\$ 68,746.08
1299	\$ 9,045.75	1300	\$ 119,774.25	1301	\$171,362.50
1302	\$ 3,336.04	1236	\$ 182,168.66	1237	\$223,282.50
1238	\$ 76,308.88	1240	\$ 84,610.57	1241	\$ 76,862.05
1242	\$ 181,311.06	1245	\$ 122,979.75		

I. Acceptance of Gifts

Gifts were accepted by the Governing Board as listed in Exhibit 10.

J. Approval of Out of State Travel

Out of state travel requests were approved as listed in Exhibit 11.

K. Receipt of March 2020 Report on School Auxiliary and Club Balances

The Governing Board approved the report on school auxiliary and club balances as listed in Exhibit 12.

L. Approval of Facility Rental Program Fees

The Governing Board approved the facility rental program fees as listed in Exhibit 13.

M. Approval of Cooperatives for Fiscal Year 2020-2021

The Governing Board approved the cooperatives for fiscal year 2020-2021 as listed in Exhibit 14.

N. Approval of Sole Source Agreements for Fiscal Year 2020-2021

The Governing Board approved the sole source agreements for fiscal year 2020-2021 as listed in Exhibit 15.

O. Approval of Multi-Term Contracts for Fiscal Year 2020-2021

The Governing Board approved the multi-term contracts for fiscal year 2020-2021 as listed in Exhibit 16.

P. Award of Contracts for Occupational Therapists Based on Responses to Request for Proposal (RFP) 02-18-20

The Governing Board approved contracts for Occupational Therapists as follows: 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), and Therapy Source Inc. To view the final consensus scoring worksheet for RFP 02- 18- 2020 Occupational Therapists, see Exhibit 17.

Q. Temporary Modifications to the District 301 Plan Due to the COVID-19 Pandemic School Closures

The Governing Board approved the temporary modifications to the District 301 Plan due to the COVID-19 pandemic school closures.

R. Approval of Textbooks for Adoption - Advanced Placement (AP) and Upper Level Mathematics Textbooks

The Governing Board approved the textbook adoption for Advanced Placement and Upper Level Mathematics textbooks as follows: AP Calculus - Calculus: A Complete Course published by Cengage; AP Statistics - The Practice of Statistics for the AP Exam published by Bedford, Freeman, and Worth (BFW); and High School Statistics - Statistics and Probability with Applications published by Bedford, Freeman, and Worth (BFW).

S. Approval of Fireworks for Ironwood Ridge High School Graduation Ceremonies

The Governing Board approved Ironwood Ridge High School Student Government's request to conduct a fireworks display on May 20, 2020, the evening of graduation.

T. Approval of New Courses for the 2020-2021 School Year

The Governing Board approved the Rams 101 course for 6th grade students at Cross Middle School as requested in Exhibit 18.

U. Approval of Intergovernmental Agreement with the City of Tucson (Tucson Police Department) for School Resource Officer at Amphitheater High School

The Governing Board approved the Intergovernmental Agreement with the City of Tucson (Tucson Police Department) for a School Resource Officer at Amphitheater High School as listed in Exhibit 19.

V. Adoption of the FY 2019-2020 Expenditure Budget Revision 2

The Governing Board approved the adoption of the fiscal year 2019-2020 Expenditure Budget Revision 2 as presented in Exhibit 20.

5. STUDY

A. Study of Proposed Revisions to the Student Code of Conduct for the 2020-2021 School Year

Superintendent Jaeger invited Ms. Tong to review the proposed revisions to the Student Code of Conduct for the 2020-2021 school year.

Ms. Tong introduced this Item by noting the Arizona State Statues, that require or direct adoption and enforcement of a disciplinary system for students. Ms. Tong explained that the Amphitheater Code of Conduct has been drafted to comply with these legal mandates. Therefore, the Code provides both “plain language” definitions for behavioral incidents as well as more technical definitions established by the State of Arizona Department of Education (ADE).

A District Task Force established by Ms. Tong, consisting of administrators, assistant principals, Student Service staff, psychologist, social worker, counselor, and a parent, was recently polled. That poll suggests the following:

- The first incident of vaping should not be treated the same as a drug regardless of what is in the vape.
- The use/possession of marijuana/THC should be treated the same as all other illegal drugs.
- Students who help someone else to commit/conceal a prohibited act should not be subject to the same disciplinary consequences as the person they help.
- Suspended students (short and long term) to be allowed to continue academic work while out of school.
- Questions were raised about whether the Code of Conduct accounts for adverse childhood experiences.
- Suggestions were made to align disciplinary practices with national trend toward trauma sensitivity in schools.
- The Task Force will continue to meet about these matters.

Exhibit 23 provides detailed information for the Board to review, including proposed revisions for the Code of Conduct for the 2020-2021 school year.

Ms. Tong offered to answer questions from the Board.

President Day asked if the committee discussed consistency across the schools. For example, if several students from the three high schools are in the same incident, would the consequence be consistent for the offense for all students.

Ms. Tong explained that the Supreme Court allows for some degree of variance, and the Code allows principals to make school level decisions. Every student is different, and principals know what the needs are to keep their campus safe.

Mr. Kopec noted that he supports the recommendations from the report. In particular, he feels vaping nicotine and vaping THC should be treated differently, and he noted that vaping is particularly harmful to a person's respiratory system. Mr. Kopec thanked everyone for the work done to bring these recommendations before the Board.

President Day thanked Ms. Tong and the Task Force for their work and for the proposed changes. There was no further discussion.

6. STUDY/ACTION

A. **Determination of Proposed Issues for Consideration for the Arizona School Boards Association 2021 Political Agenda**

Superintendent Jaeger invited Ms. Tong to review this Item for the Board. He noted that Ms. Zibrat is on the committee for the Arizona School Boards Association (ASBA) Legislative 2021 Political Agenda. He thanked her and expressed his appreciation for the job she accepted.

Ms. Tong said that 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). ASBA is requesting that individual Governing Boards review its 2020 Political Agenda and affirm its top five (5) priorities and two (2) additional priorities for consideration by the ASBA Legislative Committee. The deadline for submission of the priorities is May 29, 2020.

Ms. Tong shared ASBA's 2020 Political Agenda with the Board for review and reminded them that they could use all of these suggestions, they could use some of them, or suggest their own. This is study only, and will be brought back at the next meeting with the Board's top five priorities (including two additional priorities) to submit to ASBA. She also reminded them that the Governor's 20 by 20 plan is over and schools will no longer receive that funding. As Mr. Little noted in his Budget Revision, 301 funding is also not protected, therefore suggested to keep that in mind during their decisions.

Recognizing the time and efforts Ms. Zibrat has put into this committee, Ms. Day invited her to reflect on this Item.

Ms. Zibrat briefly went over her 2021 Political Agenda recommendations for the Board to review. They were:

1. Maximize state funding for nationally and locally competitive salaries to attract, recruit and retain talented teachers and staff.
2. Eliminate unfunded mandates and administrative burdens.
3. Reform current year funding to a system that provides districts with appropriate stable annual budget ability and technical reliability.
4. Invest in technology equitably for all students.
5. Accelerate full restoration of District Additional Assistance funding and Index for Inflation.

Additional Two

1. Propose new language that would provide for local control and determinations of CARES Act and related funding uses to best meet local community and district needs.
2. Address the need to adjust state funding formula weights to ensure funding is directed to LEA's which are actually serving the students.

There was discussion that the Administration should develop Ms. Zibrat's proposals, which members expressed concurrence with, into a formal proposal for the Board's approval on May 26, 2020.

PUBLIC COMMENT¹

There were none.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

There were none.

ADJOURNMENT

President Day made a motion to adjourn the meeting. Ms. Zibrat seconded the motion. There was no discussion. Roll call vote in favor - 5: President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec and Ms. Zibrat. Roll call vote opposed - 0. The meeting adjourned at 8:20 p.m.

Minutes respectfully submitted for Governing Board Approval

May 20, 2020

Date



Karin Smith
Executive Assistant to the Superintendent and Governing Board

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

May 26, 2020

Date

**Minutes of the Regular Governing Board Meeting
of Amphitheater Public Schools
Tuesday, July 9, 2019**

A regular public meeting of the Governing Board of the Amphitheater Public Schools was held Tuesday, July 9, 2019, beginning at 5:15 p.m. at the Wetmore Center, 701 West Wetmore Road, 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 5:15 p.m. and invited members of the audience to sign the visitors' register.

PLEDGE OF ALLEGIANCE

President Cox Golder asked Ms. Tong to lead the Pledge.

1. EXECUTIVE SESSION

President Cox Golder asked for a motion to recess the Open Meeting to hold an Executive Session. Vice President Zibrat moved to recess the Open Meeting to hold an Executive Session for Item A. in reference to A.R.S. §38-431.03(A)(5). Ms. Day seconded the motion. Voice vote in favor 5: President Cox Golder, Vice President Zibrat, Dr. Baker, Ms. Day, and Mr. Kopec. Opposed - 0. President Cox Golder proclaimed they were in Executive Session at 5:17 p.m.

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

1. In Discussion and Consultation with Representatives of the Governing Board In Order to Consider Its Position and Instruct Its Representatives in the Meet and

Confer Process Pertaining to Compensation and Benefits for Certificated, Professional Non-Teaching, Support and Administrative Staff for the 2019-2020 Fiscal Year Pursuant to A.R.S. §38-431.03(A)(5).

2. RECONVENE REGULAR PUBLIC MEETING AND SIGNING OF GUEST'S REGISTER

President Cox Golder reconvened the public meeting at 6:07 p.m.

ANNOUNCEMENT OF DATE AND PLACE OF NEXT SPECIAL GOVERNING BOARD MEETING

President Cox Golder said the next Special Governing Board meeting will be held on Tuesday, July 23, 2019 at 5:00 p.m., at the Wetmore Center, 701 W. Wetmore Road in the Leadership & Professional Development Center.

PUBLIC COMMENT

There were no comments at this time.

3. INFORMATION

A. Superintendent's Report

Superintendent Jaeger provided a brief review of events and upcoming activities in the District.

He began by reporting that NICHE, a national organization that ranks school districts, colleges, universities, etc. recently issued this year's rankings. He was excited to report that Amphitheater School District, which traditionally ranks fairly high, was ranked as the fourteenth best school district in Arizona. Superintendent Jaeger said that we owe that ranking all to the staff of the District.

Superintendent Jaeger also spoke about the Model Schools conference he and the Board attended in June. Three of our principals and several staff members from Amphitheater Middle School also attended this conference. The conference was led by Dr. Bill Daggett, an educational futurist. He mentioned that at the next Board meeting there will be a Study Item to review what was learned at the conference.

He described some trainings that he has or will be attending.

On July 26, the District will be holding the All Administrative Retreat here at the Wetmore Center. Then on August 5, the District will hold the annual Effective Teaching Conference for new Amphi teachers. Returning teacher will be back on August 5, and the first day of the 2019-2020 school year is August 8.

B. Status of Bonds

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

Mr. Burns provided the Governing Board with the following current information on the status of all Bond projects throughout the District.

Canyon Del Oro High School Bond projects included the Public Address (P.A.) system upgrades and the interior wiring which is 60% complete. The track replacement is complete. The football field renovation is underway; the existing field was been removed, and the new field installation is schedule to begin on July 1. The CT supply water line repair is in progress; the piping has been installed, and the backfilling will begin next week.

Ironwood Ridge High School Bond projects included the security and wrought iron fencing which is now complete. Painting of the new security fencing (IRHS blue) is now complete. Painting of the courtyard Ramada is in progress. The flooring improvements to the cafeteria, band, and music room are underway; the demo is complete. Carpet is scheduled to be installed next week. The concrete work in the cafeteria is 40% complete, and the painting of the stripes and water fountain additions are scheduled to be done in the next few days. The central plant boiler replacement is also underway. The HVAC (Heating/ Ventilation/Air-conditioning) unit replacements on buildings H, J & the plant are complete, as is the mini split system & junction box replacement. The security – access control upgrades are also complete.

Copper Creek Elementary Bond projects included the access control hardware upgrades which are now complete.

Coronado K-8 School Bond projects included the removal and repair of the HVAC controls which is scheduled to begin in July. The security fencing upgrades are underway, and the carpet installation in the band room is now complete.

Cross Middle School Bond projects included the wrestling gym HVAC renovation which is 40% complete and new duct work and electrical work which is now complete.

El Hogar Bond projects included the HVAC replacements to the Land Lab which are complete.

Harelson Elementary Bond projects included the boiler replacement, materials are on order. The carpet installation in building B, rooms 1-6 are in progress.

Keeling Elementary Bond projects included the parking lot replacement which is complete; the HVAC control upgrades in building D, which is scheduled to begin on July 1; and the Fiesta Bowl playground grant project which is scheduled for fall break.

La Cima Middle School Bond project included a Maker Space which is in progress.

Mesa Verde Elementary Bond projects included the parking lot renovation, which is progress. Flooring improvements to Kindergarten rooms 1 & 2, concrete work began in June and the carpet installation is in progress.

Nash Elementary Bond projects included the inner-campus security fencing upgrades which is 95% complete. The boiler replacement and a new drinking fountain in building G are in progress.

Painted Sky Elementary Bond projects included a Maker Space which is in progress. The security fence painting is scheduled to begin July 15. The carpet installation in the music room is scheduled to begin in July.

Prince Elementary Bond projects included the HVAC renovations to buildings CN, CW, and CE is 95% complete.

Rillito Center Bond project included the pool renovation which is underway.

Rio Vista Elementary Bond projects included a Maker Space which is in progress.

Walker Elementary Bond projects included a single point of entry which is in progress. The security fencing upgrades which is now complete. The security fence painting which is in progress. The electrical additions are complete and flooring is underway for the Maker Space in room 19, The P.A. system upgrades is in progress and the administration renovation fire alarm modification has begun.

Wilson K-8 School Bond projects included walkway lighting which is complete. The HVAC control upgrades to the library and upper 700 wing is complete. The fire alarm control panel replacement is underway and the carpet installation in the 600 wing to rooms 601-611 is now complete.

Mr. Burns offered to answer any questions the Board may have, there were none. For detailed information see Exhibit 16.

4. CONSENT AGENDA³

Details of agenda items, supporting documents, and presentations are available for review in the electronic BoardBook by clicking on the hyperlinks 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. - O. be approved as presented. Vice President Zibrat 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 items passed.

A. Approval of Appointment of Non-Administrative Personnel

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

B. Approval of Personnel Changes

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

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

Separation(s) and termination(s) were approved as listed in Exhibit 3.

D. Approval of Leave(s) of Absence

Leave(s) of absence 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. Review and Approve Revisions to Placement Schedules for Fiscal Year 2019-2020

Revisions to placement schedules for fiscal year 2019-2020 were approved as listed in Exhibit 6.

G. Approval of Minutes of Previous Meeting(s)

Minutes of the March 27, 2019 Governing Board meeting were approved, see Exhibit 7.

H. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,350,209.98

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	Voucher #	Amount
343 ENC	\$53,575.33	344 ENC	\$412,603.23	336 ENC	\$54,512.66
337 ENC	\$63,921.25	338 ENC	\$564,237.86	339 ENC	\$77,982.81
340 ENC	\$97,825.83	341 ENC	\$7,742.50	342 ENC	\$10,850.48
345 ENC	\$6,958.03				

I. Receipt of May 2019 Report on School Auxiliary and Club Balances

The Governing Board approved the receipt of the May 2019 Report on School Auxiliary and Club Balances as listed in Exhibit 9.

J. Acceptance of Gifts

Gifts were accepted by the Governing Board as listed in Exhibit 10.

K. Approval of Out of State Travel

Out of state travel was approved as listed in Exhibit 11.

L. Verification of Desegregation Funding Matters and Submission of Desegregation Funding Report, Pursuant to A.R.S. §15-910(J)(3).

The Governing Board approved the Verification of Desegregation Funding Matters and Submissions of Desegregation Funding Report, Pursuant to A.R.S. §15-910(J)(3). Exhibit 12.

M. Approval of School Facilities Board (SFB) FY 2020 Capital Plan

The Governing Board approved the School Facilities Board (SFB) FY 2020 Capital Plan as presented in Exhibit 13.

N. Approval for Community Eligibility Provision Participation

The Governing Board approved the Community Eligibility Provision Participation as presented in Exhibit 14.

O. Approval of Governing Board Policy Exhibit CCB-E (Line and Staff Relations: Organizational Chart)

Governing Board Policy Exhibit CCB-E (Line and Staff Relations: Organizational Chart) was approved as presented in Exhibit 15.

5. STUDY/ACTION

A. Selection of Governing Board Delegate and Alternate for Arizona School Board Association (ASBA) Delegate Assembly; Determination of Governing Board Position on ASBA Legislative Action Agenda Items; Direction to Delegate and Alternate.

Superintendent Jaeger made note that in preparing for next year's Legislative Session one of our needs is selecting a delegate from this Board to ASBA's Delegate Assembly. He invited Ms. Tong to speak to the Board regarding ASBA's Political Agenda.

Ms. Tong recommended nominating a delegate and alternate at this time, and later, when ASBA gives us their political agenda to review, the administration will then ask for the Board's recommendation to ASBA.

Ms. Day nominated Dr. Scott Baker to be their delegate and Mr. Matthew Kopec as alternate. Vice President Zibrat 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.

President Cox Golder proclaimed Dr. Scott Baker as the 2019 Delegate and Mr. Matthew Kopec as alternate.

B. Adoption of 2019-2020 Expenditure Budget

Superintendent Jaeger reminded the Board that a proposed budget was already approved by the Board. He invited Mr. Little to introduce this Item for the Board's review, to answer any questions the Board may have, and adopt the 2019-2020 expenditure budget, if the Board so desires.

Mr. Little made note of the statute that requires school districts to propose a budget, allow for review for ten days, and then adopt a budget by July 15. The budget being submitted for adoption is identical to the budget proposed on the June 20, 2019 meeting, with the exception of the additional desegregation pages required by state law. Exhibits 17 and 18.

Desegregation: These budget pages detail the desegregation expenditures on a school by school basis and are required by Arizona Revised Statutes §15-910(J). The Desegregation budget total is unchanged from the prior year at \$4,025,000.

Cover Page: The property tax rates have been adjusted to reflect multiple law changes. The exact impact to individual property owners will be determined by how their property values changed relative to the state average. Overall, most homeowners will see a significant increase in their property tax bill.

Page 1 of 8: Overall, the Maintenance and Operations budget has increased by \$3,621,446 from the 2018-2019 budget revision number 2. This increase in the total budget is the result of inflation funding and an additional funding for teacher pay increases.

Page 3 of 8: A slight increase to Proposition 301 revenues is projected. This budget anticipates collections of \$6,675,889 in 2019-2020 and which is significantly lower than the peak collection of \$7,754,546 in fiscal year 2007-2008. Hopefully, the sale tax increases will continue into future years.

Page 4 of 8: The Unrestricted Capital budget assumes a \$1,921,309 budget reduction from the Legislature. The actual number will not be finalized until May of 2020. It is important to note that the Unrestricted Capital funding formula should provide

\$6,295,800 in funding rather than the \$4,374,491 that is available with the Legislative reduction.

Mr. Little offered to answer any questions the Board may have, there were none.

Ms. Day moved to adopt the 2019-2020 expenditure budget as presented. Vice President Zibrat 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

C. Review and Approval of the Joint Recommendation of the Meet and Confer Teams for Use of the Remaining Funds Provided by the 20 by 2020 Plan for Compensation of Certificated Employees for Fiscal Year 2019-2020

Superintendent Jaeger recalled that the initial approval of the Meet and Confer (M&C) teams still required further work on the certificated part of the compensation structure with remaining funds that were provided through legislative action. He asked Ms. Tong to speak on this Item.

Ms. Tong noted that on June 11, 2019, the Governing Board approved a compensation package for fiscal year 2019-2020. Following that June 11, 2019 Board meeting, the joint Meet and Confer teams met again specifically to address the remaining funds received through the increase to the Maintenance and Operations budget (which encompasses funds received for teachers through the Governor's 20 by 2020 plan) and direct that the joint M&C teams continue to develop and recommend criteria (which may for example include longevity in Amphitheater Public Schools or persons who were not previously adjusted in earlier years) for a one-time adjustment to base pay for qualified teachers.

The recommendation by the joint M&C teams provides for the following salary increases for certificated personnel in the classifications of teacher, counselor, librarian and certified non-teaching (includes CISS, ISA, and SPED Facilitators):

1. Increase salaries for persons in the above-classifications by an additional 1.23%.
2. Approve a one-time longevity stipend, to be paid in the 2019-2020 school year only, based upon years of service with Amphitheater, that will then roll into the base salary for the 2020-2021 school year for the qualified recipients (list attached):
 - a. \$500 stipend for persons with 6-14 years of service as certificated employee with Amphitheater Public Schools;
 - b. \$1,000 stipend for persons with 15+ years of service as a certificated employee with Amphitheater Public Schools.
 - c. Teachers paid on an ASRS Retiree Returning to Work Teacher Contract do not qualify for this stipend:
3. Salary increases are based upon a 1.0 FTE.

To conclude, appreciation was again expressed to the members of the Meet and Confer teams who reconvened during the summer to provide the Governing Board with a recommendation for distribution of the remaining funds.

Ms. Tong provided detailed information and employee lists for these increases in Exhibits 19, 20, and 21.

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

PUBLIC COMMENT ON ITEM:

President Cox Golder read the Call to the Audience Procedures.

Ms. Lisa Millerd, Amphi Education Association (AEA) President, spoke regarding her thoughts of this Agenda Item. She said that when the M&C teams left the last meeting they all agreed on the recommendation and on communication for the District website. She said the Agenda Item was not fully shared with AEA before it was posted and that parts of it are biased. Ms. Millerd asked that the policy process be revised. She would like to have a neutral facilitator and she would like the Governing Board to invite AEA to de-brief and give their perspective to make this a better process for everyone.

Ms. Nina Godlewski asked that the Board consider reviewing and changing the Meet and Confer policy to give employees a greater voice in the process. She felt that there was inequity in communication, and the AEA team had no voice in communicating information to the Board. She said that timing of the survey was wrong and should have been sent out before the options were explored. She also felt there was not a viable option to select on the survey, and therefore did not take the survey.

Ms. Darlene Rowe stated that she has worked in the Amphi School District 20 years and chose not to take the survey because didn't feel any of the options were applicable. She noted that on this Board Item she is the "the teacher" number 9 was referring to and felt that this was not accurate of what she actually said. She said that she meant the District should ask employee opinions and suggestions, as some may have creative solutions. Think of it as an ongoing family meeting, she said.

Superintendent Jaeger said he was recommending approval of the M&C team's joint recommendation as stated in this Item. He also took a moment to thank all members of the joint teams, both association representatives and administration representatives for all of their many efforts this year. He understands that it was a long year and took them away from their families, other duties, and other responsibilities. Superintendent Jaeger noted that he had been a Meet and Confer participant for about 20 years previously. He said he knows and understands how much work it is, and he truly appreciates everything everyone involved does.

President Cox Golder moved that this item 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 item passed.

PUBLIC COMMENT

There were no other public comments.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

There were none.

ADJOURNMENT

Ms. Day moved to adjourn the meeting. Vice President Zibrat 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 6:45 p.m.



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

May 20, 2020
Date

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

May 26, 2020
Date



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

DATE OF MEETING: May 26, 2020

TITLE: Approval of Vouchers Totaling and Not Exceeding Approximately \$1,893,784.26
(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 22, 2020

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: May 26, 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: May 12, 2020

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations	Exhibit	Board Meeting Date: 05-26-20
Ck in the amount \$40.00	Raytheon	Canyon del Oro High School
Ck in the amount \$89.70	Amphitheater Foundation	Other
Ck in the amount \$6,000.00	Amphitheater Foundation	Other
Ck in the amount \$100.00	Your Cause	Painted Sky Elementary
Ck in the amount \$4,469.67	Painted Sky Elementary PTO	Painted Sky Elementary



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

DATE OF MEETING: May 26, 2020

TITLE: Receipt of Monthly Status Report for the Fiscal Year 2019-2020

BACKGROUND:

An update on the funding status of the FY 2019-2020 expenditures.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve receipt of the Monthly Status Report as presented.

INITIATED BY:

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

Scott Little, Chief Financial Officer

Date: May 12, 2020

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

Todd A. Jaeger, J.D., Superintendent

**Amphiteater Public Schools
April 2020 Budget Status Report
Comparative April 2019 Expenditures**

	xxx	550 K-3	510	4xx	2xx & 3xx	Total
	<u>All Other M&O</u>	<u>Reading</u>	<u>Desegregation</u>	<u>Transportation</u>	<u>All Special Ed</u>	<u>Total</u>
Adopted Budget including Override	\$ 65,642,986	\$ 523,767	\$ 4,025,000	\$ 7,085,466	\$ 17,709,165	\$ 94,986,384
Total Budget Capacity for FY 2019-2020	65,642,986	523,767	4,025,000	7,085,466	17,709,165	94,986,384
	<i>Adopted Budget December 2019</i>					
Expenditures & Encumbrances:						
Expenditures:						
First Quarter - Through September 30	\$ 12,373,132	\$ 61,262	\$ 628,535	\$ 1,055,387	\$ 2,906,624	\$ 17,024,939
Second Quarter - Oct through Dec	\$ 14,904,669	\$ 96,117	\$ 971,207	\$ 1,788,061	\$ 4,801,557	\$ 22,561,612
Third Quarter - Jan through Mar	\$ 16,602,830	\$ 120,623	\$ 1,179,056	\$ 1,981,019	\$ 5,723,095	\$ 25,606,623
April	5,003,920	31,463	325,160	445,357	1,670,211	7,476,111
May	-	-	-	-	-	-
June	-	-	-	-	-	-
Fourth Quarter - April through June	5,003,920	31,463	325,160	445,357	1,670,211	7,476,111
Total Expenditures - Year to Date	\$ 48,884,551	\$ 309,465	\$ 3,103,958	\$ 5,269,824	\$ 15,101,487	\$ 72,669,285
Anticipated Encumbrances						
June 2020	16,758,435	214,302	921,042	1,815,642	2,607,678	22,317,099
Total Expenditures and Encumbrances as of June 2020	65,642,986	523,767	4,025,000	7,085,466	17,709,165	94,986,384
Budget Expenditures Remaining AFTER Expenditures and Encumbrances	-	-	-	-	-	-
Comparative Expenditures:						
Expenditures as of April 2020	48,884,551	309,465	3,103,958	5,269,824	15,101,487	72,669,285
Expenditures as of April 2019	37,366,625	240,441	2,510,558	4,374,502	10,951,028	55,443,154
Change	\$ 11,517,926	\$ 69,024	\$ 593,400	\$ 895,322	\$ 4,150,459	\$ 17,226,131
M&O Budget Capacity for FY 2019-2020	Adopted December 2019		\$94,986,384	Tax Rates		
				Primary	Secondary	
				4.0958	1.6141	



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

DATE OF MEETING: May 26, 2020

TITLE: Food Service Pricing for School Year 2020/2021

BACKGROUND:

The District’s Food Service Department is a self-funding organization designed to operate within its own budget, using revenues generated from sales. No Maintenance and Operations (M&O) funds are used to support the program. All revenues generated by law must be spent to support Food Service activities and cannot be used to supplement other district costs. The last price increase was approved by the Board on May 7, 2017 and anticipated the increased cost associated with the implementation Arizona’s minimum wage.

STAFF ANALYSIS:

Effective July 1, 2011, SFA’s are required to annually analyze their current meal prices using the United States Department of Education (USDA) Paid Lunch Equity (PLE) Tool. The tool calculates the difference between the current USDA Free Meal Reimbursement rate and the School Food Authority’s (SFA) current weighted meal price. On January 22, 2020 USDA issued memo SP 07-2020 which provides notice that any SFA with a positive or zero balance in its school food service account as of December 31, 2019, is exempt from PLE pricing requirements for school year 2020-21.

Based on the departments solid financial standing as of December 31, the recommendation is for student meal prices to remain unchanged for school year 2020-2021 as shown below:

	<u>Breakfast</u>	<u>Lunch</u>
Grade K – 5	\$1.35	\$2.50
Grade 6 – 8	\$1.35	\$2.75
Grade 9 – 12	\$1.60	\$3.00

SFA’s are also required to annually analyze their adult meal prices. USDA requires SFA’s to ensure that reimbursement and the value of donated foods are not used to subsidize meals served to adults. The formula used to determine the minimum price of adult lunch prices includes:

1. The current Free Reimbursement Rate Plus
2. The \$.07 Performance Based Reimbursement Plus
3. The federally established USDA Foods rate for school lunch

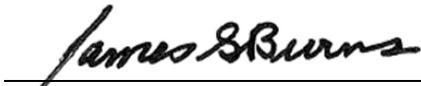
Based on USDA requirements, the recommendation is for the District to adopt the following adult meal prices for SY 2020-21:

	<u>Breakfast</u>	<u>Lunch</u>
Adult Fee	\$2.25	\$4.00

RECOMMENDATION:

It is the recommendation of Administration that the Food Service meal pricing for School Year 2020/21 be approved.

INITIATED BY:



Jim Burns, Executive Manager, Operational Support

Date: May 15, 2020



Todd A. Jaeger, J.D., Superintendent



AMPHITHEATER FOOD SERVICE

“Serving, Nurturing and Nourishing Our Children”

NEW MEAL PRICES For 2020-2021

Breakfast

K-5 \$1.35

Grades 6-8 \$1.35

Grades 9-12 \$1.60

Additional

1/2 Pint of Milk / 4 oz. Juice: .50

Adult Breakfast / Seconds: \$2.25

Student Lunch Seconds: \$3.75

Adult Lunch \$4.00

Reduced price meals will remain the same at \$.30 for Breakfast and \$.40 for lunch

Lunch:

K - 5 \$2.50

Grades 6 - 8 \$2.75

Grades 9 - 12

\$3.00



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

DATE OF MEETING: May 26, 2020

TITLE: Approval of Out of State Travel

BACKGROUND:

STAFF

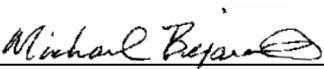
Norma Frye George from the District Offices requests permission to attend the School Transportation News (STN) Expo in Reno, Nevada, July 11-15, 2020. Approximate cost of travel is \$1,630 and will be paid for by site funds designated for staff development. No school days will be missed.

BUDGET CODE KEY		
001-00-100-2579-6360-528-0000	M&O	Staff development, Wetmore, registration
001-00-100-2579-6582-528-0000	M&O	Staff development, Wetmore, staff travel

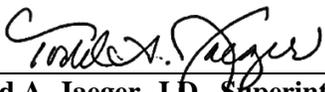
RECOMMENDATION:

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

INITIATED BY:


 Michael Bejarano
 Associate Superintendent for Secondary Education

Date: May 14, 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): Norma Frye George _____

SCHOOL: District Offices
 Department (opt.): Transportation
 DATE(S): 07/11/2020-07/15/2020

ACTIVITY/EVENT: School Transportation News (STN) Expo

LOCATION: Reno, Nevada

ABSENCE: # Days 5 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>399.00</u>	<u>001.00.100.2579.6360.528.0000</u>
Transportation	<u>311.95</u> Mode <u>Air</u>	<u>001.00.100.2579.6582.528.0000</u>
Rental Car	_____	_____
Meals	<u>238.00</u>	<u>001.00.100.2579.6582.528.0000</u>
Lodging	<u>681.48</u>	<u>001.00.100.2579.6582.528.0000</u>
Substitutes	_____	_____
TOTAL	<u>1630.43</u>	

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

Purpose of travel: Ability to connect with 1,500 student transportation stakeholders

Outcomes and academic benefits to students and staff: Updates on new changes from 2020 National Congress on School Transportation, Reasonable Suspicion Testing, Disaster Recovery, Driver Fitness Testing & Physical Ability to Perform, and navigating the FMCSA Drug & Alcohol Clearinghouse.

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

Submitted by: Norma Frye George _____ 5/11/2020
 Signature Date
James Brown _____ 5/11/2020
 Principal/Supervisor Date
Michael B. Bryan _____ 5/14/2020
 Associate Superintendent/Superintendent Date



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

DATE OF MEETING: **May 26, 2020**

TITLE: **Approval of Priorities for Submission to the Arizona School Boards Association
for its 2021 Political Agenda**

BACKGROUND: The Arizona School Boards Associations (ASBA) has requested that all member school districts submit a list of five (5) priorities and two (2) alternative priorities to the ASBA Legislative Committee for it to develop ASBA's 2021 Political Agenda. ASBA requests that member school districts submit their lists by May 29, 2020.

At the May 12, 2020 Governing Board meeting, the Governing Board discussed its priorities for submission to the ASBA. The Board reviewed both the ASBA 2020 Political Agenda and its own 2020 legislative priorities to develop its submissions to the ASBA. The Board then requested that a list be prepared based upon that discussion for review and approval by the Board during its May 26, 2020 meeting.

Based upon the Board's discussion at the May 12, 2020 meeting, it is recommended that the Governing Board approve the following list as its top five (5) legislative priorities for submission to the ASBA:

1. Maximize state funding for nationally and locally competitive salaries to attract, recruit and retain talented teachers and staff
2. Eliminate unfunded mandates and administrative burdens
3. Reform Current year funding to a system that provides districts with appropriate stable annual budget ability and technical reliability
4. Invest in technology equitably for all students
5. Accelerate full restoration of District Additional Assistance funding and Index for Inflation

Administration further recommends that the following list be approved as the Governing Board's two (2) alternative submissions to the ASBA:

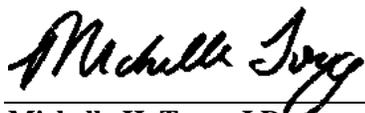
1. Propose new language that would provide for local control and determinations of CARES Act and related funding uses to best meet local community and district needs
2. Address the need to adjust state funding formula weights to ensure funding is directed to LEA's which are actually serving the students.

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:

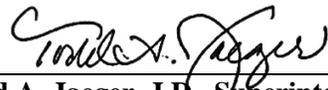
This Item is presented for the Board's approval of its top five legislative priorities (and two alternative recommendations) for submission to ASBA.

INITIATED BY:



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

Date: May 15, 2020



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: May 26, 2020

TITLE: Approval of Revisions to the Student Code of Conduct for the 2020-2021 School Year

BACKGROUND:

The School Year 2020-2021 draft of proposed revisions to the disciplinary charts contained in the Code of Conduct were reviewed by the Governing Board on May 12, 2020 and are now presented for approval.

RECOMMENDATION:

This Board item is presented for the Board's approval which the Administration recommends.

INITIATED BY:

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

Date: May 15, 2020

Todd A. Jaeger, J.D., Superintendent

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
<p>2C. Drug Use or Possession</p> <p>Use or possession of any drug or narcotic substance; Being under the influence of any drug at school or at any school-related event.</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>2D. Drug Paraphernalia Possession</p> <p>Possession of any paraphernalia.</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 Expulsion</p>
<p>2E. Drug or Paraphernalia Distribution</p> <p>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.</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>

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> Alcohol, Tobacco, Medications and Other Drugs	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<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</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>

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
7A. Disruption Engaging in behavior which causes an interruption in a class, activity, or school business; Any behavior that requires the involvement of law enforcement personnel.	School Level Actions, and: Short-term Suspension Long-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension
7B. Dress Code Violation Wearing clothing or accessories which do not comply with the dress code guidelines stated by school or District policy; The failure to wear or display student identification.	School Level Actions	School Level Actions, and: Short-term Suspension Long-term Suspension
7C. Insubordination Refusal to follow directions of school personnel; Delivering socially rude comments or conduct toward school personnel.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension Expulsion
7D. Inappropriate Language or Gestures 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; Making gestures toward others intended to offend or annoy the other person; Making gestures that communicate a hostile or sexual message.	School Level Actions, and: Short-term Suspension	School Level Actions, and: Short-term Suspension Long-term Suspension

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		
<p>9A. Sexually Inappropriate Materials</p> <p>Possession of materials containing sexually explicit depictions.</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension</p>	<p>School Level Actions, and:</p> <p>Short-term Suspension (Mandatory) Long-term Suspension</p>
<p>9B. Inappropriate Physical Contact</p> <p>An isolated incident of unwelcome contact of a sexual nature.</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>9C. Sexual Harassment</p> <p>Unwelcome conduct of a sexual nature toward another person which:</p> <ul style="list-style-type: none"> • occurs repeatedly; • Interferes with; and/or • Limits another person's participation in the educational process and school program. 	<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 (Mandatory) Expulsion</p>
<p>9D. Sexual Harassment With Bodily Contact</p> <p>Sexual Harassment (defined above) that includes unwanted physical contact of sexual or non-sexual body parts.</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>

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 26, 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 new courses for the 2020-2021 school year and a brief description of each course.

ELD Academic Science Literacy will ensure that English learners have an opportunity to gain a basic understanding of course specific academic language in order to acquire new content knowledge and be successful in academic tasks, such as reading and comprehending complex, grade level texts and participating in academic discussions. Through the use of these scaffolded supports, students will develop confidence, engagement, content knowledge, processing strategies, and language.

AZ English Language Proficiency Standards and AZ Science Content Standards will be used to front load specific academic content language to English learners prior to or during enrollment in these courses. Collaboration with mainstream teachers will open up the lines of communication between educators in the English Language Development Department and the Science Department. The target group will be high school English learners who have English proficiency scores of Pre-Emergent/Emergent or Basic as measured by the AZELLA (AZ English Language Proficiency Assessment) and who are also reading and writing below grade level.

Science textbooks, resources from content teachers, and collaboration time for ELD teachers to work with and support content area teachers. There will be no increase in current FTE allocations.

Students will improve their success rate of passing science course requirements as seen through the data analysis of course grades of student participants. This improvement will ultimately result in graduation credit acquisition. This course is designed to increase academic content comprehension, develop cognitive processing strategies (note-taking, paraphrasing, memorizing, presenting etc.) and will afford an opportunity for students to practice these skills in a "no risk" environment.

The pilot phase for this elective course will be in the 2020-2021 school year. Content teachers and students will provide valuable feedback through a survey at the conclusion of the course.

ELD Academic Social Studies Literacy will ensure that English learners have an opportunity to gain a basic understanding of course specific academic language in order to acquire new content knowledge and be successful in academic tasks, such as reading and comprehending complex, grade level texts and participating in academic discussions. Through the use of these scaffolded supports, students will develop confidence, engagement, content knowledge, processing strategies, and language.

AZ English Language Proficiency Standards and AZ Social Studies Content Standards will be used to front load specific academic content language to English learners prior to or during enrollment in these courses. Collaboration with mainstream teachers will open up the lines of communication between educators in the English Language Development Department and the Social Studies Department.

The target group will be high school English learners who have English proficiency scores of Pre-Emergent/Emergent or Basic as measured by the AZELLA (AZ English Language Proficiency Assessment) and who are also reading and writing below grade level.

Social studies textbooks, resources from content teachers, and collaboration time for ELD teachers to work with and support content area teachers. There will be no increase in current FTE allocations.

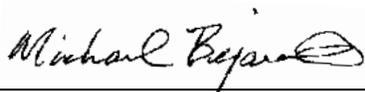
Students will improve their success rate of passing social studies course requirements as seen through the data analysis of course grades of student participants. This improvement will ultimately result in graduation credit acquisition. This course is designed to increase academic content comprehension, develop cognitive processing strategies (note-taking, paraphrasing, memorizing, presenting etc.) and will afford an opportunity for students to practice these skills in a "no risk" environment.

The pilot phase of this elective course will be in the 2020-2021 school year. Content teachers and students will provide valuable feedback through a survey at the conclusion of the course.

RECOMMENDATION:

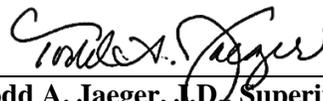
The administration recommends that the Governing Board approve the courses listed above.

INITIATED BY:



Michael Bejarano
Associate Superintendent for Secondary Education

Date: May 19, 2020



Todd A. Jaeger, J.D., Superintendent

**Amphitheater School District
COURSE REQUEST FORM**

- I. RATIONALE – justification of need, citing data**
In order to increase graduation rates/high school success for multilingual learners, all educators must integrate language and literacy development with content learning. (OELAS Guidelines for the new SEI Models SY 20-21)
"Teaching secondary students in the content area is hard enough... When students are not well prepared academically and also lack academic literacy skills, the challenge can seem overwhelming." (Robert J. Marzano)
- II. DESCRIPTION – course goals and objectives, pre-requisites, format**
ELD Academic Social Studies Literacy will ensure that English learners have an opportunity to gain a basic understanding of course specific academic language in order to acquire new content knowledge and be successful in academic tasks, such as reading and comprehending complex, grade level texts and participating in academic discussions. Through the use of these scaffolded supports, students will develop confidence, engagement, content knowledge, processing strategies, and language.
- III. ARTICULATION – reference to state standards, specific skills sets, and articulation with other courses**
AZ English Language Proficiency Standards and AZ Social Studies Content Standards will be used to front load specific academic content language to English learners prior to or during enrollment in these courses. Collaboration with mainstream teachers will open up the lines of communication between educators in the English Language Development Department and the Social Studies Department.
- IV. AUDIENCE – student group (school, grade, discipline) to be served**
The target group will be high school English learners who have English proficiency scores of Pre-Emergent/Emergent or Basic as measured by the AZELLA (AZ English Language Proficiency Assessment) and who are also reading and writing below grade level.
- V. RESOURCES – specific texts, materials, equipment needed**
Social studies textbooks, resources from content teachers, and collaboration time for ELD teachers to work with and support content area teachers. There will be no increase in current FTE allocations

**Amphitheater School District
COURSE REQUEST FORM**

- I. RATIONALE – justification of need, citing data**
In order to increase graduation rates/high school success for multilingual learners, all educators must integrate language and literacy development with content learning. (OELAS Guidelines for the new SEI Models SY 20-21)
"Teaching secondary students in the content area is hard enough...When students are not well prepared academically and also lack academic literacy skills, the challenge can seem overwhelming." (Robert J. Marzano)
- II. DESCRIPTION – course goals and objectives, pre-requisites, format**
ELD Academic Science Literacy will ensure that English learners have an opportunity to gain a basic understanding of course specific academic language in order to acquire new content knowledge and be successful in academic tasks, such as reading and comprehending complex, grade level texts and participating in academic discussions. Through the use of these scaffolded supports, students will develop confidence, engagement, content knowledge, processing strategies, and language.
- III. ARTICULATION – reference to state standards, specific skills sets, and articulation with other courses**
AZ English Language Proficiency Standards and AZ Science Content Standards will be used to front load specific academic content language to English learners prior to or during enrollment in these courses. Collaboration with mainstream teachers will open up the lines of communication between educators in the English Language Development Department and the Science Department.
- IV. AUDIENCE – student group (school, grade, discipline) to be served**
The target group will be high school English learners who have English proficiency scores of Pre-Emergent/Emergent or Basic as measured by the AZELLA (AZ English Language Proficiency Assessment) and who are also reading and writing below grade level.
- V. RESOURCES – specific texts, materials, equipment needed**
Science textbooks, resources from content teachers, and collaboration time for ELD teachers to work with and support content area teachers. There will be no increase in current FTE allocations.

VI. OUTCOME – evaluation of course effectiveness

Students will improve their success rate of passing science course requirements as seen through the data analysis of course grades of student participants. This improvement will ultimately result in graduation credit acquisition. This course is designed to increase academic content comprehension, develop cognitive processing strategies (note-taking, paraphrasing, memorizing, presenting etc.) and will afford an opportunity for students to practice these skills in a "no risk" environment.

VII. IMPLEMENTATION – timeline to include pilot phase and annual evaluation of proposed course

The pilot phase for this elective course will be in the 2020-2021 school year. Content teachers and students will provide valuable feedback through a survey at the conclusion of the course.

VIII. PROCESS – how teachers, parents, and students (when appropriate) were included in the decision-making process

AHS content teachers rely on their partnership with the ELD Department to assist our multilingual learners (especially remotely) to complete complex essays, projects, presentations, and debates. Students are appreciative of these additional supports, however, student agency remains a targeted goal.

APPROVAL: J-L 5/21/20 Michael Byan 5/21/2020
Principal date Superintendent Designee date

(NOTE: Must be submitted for Governing Board approval prior to the end of the current school year for implementation during the following school year.)



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

DATE OF MEETING: **May 26, 2020**

TITLE: **Education Innovation and Research (EIR) Grant**

BACKGROUND:

The Center for the Future of Arizona (CFA) was awarded an Education Innovation and Research (EIR) five-year grant project titled *Career Connected Pathways* (CCP) from the United States Department of Education. The long-term goal of CCP is to increase enrollment and improve persistence in relevant Computer Science (CS) and Cybersecurity (Cy) career pathways in partnership with community organizations, secondary school districts, community college staff, parents, and students.

Grant partners, working with CCP, will participate in the development and implementation of 1) a Career Connected Toolkit consisting of resources for educators, students and parents to effectively inform and guide educational decision making with an emphasis on CS/Cy career pathways; and 2) a Co-Advising Framework, to include a Near Peer Mentoring Model designed to facilitate better collaboration between K-12 schools and community colleges and to increase enrollment and improve persistence in dual enrollment (DE) courses.

A collaborative partnership between CFA and the Amphitheater School District includes three phases of implementation.

Phase 1 – Discovery, January 2020 to June 2020;

- Gathering information to understand the current context
- Development of CCP Toolkit and Advising Framework
- Identifying Cohort 1
- Professional Development on application of CCP Toolkit and Advising Framework (Cohort 1)
- Data Sharing agreement

Phase 2 – Pilot Implementation, July 2020 to May 2021

- Implementation of Co-Advising Framework, Cohort 1
- Additional Dual Enrollment offerings
- Identifying Cohort 2
- Professional Development on application of CCP Toolkit and Advising Framework (Cohort 2)

Phase 3 – Full Implementation, June 2021 to September 2024

- Implementation of Co-Advising Framework, Cohort 2
- Implementation of Peer-to-Peer and Near Peer mentoring framework
- Celebrate, explore and refine as needed

CFA will collaborate with the Amphitheater School District to implement the CCP Toolkit and Co-Advising Framework, and SRI International will lead the data collection process. CFA shall pay an annual stipend, based on the federal fiscal year, for the additional time and development activities required in the project. Funds are intended to be used to meet the project deliverables listed in the attached tables. A stipend schedule with **estimated hours of staff service** is provided below:

Stipend amount	Federal Fiscal Year	Estimated hours of staff service
\$15,000 per school	January 2020 to September 2020	140 hours per school (K12) 60 hours per school (CC)
\$10,000 per school	October 2020 to September 2021	210 hours per school (K12) 120 hours per school (CC)
\$10,000 per school	October 2021 to September 2022	155 hours per school (K12) 75 hours per school (CC)
Extension of full implementation		
\$10,000 per school	October 2022 to September 2023	155 hours per school (K12) 75 hours per school (CC)
\$10,000 per school	October 2023 to September 2024	155 hours per school (K12) 75 hours per school (CC)

Funds can be used for personnel time for staff to attend professional development activities, develop curriculum, and participate in collaborative meetings. Additional examples of use of funds include expenses associated with hosting student and parent outreach activities, printing of materials for students, and supplies needed for outreach activities. Funds cannot be used to purchase food. CFA shall collect information on how the funds were spent to inform project implementation. CFA shall initiate the payment process with an invoice request from the Amphitheater School District in an annual lump sum (as listed in the table above) during the federal fiscal year. If the district partner terminates this agreement during an implementation year the stipend payment shall be returned on a pro rata basis.

Prior to the start of data collection in K-12 districts and community colleges, SRI will work with each organization to put in place a data use and/or research agreement. Data sharing includes:

K-12- student-level demographic data (including free and reduced price lunch eligibility) and achievement data, 9th grade math courses, (8th grade state test scores GPA), including the statewide student identifier that enables matching across the K-12 and community college systems, concurrent/dual enrollment course and performance data from the community college system, if not obtained from community college system, completing teacher instructional logs, staff availability and participation in interviews, collection of event information (fidelity data) i.e.; family events and attendance.

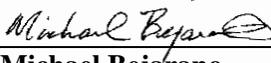
Community College - student course enrollment and performance data, including the statewide student identifier that enables matching across the K-12 and community college systems, staff and peer mentor interviews, surveys, implementation fidelity data (e.g., records of peer mentoring visits).

The data use and research agreement will be submitted to the Board at a later date.

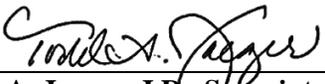
RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve this grant.

INITIATED BY:


Michael Bejarano
 Associate Superintendent for Secondary Education

Date: March 12, 2020


Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **May 26, 2020**

TITLE: **Review and Approve Revisions to Placement Schedules for Fiscal Year 2020-2021**

BACKGROUND: On July 10, 2018, the Governing Board approved a “Placement Schedule” for each employee classification. The Placement Schedule sets the “minimum” base salary or hourly rate of pay for a newly hired employee, with no work experience, into the classification. It also identifies the criteria for how applicants are credited at hire for each year of verified work experience, as well as the maximum pay rate for the classification. This agenda item is presented to permit the Governing Board to consider proposed adjustments to the Placement Schedules for Fiscal Year 2020-2021.

Proposed Adjustment to Maximum Rate of Pay on All Placement Schedules

Amphitheater has not increased the maximum rate of pay on any Placement Schedule since 2018. The purpose of the maximum amount on the Placement Schedule is to incentivize applicants to hire into the classification by identifying earning potential for the classification. Employees may exceed the “maximum” for their classification when the Board approves additional compensation for the employee through a stipend, addendum, or added duty pay. However, maximum compensation levels should be increased periodically to remain consistent with changes to starting salary and market levels.

This year, the Board approved a teacher salary increase in the amount of \$2,300 (based on a 1.0 FTE). It also approved a pay increase for all other employee classifications in the amount of two percent (2%). Administration recommends that the maximum compensation level for each employee classification similarly be increased on the Placement Schedule beginning Fiscal Year 2020-2021 to maintain an appropriate range between minimum and maximum compensation levels for each classification.

For this reason, it is recommended that the maximum pay identified for teachers on the Placement Schedule be increased by \$2,300. It is further recommended that the maximum pay for all other classifications identified on the applicable Placement Schedule by two percent (2%). This change to the Placement Schedule can be done at no additional cost since the Board already approved these employee pay increases on April 14, 2020 and April 28, 2020, consistent with its approval of the Joint Recommendation of the Meet and Confer Teams for Compensation Matters.

Proposed Adjustment to Certificated Teacher Placement Schedule

To remain competitive in hiring of teachers, Administration recommends that the minimum pay on the Certificated – Teacher Placement Schedule be increased by \$2,200 (based on a 1.0 FTE) for each category of teacher salary placement: Bachelors, Bachelors+ 15, Masters, Masters+15, Education Specialist/National Board Certified and Doctorate. As explained above, Amphitheater teachers received a \$2,300 pay increase this year. As a result, the minimum starting salary for a teacher newly hired by Amphitheater can increase by \$2,200 for Fiscal Year 2020-2021 without superseding continuing teacher salaries (based on a 1.0 FTE). This would permit Amphitheater to hire a new teacher with a bachelors, but without teaching experience, at a minimum salary of \$40,273 (based on a 1.0 FTE), which would significantly benefit Amphitheater in its efforts to remain competitive to fill teacher vacancies.

Proposed Adjustment to Professional Placement Schedule

On April 28, 2020, the Board approved a market adjustment for psychologists in the amount of \$2,500. This market adjustment was permitted through the \$100,000 that the meet and confer teams recommended by utilized for critical wage adjustments. Consistent with this, Administration recommends that the starting salary for psychologists on the Professional Placement Schedule similarly be increased to assist Amphitheater to remain competitive to fill psychologist vacancies. Administration recommends the salary for a new psychologist, without experience, start at a minimum salary of \$57,014.76 if the applicant is without a doctorate and \$59,833.22 for applicants with a doctorate.

RECOMMENDATION:

It is the recommendation of Administration that the Governing Board approve the proposed revisions to the Placement Schedules currently used by the District.

INITIATED BY:



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

Date: May 19, 2020



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **May 26, 2020**

TITLE: **Award of Contract for Extended Learning and Child Care Services Based Upon Responses to Request for Proposal (RFP) 03-05-2020**

BACKGROUND:

Request for Proposal (RFP) 03-05-2020 was e-mailed to five vendors, published in *The Daily Territorial* newspaper, and published on the District website. Five vendors submitted responsive proposals. The Evaluation Team scored each proposal based on the evaluation criteria listed in the RFP. One hundred points were possible and the results were as follows:

AlphaBEST Education Inc.	87 Points
Community Extension Programs, Inc.	64 Points
Innovation Learning LLC	69 Points
KCE Champions LLC	86 Points
Right At School, LLC	74 Points

Based on the evaluation scores above, a Best and Final Offer (BAFO) was requested from the top three vendors. The Evaluation Team ranked each vendor based on their BAFO. The results were as follows:

AlphaBEST Education Inc.	Highest Ranking Vendor
Right At School, LLC	Second Highest Ranking Vendor
KCE Champions LLC	Third Highest Ranking Vendor

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board determine that AlphaBEST Education Inc. is the highest qualified vendor for these services and authorize the Administration to negotiate any other agreements or contract terms that the Administration determines to be fair and reasonable for these services. This contract will be for Fiscal Year ending 2021 with four one-year renewal options.

INITIATED BY:

Scott Little, Chief Financial Officer

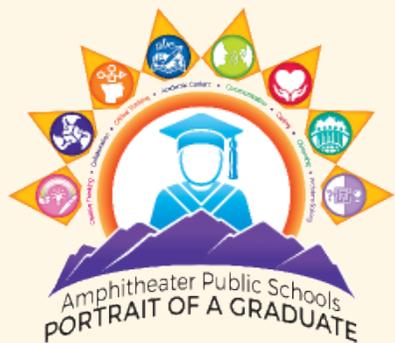
Date: May 19, 2020

Todd A. Jaeger, J.D., Superintendent



Before and Afterschool Care Proposals Overview

May 26, 2020



RFP Process, Generally

- Request for Proposals: a competitive, sealed process
- Allows for consideration of factors other than price
- Evaluation of offers must be made on basis of criteria stated in the RFP; external criteria may not be considered
- After initial evaluation here based on the stated criteria, best and final offers were requested from three vendors
- The District must award a contract to the responsible offeror whose proposal is most advantageous to the school district based on the stated criteria

Proposal Response and Criteria for Scoring

- Five providers responded to the Request for Proposals (RFP)
- Criteria for Scoring:
 - Program fees (40 points)
 - Extended learning and child care for school age children, capacity to carry out services, record of performance, financial stability, etc. (35 points)
 - Programs offered to students (20 points)
 - Contractor summary and responsiveness of the proposal (5 points)



	AlphaBest Education, Inc.	Community Extension Services, Inc.	Innovation Learning, LLC	KCE Champions	Right At School, LLC
Before and After School Care (per wk)	\$100	\$115	\$105	\$96	\$94.50
Preschool Tuition	\$167.50	\$175.00	?	\$167.50	\$167.50
Registration Fee	\$50 per family	?	\$59.99	\$50	\$25
Employee Discount	20%	10% (free to CEP employees)	50%	20%	50%
Scholarships	Yes, 3% of total revenue	Yes	Some, sliding scale	5% net revenue	Varies by district
Benefits to District	12% revenue share	Local provider, long standing	Employees give 10 hours a month to the school	Cognia/Advanc Ed accredited	AASA endorsed



	AlphaBest Education, Inc.	Community Extension Services, Inc.	Innovation Learning, LLC	KCE Champions	Right At School, LLC
Programming for students	<ul style="list-style-type: none"> • STEM focus/Coding/Engineering/Robotics • Maker space • Dramatic and visual arts • Fitness/wellness • World Languages • National Awards • Enrichment Zone rotations • Homework support • Project based learning • Clubs 	<ul style="list-style-type: none"> • Offers STEM • Homework help • Educational opportunities • Recreational activities • Social emotional learning 	<ul style="list-style-type: none"> • Offers STEM 	<ul style="list-style-type: none"> • STEM/Engineering/Coding • Art/Design • Homework help • Fitness • Thematic units • Open interest areas • SEL/Sanford Harmony 	<ul style="list-style-type: none"> • STEM • SEL/CASEL • Curricular themes

All vendors reimburse the district for the cost of utilities. All vendors are DES approved.



Proposal Consensus Scores/Points

1. AlphaBest Education, Inc. (87 points)
2. KCE Champions, LLC (86 points)
3. Right At School, LLC (74 points)
4. Innovation Learning, LLC (69 points)
5. Community Extension Programs, Inc. (64 points)



Top Proposal

AlphaBest Education, Inc.

- Strong nationally known company, financially stable
- Currently operating in over 400 schools, 45 districts
- Awards for best provider of child care
- Will hire locally, promises to recruit from existing employees of current provider
- Comprehensive training program for all staff
- Extensive program offerings for children
- Rotating themes “zones” (Tech Arts & STEM, Language-World Culture-Literacy, Arts-Drama-Movement-Music, Fitness, SEL, Project Based Learning, Maker Space, Clubs)
- Daily homework assistance
- Ready to begin transition process tomorrow



Questions?

