

Final Release, Monday, July 13, 2020 5:00 p.m.

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, July 14, 2020

5:00 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*

As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference. Due to pandemic conditions, this meeting will also 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. Individuals who are unable to attend the Board meeting may submit written communications to the Board Members and Superintendent via email. (All email addresses are available on the District website).

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

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

¹ Persons interested in addressing the Governing Board must complete and submit a form available 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.

1. **EXECUTIVE SESSION**

A. Executive Session

4

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

1. Discussion or Consultation for Legal Advice with the Attorney or Attorneys of the Public Body Related to the COVID-19 Pandemic Pursuant to A.R.S. §38-431.03(A)(3); and
2. 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 Policy, Compensation and Benefits for Employees of the Public Body Pursuant to A.R.S. §38-431.03(A)(5).

2. **RECONVENE PUBLIC MEETING**

Pledge of Allegiance

Announcement of Date and Place of Next Special Governing Board Meeting

Tuesday, July 28, 2020 at 5:30 PM, Wetmore Center, 701 W. Wetmore Road, Tucson, AZ - Leadership & Professional Development Center, SE Parking & Entrance

PUBLIC COMMENT

3. **INFORMATION**

A. Status of Bonds

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4. **CONSENT AGENDA**³

A. Approval of Appointment of Administrative Personnel

16

B. Approval of Appointment of Non-Administrative Personnel

25

C. Approval of Personnel Changes

28

D. Approval of Leave(s) of Absence

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

36

F. Approval of Minutes of Previous Meeting(s)

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G. Approval of Vouchers Totaling and Not Exceeding Approximately \$3,453,961.67

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H. Receipt of May 2020 Report on School Auxiliary and Club Balances

67

I. Approval of Parent Support Organization(s) for the 2020-2021 School Year

77

J. Acceptance of Gifts

79

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

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

96

5. **STUDY/ACTION**

A. Review and Approval of Blue Ribbon Task Force Recommendations for School Year 2020-2021 and Proposal for Reopening of Schools (Amended)

98

6. **ACTION**

A. Study and Approval of the Adopted Expenditure Budget for Fiscal Year 2020-2021

165

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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 need special accommodations, please call the Governing Board office: (520) 696-5158

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

DATE OF MEETING: July 14, 2020

TITLE: Executive Session

- A. Motion to Recess Open Meeting and Hold an Executive Session for:**
- 1. Discussion or Consultation for Legal Advice with the Attorney or Attorneys of the Public Body Related to the COVID-19 Pandemic Pursuant to A.R.S. §38-431.03(A)(3); and**
 - 2. 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 Policy, Compensation and Benefits for Employees of the Public Body Pursuant to A.R.S. §38-431.03(A)(5).**

BACKGROUND:

The Board may wish to convene an executive session to discuss any or all of the items listed above pursuant to A.R.S. § 38-431.03(A)(3) and (5).

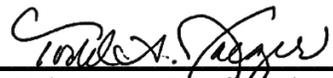
RECOMMENDATION:

The administration recommends the Board take action to convene an Executive Session.

INITIATED BY:


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

Date: July 13, 2020


Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: July 14, 2020

TITLE: Status of Bond Projects

BACKGROUND:

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

RECOMMENDATION:

For information and discussion only.

INITIATED BY:

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

Jim Burns, Executive Manager, Operational Support

Date: July 2, 2020

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

Todd A. Jaeger, J.D., Superintendent

Status of Bond Projects
 6/9/2020 Governing Board Meeting

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

AHS:

Bonds Projects

Asphalt repairs – parking lot & baseball field	\$18,624
- 80% complete	
- remainder to be completed 8/3 & 8/4	
Library renovation 100% complete	\$348,393

SFB Projects

300 wing – structural evaluation – assessment in progress	\$9,910
AHS main gym roof replacement	\$30,253
- supplemental design award received 7/1	

CDO:

Bond Projects

Main Switchgear Modernization – 100% complete	\$187,486
T Building – fan coil improvements – construction in progress	\$116,672
- will be complete week of July 6 th	
Replacement of east parking lot lights – awaiting materials	\$11,454
Addition of snack bar / air conditioner – contractor ordering materials	\$18,908
M & T Building underground pipe replacement	\$54,566
- excavation complete – installing new pipe	
- will be complete week of July 6 th	

SFB Projects

Campus roofing phase I

\$2,662,679

- Bldg E - 90% complete
- Bldg JE - 90% complete
- Bldg JW - 90% complete
- Bldg J - 90% complete
- Bldg K - 80% complete
- Bldg D - 85% complete
- Bldg S - 90% complete

Campus roofing phase II - bids due 7/7



IRHS:

Bond Projects

ADA parking lot improvements – 100% complete	\$77,912
ADA shower faucets – locker rooms 100% complete	
OCR repairs for ADA science tables – 90% complete	\$29,544
OCR repairs for trainer’s room – 100% complete	\$26,192

SFB Projects

Roofing – Bldg A – 85% complete	\$4,272,241
Bldg F – 10% complete	

AMS:

Bond Projects

PA System improvements – working on punch list items	\$109,382
Maker Space- room 806 B - 100% complete	\$25,877
Weight room to woodshop improvements – 100% complete	\$14,384
MPR restroom vent repair - in progress – 100% complete	\$6,128
MPR restroom wall repairs – 100% complete	\$6,968



Copper Creek:

Bond Projects

Central plant chiller replacement - construction- 100% complete	\$198,756
Design for staff RR remodel / special needs RR - design 95% complete	\$7,500
Administration boiler replacement – 100% complete	\$10,261
Nurses office water fountain / bottle filler – 100% complete	\$4,639



Coronado:

Bond Projects

Exterior lighting fixture replacement – materials on order	\$15,755
Exterior paint improvements - elementary bldgs. - 100% complete	\$31,530
Admin Bldg – (2) A/C unit replacements – installation date 7/3	\$20,991
Elementary Bldg A/C replacement – units ordered – start date 7/13	\$96,775
East side security fence re-painting – in progress – 80% complete	\$7,058
Retrofit electric panel – room 24 – P.O. received – materials on order	\$2,588

SFB Projects

SFB 4854 MPR building roof replacement – 90% complete - roof coating to start 7/9	\$403,519
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Cross:

Bond Projects

Maker Space- room 403 – 100% complete

\$17,623



SFB Projects

MPR HVAC replacement – HVAC - units operating– 90% complete \$252,674

Roof replacement – assessment report received – punch list walk 7/7 \$8,205

T.E.P. Grant - LED lighting upgrades



Donaldson:

Bond Projects

Building E - HVAC controls – construction begins 7/6	\$9,708
Building E - interior ceiling repaint – P.O. issued	\$5,163
Roof restoration - E pod – 100% complete	\$6,673
Classroom lighting – Building E – materials on order	\$22,413
HVAC replacement – Building E – await scheduling	\$36,043

El Hogar:

Bond Projects

Exterior painting, add exterior sink / bottle filler – start date 7/6	\$24,455
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Harelson:

Bond Projects

Mechanical hot water replacement/ Phase I – 100% complete	\$3,120
Maker Space – room 7 B – 60% complete – completion date 7/6	\$18,962

SFB Projects

SFB 3508/5563 Funhouse roof & HVAC	\$577,230
- HVAC 75% complete	
- roof replacement in progress – 90% complete	



Holaway:

Bond Projects

Maker Space - room 19 – 100% complete	\$20,562
Admin - HVAC replace (4) units – construction week of 7/6	\$35,557
West side security fence improvements – 100% complete	\$39,204
West side security fence painting – start date 7/6	\$5,188
Hallway lighting improvements – 100% complete	\$6,200

Keeling:

Bond Projects

Access control improvements – new card readers, additional card readers, and new lock down button – awaiting schedule	\$32,281
Replace (3) A/C units on Bldg G – contractor ordering materials	\$39,675

La Cima:

Bond Projects

Exterior door replacement – 100% complete	\$3,533
Central plant chiller compressor replacements – 100% complete	\$132,293



Mesa Verde:

Bond Projects

MPR A/C replacement – Construction week of 7/6 \$28,835

SFB Projects

Roof replacement – design grant approved by SFB 6/24 \$42,450

T.E.P. Grant - LED lighting upgrade



Nash:

Bond Projects

Access control improvements - new card readers, additional card readers
and new lockdown button – 100% complete \$36,775

Prince:

Bond Projects

Maker Space – rooms 19-20 – 100% complete \$17,435
Classrooms 21-25 – flooring improvements - 100% complete \$32,610
room 25 – 100% complete room 22 100% complete
room 23 complete room 21 completed by 7/3
room 24 completed by 7/10
Access control improvements - new card readers, additional card
readers and new lockdown button – 100% complete \$39,588

Rillito \$42,570 Balance \$24,832

Bond Projects

Greenhouse improvements – 100% complete \$16,875
Sensory room improvements – 100% complete
- new sign in front of the school – 100% complete
New water fountain / bottle filler - 100% complete \$2,775

SFB Projects

SFB 4850 campus roofing – start date 7/13 \$250,124

Rio Vista \$79,440 Balance \$26,224

Bond Projects

Smoke detector replacement – Building C – 100% complete \$10,700
MPR A/C/ replacement – 100% complete \$35,994

Walker	\$115,431	Balance	\$21,574
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Bond Projects

Pre-K building AC replacement – 100% complete	\$41,261
Access control improvements –100% complete	\$6,010
A/C replacement – computer room – materials on order	\$31,169

SFB Projects

Classroom 14 HVAC replacement – grant request submitted 6/12	\$9,959
- structural report being prepared	

*SOMETHING NEW AT EVERY SCHOOL,
EVERY YEAR!*



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

DATE OF MEETING: **July 14, 2020**

TITLE: **Approval of Appointment of Administrative Personnel**

BACKGROUND: Administration presents the below candidates for approval as appointments of administrative personnel.

Principal of Copper Creek Elementary School

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

When the position of Principal of Copper Creek Elementary School became vacant, the position was advertised as open and the applicants reviewed. Roseanne Lopez, Shannon McKinney, Michael McConnell, Tassi Call and Jason Weaver screened 10 files for the position of Principal. Five candidates were selected to interview with the committee: Matthew Abney, Rosalinda Rodriguez, Renee Sharkey, Caitlin Schaefer, and Selene Stewart.

The interview committee consisted of:

- Roseanne Lopez, Associate Superintendent for Elementary Education, Chair
- Dianna Kuhn, Rio Vista Elementary School Principal
- Lorelee Lewis, Teacher
- Emily LoVerde, Teacher
- January Multhup, Teacher
- Sandra Walden, Teacher
- Holly Schadt, Administrative Assistant
- Vita Thomas, Teaching Assistant
- Kimberly Evans, Parent
- Pamela Speder, Parent

Based on the ratings of the school-based committee, Matthew Abney was recommended for an interview with Superintendent Todd Jaeger; Roseanne Lopez, Associate Superintendent for Elementary Education; Michael Bejarano, Associate Superintendent for Secondary Education; Michelle Tong, Associate to the Superintendent and General Counsel; Tassi Call, Director of 21st Century Education; Kristin McGraw, Executive Director of Student Services; and Scott Little, Chief Financial Officer.

Todd Jaeger recommends **Matthew Abney** for the position of Principal for Copper Creek Elementary School for FY 2020-2021.



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

Assistant Principal of Coronado K-8 School

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

When the position of K-8 School Assistant Principal at Coronado K-8 School became vacant, the position was advertised as open and the applicants reviewed. Michael Bejarano, Roseanne Lopez, Tassi Call, and Elizabeth Jácome screened 19 files for the position of K-8 School Assistant Principal. Five candidates were selected to interview with two withdrawing just prior to the interview with the committee. The remaining three interviewed were: Joshua Peebles, Isabel Kelsey, and Trechel Gindt. The interview committee consisted of:

- Michael Bejarano, Associate Superintendent for Secondary Education, Chair
- Roseanne Lopez, Associate Superintendent for Elementary Education
- Elizabeth Jácome, Coronado K-8 School Principal
- Chris Gutierrez, Cross Middle School Principal
- Jennifer Larkin, Teacher
- Joy Ochoa, Teacher
- Karen Taylor, Classified
- Trisha Panka, Parent

Based on the ratings of the school-based committee, Joshua Peebles and Trechel Gindt were recommended as finalists for interviews with Superintendent Todd Jaeger; Michael Bejarano, Associate Superintendent for Secondary Education; Roseanne Lopez, Associate Superintendent for Elementary Education; Michelle Tong, Associate to the Superintendent and General Counsel; Tassi Call, Director of 21st Century Education; Kristin McGraw, Executive Director of Student Services; and Elizabeth Jácome, Coronado K-8 School Principal.

Todd Jaeger recommends **Trechel Gindt** for the position of K-8 School Assistant Principal for Coronado K-8 School for FY 2020-2021.

RECOMMENDATION:

It is the recommendation of Administration that the Governing Board approve these administrative appointments as presented.

INITIATED BY:


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

Date: July 6, 2020


Todd A. Jaeger, J.D., Superintendent

7/14/2020

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXP CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY COMMENT
Abney	Matthew Brian	Principal	CT-AD	Copper Creek Elementary	ESP	3 years	Replacement		Dr. Lopez
Gindt	Trechel	Assistant Principal	CT-AD	Coronado K-8 School	MSA	0 years	Promotion		Mr. Bejarano

*	2019-2020 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

Curriculum Vitae
Matthew Brian Abney

AREAS OF RESEARCH & INQUIRY

Educational Leadership- Principal Mobility
Positive Behavior Interventions & Supports- School-wide Systems & Evidence-Based Practices
Curriculum Development & Program Evaluation

PROFESSIONAL PREPARATION

Northern Arizona University

Doctor of Philosophy, Curriculum & Instruction *Expected Summer 2020*
Certificate in School Superintendency *May 2019*
Master of Education in Educational Leadership *December 2010*

University of Arizona

Bachelor of Arts in Education, Elementary Education *May 2006*

PROFESSIONAL LICENSURE

Arizona

Elementary Teaching Certification, SEI Endorsement, K-8
Standard Secondary Teaching Certification, English, 9-12
Standard Principal Certification, K-12

PROFESSIONAL EXPERIENCE

Principal

July 2017-present

Marana Unified School District, Tucson, AZ, Rattlesnake Ridge Elementary School

- Provided leadership in the development and implementation of instructional programs, including gifted, special education, literacy and EL services.
- Established instructional goals and monitoring & evaluation techniques to provide training and support on the instructional model, Gradual Release of Responsibility
- Recruited, trained, observed and evaluated certified and support staff members based on organizational goals and professional responsibilities.

Associate Principal

June 2014-June 2017

Marana Unified School District, Tucson, AZ, Marjorie W. Estes Elementary School

- Engage in reflective dialogue about professional practice and the teacher evaluation

- process to ensure quality control and promote the professional growth of educators.
- Plan and deliver training to school faculty to create a common vision and common language of teaching and reinforcement systems to establish the social culture using the PBIS Framework.
- Collect, review and analyze data to monitor the school's progress toward various performance goals such as attendance, suspensions/expulsions and referrals to mental health as required by the School Climate Transformation grant.
- Develop digital tools using Google Apps to increase the efficiency of data collection and the ease of data reporting and sharing.

Dean of Students

July 2012-June 2014

Marana Unified School District, Tucson, AZ, Mountain View High School

- Developed and implemented programs in collaboration with social workers, peace officers and mental health professionals to provide intensive support for students in need of intervention.
- Participated in and consulted with district leadership and legal counsel on disciplinary cases involving the clarification and revision of the district's discipline policies as they relate to the disciplinary proceedings for students who qualify for educational services.
- Served as committee chair of the 'Academy of the Arts' by organizing events to celebrate student success and lead initiatives to target 10th grade student achievement in math and English.

Assistant Principal

October 2010-June 2012

The Rose Academies, Mountain Rose Academy

- Provided leadership and guidance to a team of 10-15 faculty and staff members while overseeing the daily operations of a charter school of approximately 300 students.
- Implemented programs to target the literacy development of secondary students using tools such as reading inventories and running records.
- Collected and analyzed data to generate measurable goals for school improvement and progress monitor student achievement data, attendance and graduation rates.

English Teacher (9-12th)

July 2014-June 2017

The Rose Academies, Mountain Rose Academy

- Served as the instructor and course designer for high school English courses using the Anywhere Learning Systems (A+) software.
- Created and utilized formative assessment data to track student progress and plan for instruction.
- Advised students on their educational program and created digital tracking tools to assist students with goal setting and self-regulation.
- Performed maintenance and technology support on school computers, projectors and

smart boards to maximize instructional time.

4th Grade Teacher

June 2006-June 2007

Sunnyside Unified School District, Esperanza Elementary School

- Planned and delivered core instruction to 4th grade students based on the Arizona State Standards in reading, writing and math.
- Partnered with families to create individualized plans for students and provide targeted support to address student needs.
- Monitored and evaluated student progress in a classroom setting by using a variety of assessments and student work samples.

SCHOLARSHIP

Abney, M., Kauffman, C. (2019). Culturally Responsive Practices for School Leaders. *Proceedings from the Arizona Educational Foundation's Leadership Symposium*. Phoenix, AZ.

Abney, M., Frederick, C. (2016). Universal behavior screening: A proactive and systematic approach to behavior intervention. *Proceedings from Educators Matter: Resources for Changing Times in partnership with the Pima County Superintendent's Office*. Tucson, AZ.

Abney, M. (2017, 2018). PBISAz Film Festival Host and Presenter. *Proceedings from the Behavior Education Technology Conference*. Phoenix, AZ.

PROFESSIONAL SERVICE

PBISAz Film Festival Video Reviewer

2017-2019

Reviewed submissions for the PBISAz Film Festival for the Behavior Education Technology conference (BET-C).

The PBIS Network Podcast Creator and Broadcaster

2016-2019

Conducted interviews and discussions with several elementary and secondary schools implementing PBIS systems and practices to contribute to the field of knowledge and practice.

COMMUNITY SERVICE

Worship Pastor

June 2014-January 2018

Served as the music director for church services and provided pastoral support for a group of volunteers.

High School Football Announcer

August 2013-November 2014

Served as the broadcaster for live events including football games and marching band competitions.

CDO Marching Band Instructor

2006-2007

Served as the primary instructor to develop marching and performing skills.
Composed percussion music for drumline and assisted writing drill for the marching band show.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

Association of Positive Behavior Support

2017-2018

OTHER MEMBERSHIPS

Rank of Eagle Scout, Boy Scouts of America

2006

Trechel Gindt

Educator

Professional Objective

I am devoted to demonstrating positive communication with parents, teaching staff, administrators and community members. Through general direction and personal judgement, I am committed to upholding educational advancement of our students by instilling the portrait of a graduate. I believe the most effective way to establish this outcome is to build and maintain individual relationships.

Experience

INSTRUCTIONAL SUPPORT ASSISTANT

Amphitheater High School/ August 2019-May 2020

- Observed, supported and evaluated 16 certified teachers
- Continually supervised 22 classified staff members to serve students, assist teachers and ensure campus safety
- Coordinated Civics testing for AHS students
- Facilitated honors nights by coordinating student volunteers, preparing appropriate achievement certificates and arranging physical location
- Interviewed and hired numerous candidates within the special education teaching assistant team, security team and special education certified staff
- Designed and provided professional development based on Danielson Evaluation system to AHS certified staff members
- Coordinated off site professional development to the Summit on Professional Learning Communities in Phoenix, AZ for nine staff members
- Supervised after school tutoring program and assisted students with coursework.
- Supervised bi-weekly after-school Mentor 2.0 meetings for AHS students run through a partnership with Big Brothers Big Sisters
- Addressed 9th and 10th grade discipline, including parent teacher conferences, designing and implementing behavior plans and attending long term suspension hearings
- Oversaw ASVAB testing
- Developed online learning procedures and coordinated technology distribution and collection during the COVID-19 Pandemic
- Co-developed individualized graduation ceremonies for the 2020 graduating class that followed CDC and district guidelines for COVID-19
- Provided Crisis Prevention Intervention trainings for district employees
- Supervised the AHS Summer School program and transitioned it to remote, online learning
- Attending AVID Summer Institute online edition

SPECIAL EDUCATION FACILITATOR and 504 Coordinator

Amphitheater Middle School/ August 2017-May 2019

- Conduct department meetings with special education team
- Conduct academic reevaluation testing using KTEA protocols
- Manage caseload of special education students in grades 6-8
- Complete required IEP paperwork and hold annual IEP meetings
- Conduct manifestation determination reviews
- Developed Functional Behavioral Assessments and Behavior Intervention Plans
- Collaborate with related service providers and outside agencies including: speech pathologists, occupational therapists, physical therapists, school psychologists, social workers, transportation, ASDB, and DCS
- Provide training in SEAS computerized program for IEP development to new Amphi staff
- Supervise instructional assistants
- Collaborate with feeder pattern schools regarding incoming middle school students
- Complete master scheduling for special education students

Certification

TEACHING CERTIFICATION
State of Arizona

Principal, PreK-12

K-12 Cross Categorical
Special Education

K-8 Elementary Education

CPR & First Aid

Article 9

SEI Endorsement

Crisis Prevention Intervention

Education

BACHELOR OF SCIENCE

Cross Categorical Special Education
University of Arizona
Tucson, Arizona
May, 2012

MASTER OF EDUCATION

Educational Leadership
Northern Arizona University
Flagstaff, Arizona
May, 2017



Trechel Gindt

Experience (continued)

- Oversee and complete LRE process
- Assist in development of 504 plans
- Maintain IEP compliance of special education department
- Provide inclusion support to special education students within general education classroom
- Maintain compliance with IDEA and Section 504 laws
- Participated in the school leadership team meetings
- Attended AVID Summer Institute San Antonio

Core

Leadership
Communication
Relationship Building
Problem Solving
IEP Development
Student Involvement
Behavioral Interventions
Conflict Resolution
Differentiating Instruction

SELF CONTAINED CROSS CATEGORICAL CLASSROOM TEACHER- GRADES 6-8
Amphitheater Middle School/ August 2016-May 2017

SELF CONTAINED EMOTIONAL/BEHAVIORAL DISABILITIES CLASSROOM TEACHER- GRADES 6-8
La Cima Middle School/ August 2014-May 2016

RESOURCE LANGUAGE ARTS TEACHER- GRADES 7-8
Amphitheater Middle School/ August 2012-May 2014

- Instruct students with various disabilities
- Develop and implement Individualized Education Plan(s)
- Differentiate instruction based on student ability and grade level
- Manifestation Determination Reviews
- Functional Behavior Assessments
- Behavior Intervention Plans
- Implement use of technology
- Parent/Teacher Conferences
- Implement classroom management techniques

References

JON LANSA
Principal
Amphitheater High School
520.696.5370
jlansa@amphi.com

KRIS MCGRAW
Executive Director of Student Services
Amphitheater Public Schools
520.696.5233
kmcgraw@amphi.com

JENNIFER HINDS
Assistant Director of Student Services
Amphitheater Public Schools
520.256.2867
jnewman@amphi.com

GLENDA ARFFA
Assistant Principal
Amphitheater High School
520.696.5372
garffa@amphi.com

Additional Experience

Principal Internship
Amphitheater Middle School / Tassi Call, Principal / Spring 2017

- Coordinated school improvement program targeting student absences
- Facilitated family engagement nights for each department
- Served as administrator at Amphi Middle School in the case of administrative absences
- Implemented district code of conduct

21st Century ACHIEVE Co-Coordinator
Amphitheater Middle School / August 2017 – May 2019

- Interview and hire teachers for after school tutoring and enrichment courses
- Create program schedule
- Evaluate program year at a glance for state of Arizona compliance report
- Arrange and schedule snack for students during program
- Manage time sheets and paperwork for Achieve staff
- Budget allotted funding based on program needs

Head Coach for Cross Country and Track/Field
La Cima Middle School / Fall 2013- Spring 2019

- Develop practice plans and workouts for student athletes
- Instill district values of sportsmanship within student athletes
- Host meets versus other schools
- Oversee assistant coaches



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

DATE OF MEETING: July 14, 2020

TITLE: Approval of Appointment of Non-Administrative Personnel

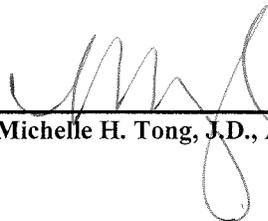
BACKGROUND:

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of July 9, 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: July 9, 2020


Todd A. Jaeger, J.D., Superintendent

7/14/2020

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY	COMMENT
Cruz	Cynthia	Teacher - ELL/SEI	CT-RET	Wilson K-8 School			Rehire			
Gaither	Loralyn	Teacher - Study Skills	CT-RET	Cross Middle School			Rehire			
Williams	Dennis	Teacher - General Science	CT-RET	Cross Middle School			Rescind			
Holt	Kris	School Improvement Specialist	CT-PR	Prince Elementary			Rehire			
Nelson	Katherine	Athletic Trainer	CT-PR	Ironwood Ridge High	PRNT-MA	0 years	Replacement		Mr. Munger	
Silva	Laura	Social Worker	CT-PR	Mesa Verde Elementary	SOCIAL WC	1 year	New		Ms. Tracy	
Silva	Laura	Social Worker	CT-PR	Donaldson Elementary	SOCIAL WC	1 year	New		Ms. Letts	
Busch	Miranda	Teacher - Grade 3	CT	Nash Elementary			Rehire			
Cartagena	Edward	Teacher - Grade 5	CT	Prince Elementary	CTT-MA	2 years	Replacement		Ms. Sheber	
Clevenger	Courtney	Teacher - Grade 1	CT	Donaldson Elementary	CTT-BA	0 years	Replacement		Ms. Letts	
Cook	Meagan	Teacher - General Science	CT	Cross Middle School	CTT-BA	0 years	Replacement		Mr. Gutierrez	
Crist	Gary	Teacher - CTE	CT	Amphi High School			Rehire			
Daigle	Kristine	Teacher - Grade 1	CT	Mesa Verde Elementary			Rehire			
Garcia	Monica	Teacher - Cross Categorical Class	CT	Cross Middle School			Rehire			
Harding	Kevin	Teacher - CTE	CT	Amphi High School			Rehire			
Havard	Jaycie	Teacher - Kindergarten	CT	Holaway Elementary	CTT-BA	0 years	Replacement		Mr. Frederiksen	26
Keller	Jennifer	Teacher - Language Arts	CT	Amphi Middle School	CTT-MA	0 years	Replacement		Ms. Wichers	
Palandech	Donald	Teacher - Chemistry	CT	Ironwood Ridge High	CTT-MA	0 years	Replacement		Mr. Munger	
Quezada	Esther	Teacher - ELL/SEI	CT	Nash Elementary	CTT-BA	2 years	New		Mr. Hehli	
Quezada	Jessica	Teacher - ELL/SEI	CT	Nash Elementary	CTT-BA	5 years	New		Mr. Hehli	
Rudolph	Sequoia	Teacher - Special Education Reso	CT	Rillito Center	CTT-MA	9 years	Rescind			
Rudolph	Sequoia	Teacher - Special Education Reso	CT	Rio Vista Elementary	CTT-MA	9 years	Replacement		Ms. Kuhn	
Tarter	Kari	Teacher - Special Education ED-PCT		Rio Vista Elementary	CTT-BA	0 years	New		Ms. Kuhn	

*	2019-2020 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

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY	COMMENT
Taylor	Meredith	GEAR UP Coach	CL-PR	Amphi High School	PR EX	10 years	New		Mr. Lansa	
Myers	Crystal	Special Education Teaching Assis	CL	Donaldson Elementary	E	N/A	Rehire			
Rhein	Kary	Special Education Teaching Assis	CL	CDO High School	E	N/A	Rehire			
Calvin	Kaylynn	Student Worker	ASW	CDO High School			New		Ms. Sverdrup	\$12.00 per hour

*	2019-2020 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: July 14, 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 July 9, 2020.

RECOMMENDATION:

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

INITIATED BY:

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

Date: July 9, 2020

Todd A. Jaeger, J.D., Superintendent

7/14/2020

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Bata	Jaqueline	Teacher - Music	CT	Donaldson Elementary	Increase FTE		N/A	
Dominguez	Lynette	Teacher - ELL/SEI	CT	Donaldson Elementary	Transfer		N/A	
Edwards	Cassidy	Teacher - Sports Medicine anc	CT	CDO High School	Promotion		0 years	
Fulks	Neal	Teacher - Social Studies	CT	Ironwood Ridge High	Added Duty		N/A	\$8,455.60
Greenway	Peggy	Teacher - Adaptive P.E.	CT	Cross Middle School	Added Duty		N/A	\$9605.39
Morales	Maggie	Teacher - Special Education R	CT	Rio Vista Elementary	Promotion		0 years	
Moser	Sarah	Teacher - French Language	CT	CDO High School	Decrease FTE		N/A	
Nelson	Katherine	Teacher - Sports Medicine anc	CT	Ironwood Ridge High	Added Duty		N/A	\$7,497.60
Roberts	Joylyn	Teacher - Special Education R	CT	Prince Elementary	Promotion		0 years	
Sova	Ashley	Teacher - Study Skills	CT	Cross Middle School	Increase FTE		N/A	
Trawick	Emily	Teacher - Technology	CT	Wilson K-8 School	Increase FTE		N/A	
Youtsey	Drew	Teacher - Adaptive P.E.	CT	Keeling Elementary	Additional Position		N/A	
Pye	Andragayle	GEAR UP Coach	CL-PR	Amphi High School	Transfer		N/A	
Smith	Bernadette	Audiologist	CL-PR	Wetmore Center	Decrease FTE		N/A	
Harper	Jimmy	Campus Monitor	CL	Amphi High School	Transfer	A	N/A	
Myers	Crystal	Special Education Teaching A:	CL	Donaldson Elementary	Rescind	E	N/A	
Rhein	Kary	Special Education Teaching A:	CL	Wilson K-8 School	Rescind	E	N/A	
Stickney	Lisa	Secretary II	CL	Wetmore Center	Transfer	F	<-\$1.04>	
Walsh	Robert	Custodian I	CL	Ironwood Ridge High	Transfer	D	N/A	
Bernal	Yemen	ADDN - Summer Institute Trai	ADCT	Wetmore Center	Addendum			*\$500.00 per day

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*	2019-2020 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

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Brunswick	Samantha	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			*\$20.00 per hour
Carter	Beth	ADDN - Section 504	ADCT	Cross Middle School	Addendum			\$2800.00
Cook	Julie Ann	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour
Cramer	Connie	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$30.00 per hour
Daigle	Kristine	ADDN - Curriculum Developm	ADCT	Mesa Verde Elementary	Addendum			*\$25.00 per hour
Dale	Jessica Marie	Extra Duty-Certified	ADCT	CDO High School	Added Duty			*\$25.86 per hour
Davis	Shelby Lorraine	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour
Dombrowski	Amanda Joy	Extra Duty-Certified	ADCT	CDO High School	Added Duty			*\$25.86 per hour
Duran	Monica	Counselor	ADCT	Amphi High School	Addendum			*\$191.27
Edelbrock	Thomas	ADDN - Performing Arts MS	ADCT	Cross Middle School	Addendum			\$600.00
Edelbrock	Thomas	ADDN - Math Counts MS	ADCT	Cross Middle School	Addendum			\$950.00
Escalante	Ana	DH - Support Program MS	ADCT	Cross Middle School	Addendum			\$1200.00
Estrella	Crystal Marion	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour
Falcon	Leah	DH - Mathematics MS	ADCT	Cross Middle School	Addendum			\$1200.00
Farnell	Deborah	ADDN - Curriculum Developm	ADCT	Mesa Verde Elementary	Addendum			\$25.00 per hour
Ferre	Leslie	ADDN - Curriculum Developm	ADCT	La Cima Middle School	Addendum			*\$25.00 per hour
Ferre	Leslie	ADDN - Summer Institute Trai	ADCT	La Cima Middle School	Addendum			\$500.00
Guymon	Kate	ADDN - Curriculum Developm	ADCT	La Cima Middle School	Addendum			*\$25.00 per hour
Habinek	Angela	ADDN - Curriculum Developm	ADCT	Mesa Verde Elementary	Addendum			\$25.00 per hour
Hauer	Capella	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			*\$20.00 per hour
Hayes	Shana	ADDN - Curriculum Developm	ADCT	Mesa Verde Elementary	Addendum			\$25.00 per hour
Hernandez	Eva	ADDN - Curriculum Developm	ADCT	Mesa Verde Elementary	Addendum			\$25.00 per hour

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*	2019-2020 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

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Herron	Candace Joy	ADDN - Certified Staff Trainer	ADCT	Wetmore Center	Addendum			*\$30.00 per hour
Herron	Candace	ADDN - Summer Institute Trai	ADCT	Wilson K-8 School	Addendum			*\$87.50 per hour
Hervert	Margaret Ann	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour
Hooton	Rose	ADDN - Summer School Teac	ADCT	La Cima Middle School	Addendum			*\$1,440.00
Huang	Frederick	Counselor	ADCT	Amphi High School	Addendum			*\$190.00
Knight	Alison	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			*\$20.00 per hour
Langley	Shannon	ADDN - Curriculum Developm	ADCT	Wetmore Center	Addendum			*\$25.00 per hour
Larriva	Amanda Emilia	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour
Lemieux	Laurie	ADDN - Curriculum Developm	ADCT	Mesa Verde Elementary	Addendum			*\$25.00 per hour
Lindberg	Patricia Claire	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour
Lustenberger	Renee	DH - Language Arts MS	ADCT	Cross Middle School	Addendum			\$1,200.00
Marlatt	Lauren	ADDN - Summer Institute Trai	ADCT	Wetmore Center	Addendum			*\$500.00 per day
Marner	Peggy Katherine	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			*\$20.00 per hour
Maspero	Karen Ann	ADDN - Summer School Teac	ADCT	Wilson K-8 School	Addendum			\$720.00
McGann	Timothy	Extra Duty-Certified	ADCT	CDO High School	Added Duty			*\$22.50 per hour
Michaels	Christina	ADDN - Summer School Teac	ADCT	La Cima Middle School	Addendum			*\$1,440.00
Miller Rhoads WeTerre		ADDN - Yearbook MS	ADCT	Cross Middle School	Addendum			\$1,500.00
Nicholas	Julie	DH - Social Studies MS	ADCT	Cross Middle School	Addendum			\$1,200.00
Olszewski	Cynthia	ADDN - Curriculum Developm	ADCT	Mesa Verde Elementary	Addendum			\$25.00 per hour
Paul	Kayleigh Michelle	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour
Plank	Dorothy Carmella	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour
Radloff	Callista June	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour

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*	2019-2020 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**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Ratliff	Katherine K	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			*\$20.00 per hour
Rayleigh	Kaylea	ADDN - Curriculum Developm	ADCT	Mesa Verde Elementary	Addendum			*\$25.00 per hour
Robustelli	Gabrielle	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			*\$20.00 per hour
Rose	Stileda	Counselor	ADCT	Amphi High School	Addendum			*\$229.40
Ruboyianes	Amy	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$30.00 per hour
Schiffman	Sandra	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			*\$25.00 per hour
Schleicher	Katrina	ADDN - Curriculum Developm	ADCT	Mesa Verde Elementary	Addendum			\$25.00 per hour
Schmidt	Paul	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$30.00 per hour
Shiba	Robert P	ADDN - Summer School Teac	ADCT	Wilson K-8 School	Addendum			\$720.00
Smalley	Stephanie	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$30.00 per hour
Sova	Ashley	ADDN - Performing Arts MS	ADCT	Cross Middle School	Addendum			\$600.00
Tagawa	Toru	ADDN - Performing Arts MS	ADCT	Cross Middle School	Addendum			\$600.00
Taouil	Sarah	ADDN - Summer Institute Trai	ADCT	Wetmore Center	Addendum			*\$250.00 per day
Taylor	Ethnee	DH - Science MS	ADCT	Cross Middle School	Addendum			\$1,200.00
Taylor	Sean David	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour
Taylor	Ethnee	ADDN - Newspaper MS	ADCT	Cross Middle School	Addendum			\$1,200.00
Taylor	Ethnee	ADDN - National Jr. Honor Soc	ADCT	Cross Middle School	Addendum			\$750.00
Thacker	Lynn	ADDN - Curriculum Developm	ADCT	Mesa Verde Elementary	Addendum			\$25.00 per hour
Wiechert	Hilary Katherine	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour
Willis	Maria	Counselor	ADCT	Amphi High School	Addendum			*\$220.01
Willis	John	Special Education Facilitator	ADCT	Amphi High School	Addendum			*\$243.11
Wolf	Amber Marie	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			*\$20.00 per hour

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*	2019-2020 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

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Yewell	Robyn	ADDN - Odyssey of the Mind	ADCT	Cross Middle School	Addendum		\$600.00	
Baron	Craig	Instructional Technology Spec	ADCL	Cross Middle School	Added Duty		*\$12.00 per hour	
Cochran	John Daniel	Instructional Technology Spec	ADCL	Amphi Middle School	Added Duty		*\$12.00 per hour	
Harding	Vanessa	Secretary I	ADCL	Amphi High School	Added Duty		\$12.00 per hour	
Pearcy	Cynthia	Clerk II	ADCL	Wetmore Center	Added Duty		*\$12.00 per hour	
Pruitt	Michelle	School Administrative Assistar	ADCL	Mesa Verde Elementary	Added Duty		\$15.42 per hour	

*	2019-2020 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: July 14, 2020

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of July 6, 2020

RECOMMENDATION:

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

INITIATED BY:


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

Date: July 6, 2020


Todd A. Jaeger, J.D., Superintendent

7/14/2020

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Chen	Kelly	Speech/Language Pathologist	CT-PR	Donaldson Elementary	08/03/2020	Start date
Bradford	James	Custodian I	CL	Amphi High School	06/10/2020	Start date
Brown	Cecile	Custodian III	CL	Ironwood Ridge High	05/21/2020	Start date
Gran	Jennifer	Teacher - Special Education Resou		Rillito Center	08/03/2020	Start date
Merendo	Erin	Teacher - Special Education Resou		Ironwood Ridge High	08/06/2020	Start date

* 2019-2020 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: July 14, 2020

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

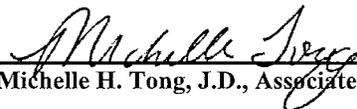
BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of July 6, 2020

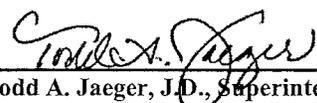
RECOMMENDATION:

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: July 6, 2020


Todd A. Jaeger, J.D., Superintendent

7/14/2020

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Ball	Gerad	Principal	CT-AD	Coronado K-8 School	06/30/2020	Resignation	*
Laumets	Kristjan	Principal	CT-AD	Copper Creek Elementary	05/29/2020	Resignation	*
Tilicki	Philip	Assistant Principal	CT-AD	Coronado K-8 School	06/05/2020	Resignation	*
Castillo Jimenez	Armando	Groundskeeper I	CL	Facilities Support	06/24/2020	Resignation	*
Downing	Janet	Secretary II	CL	Wetmore Center	06/30/2020	Retirement	*
Gorgees	Nahrin	Special Education Teaching	CL	Amphi High School	05/21/2020	Resignation	*
Herrera	Luis	Custodian I	CL	Coronado K-8 School	06/30/2020	Resignation	*
Leatherbury	Julie	Custodian II	CL	Amphi Middle School	06/25/2020	Resignation	*
Sattler	Laura	Custodian I	CL	Amphi Middle School	06/15/2020	Resignation	*

*	2019-2020 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

07/14/2020
 GOVERNING BOARD MEETING
 SEPARATIONS

EXHIBIT 4
 Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Bryne	Denise		CT		06/24/2020	*19-20
Ehramjian	Ani		CT		06/22/2020	*19-20
Jones	Cathleen		CT		06/25/2020	*19-20
Min	Ben		CT		07/01/2020	
Pratt	Megan		CT		06/23/2020	*19-20
Purdue	James		CT		07/01/2020	
Syme	Shanna		CT		07/01/2020	
Williams	Kirsten		CT		06/29/2020	*19-20
Poteat	Sheresa		CL		06/24/2020	*19-20

AD Administrative
 PR Professional
 CT Certified
 CL Classified



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

DATE OF MEETING: July 14, 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.

June 23, 2020
June 9, 2020
August 13, 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: July 9, 2020

Todd A. Jaeger, J.D., Superintendent

**Minutes of the Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, June 23, 2020**

A Special public meeting of the Governing Board of the Amphitheater Public Schools was held on Tuesday, June 23, 2020, beginning at 5:30 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

(Members who attended telephonically are in italics)

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

Ms. Vicki Cox Golder, Vice President

Dr. Scott K. Baker, Member

Mr. Matthew A. Kopec, Member

Ms. Susan Zibrat, Member

Superintendent's Cabinet Members Present

(Members who attended via WebEx live streaming are in italics)

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 General 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 5:30 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 businesses should take necessary precautions when holding public meetings 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 exercise safe social distancing for this Board meeting.

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

PLEDGE OF ALLEGIANCE

President Day asked Ms. Tassi Call to lead the Pledge.

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

President Day announced that the next Regular Governing Board meeting would be held on Tuesday, July 14, 2020 at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ in the Leadership & Professional Development Center.

PUBLIC COMMENT¹

President Day reminded the speakers of the Call to the Audience procedures.

Ms. Nina Godlweski, teacher at Canyon del Oro High School, thanked the school board, the Administration, District teachers, and parents for serving on the Blue Ribbon Task Force, charged with the mission of the safe opening of the schools in the fall. She said that teachers are worried about the health and welfare of the students and anxious about delivering a rigorous curriculum. She also said that the ability to monitor and adjust will be needed more going into this school year than ever before. Her hope is that the recommendation to open will allow for the ownership of their classroom spaces (whatever that may look like), while keeping the safety of all staff members in mind. Ms. Godlweski acknowledged the proactive purchase of technology by the district to be used by the students during these unprecedented times, which will allow the teachers to be able to be flexible and creative in the fall. She said the teachers of Amphi are ready for the challenges.

Ms. Lisa Millerd, Amphitheater Education Association (AEA) President, spoke in regards to her role as the Amphi EA President. Ms. Millerd told the Board that she was invited to participate in an Arizona Department of Education (ADE) Virtual Teacher Table with State Superintendent Kathy Hoffman, her staff, and educators from around the state. Topics discussed included guidelines for social and emotional learning, retention and recruitment, the importance of relationships, and mentoring of support staff. Also discussed were curriculum and instruction, and trainings for parents and students for online learning. Another topic discussed was the hiring and support of statewide educators in underrepresented populations under the concept of race, diversity, and equity. Ms. Millerd then gave an update on “Invest in Ed” signatures. In the city of Tucson, over 4,000 signatures were collected. AEA will be hosting events to acquire more signatures. She reported, (subject to change) an approximate \$7,810,000.00 for compensation and retention of staff if this initiative is approved in November.

Ms. Smith, Executive Assistant to the Superintendent and Governing Board, read the following public comments that were sent in to be read at the Board meeting.

Ms. Sonya Gauna, Social Studies Department Chair at Canyon del Oro High School (CDO), asked for teachers and staff to be considered in the reopening plan and for staff and students to be provided with a safe and healthy work environment. She had some questions concerning teachers, staff, and family members who are at high risk or immune compromised. She also asked for clarification if a staff or a student tests positive for COVID-19 and wondered if there would be substitutes to cover all staffing needs. Ms. Guana noted that she left voicemails with Governor Ducey and sent emails to legislators asking for a special session to allow for discussion regarding a change in funding for this school year.

Ms. Eileen Althouse, Bookkeeper II in the Finance and Accounting office, asked for clarification regarding the guidelines for COVID-19 in the workplace. She stated that the

Communications Department sent out an e-mail stating that due to the Pima County guidelines we need to wear masks on a continuous basis if we cannot maintain proper social distance. She said that certainly is not happening at Wetmore. She wanted to know who is going to make that decision and who decides if your department has proper social distancing? Who decides if we need to wear masks on a continuous basis? She said that she had heard that there are some sites/departments that have supervisors/managers that leave it up to the discretion of the employees. Ms. Althouse wanted to know who makes the decisions as to what is safe, and how it is enforced and that everyone should be following the same rules. She also wanted to know about traveling by air and returning to work, wondering if she will be quarantined for a period of time once returning from a trip.

Ms. Tong asked President Day for permission to speak to clarify information from the Public Comment that was just read. President Day so granted. Ms. Tong reminded the Board that while the Board may not respond to public comment, clarification on incorrect information is advised. Ms. Tong said that clear guidance had been sent out to all current employees which included the Wetmore District offices. Amphitheater employees have been directed to follow the Center for Disease Control (CDC) guidelines; everyone needs to be physically distanced and if an employee cannot be at least six feet from a coworker or member of the public then a mask is required. Information was also sent out to all employees letting them know that if they have concerns regarding work space safety measures they may fill out a form to request safety measures be implemented. A committee will review the area to determine if accommodations are required for physical distancing. The committee is made of the following staff members: James Burns, Executive Manager of Operational Support; David Rucker, Equity & Safety Compliance Officer; and Joseph Murieta, Benefits Manager. Ms. Tong wanted to clarify for the Board that provisions have been made to accommodate staff when needed and multiple communications have gone out with this information as well as expectations and guidelines while at work. Employees should go through their supervisor for clarification to these communications.

1. CONSENT AGENDA³

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

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

President Day asked if there were any Items that should be pulled for further discussion. Superintendent Jaeger asked for Consent Agenda Item 1.A. be pulled for his recommendation. President Day approved.

Superintendent Jaeger introduced the recommended candidate, Mr. Robert Wolf, for the position of Assistant Director of Student Services. Superintendent Jaeger spoke of Mr. Wolf's ethics, education, and work experience both in the Amphi School District and out of District as listed in Exhibit 1a.

Vice President Cox Golder moved for Consent Agenda Items A. – O. be approved as presented. Ms. Zibrat 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.-O. passed.

A. Approval of Appointment of Administrative Personnel

Administrative personnel appointments were approved as listed in Exhibit 1a.

B. Approval of Personnel Changes

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

C. Approval of Leave(s) of Absence

Leaves of absence were approved as listed in Exhibit 3.

D. Approval of Appointment of Non-Administrative Personnel

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

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

Separations and terminations were approved as listed in Exhibit 4.

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,128,616.42

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 5.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1333	\$202,736.38	1334	\$83,858.00	1335	\$340,832.22
1336	\$32,441.59	1337	\$168,092.43	1338	\$245,473.17
1339	\$121,707.75	1341	\$39,534.24	1342	\$10,791.69
1343	\$167,702.82	1344	\$94,309.64	1345	\$22,439.94
1346	\$158,280.24	1347	\$440,416.31		

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

The Governing Board approved the Monthly Status Report for the Fiscal Year 2019-2020 as listed in Exhibit 6.

H. Acceptance of Gifts

Gifts were accepted by the Governing Board as listed in Exhibit 7.

I. Annual Approval of All Authorized Signatories on District Checking Accounts for the 2020-2021 Fiscal Year

The Governing Board approved the annual approval of all authorized signatories on District checking accounts for the 2020-2021 Fiscal Year as listed in Exhibit 8.

J. Approval of Out of State Travel

The Governing Board approved the out of state travel requests as listed in Exhibit 9.

K. Award of Contracts for Elementary Science and/or Elementary Engineering Curriculum and Materials Based Upon Responses to Request for Bid (RFB) 04-14-2020

The Governing Board approved the Award of Contracts for Elementary Science and/or Elementary Engineering Curriculum and materials based upon responses to request for bid (RFB) 04-14-2020 as presented in Exhibit 10.

L. Award of Contract for Rillito Center Roof Replacement Based Upon Responses to Request for Bid (RFB) 05-29-2020

The Governing Board approved the Award of Contract for Rillito Center roof replacement based upon responses to request for bid (RFB) 05-29-2020 as presented in Exhibit 11.

M. Award of Contract for New and Replacement Window Glass Based Upon Responses to Request for Bid (RFB) 06-03-2020

The Governing Board approved the Award of Contract for new and replacement window glass based upon responses to request for bid (RFB) 06-03-2020 as presented in Exhibit 12.

N. Approval of One-Time Permission for Employees to Carry-Forward and/or Sell Back Unused Vacation Days from FY 2019-2020 for Employees Unable to Take Vacation Time Due to Work Obligations Related to the COVID-19 Pandemic

The Governing Board approved the Approval of One-Time Permission for Employees to Carry-Forward and/or Sell Back Unused Vacation Days from FY 2019-2020 for employees unable to take vacation time due to work obligations related to the COVID-19 pandemic 2020 as presented in Exhibit 13.

O. Approval of Revisions to Governing Board Policy JFAA (Admissions of Resident Students) with Accompanying Exhibits and Policy JFAB (Admissions of Nonresident Students) with Accompanying Exhibits

The Governing Board approved the Approval of Revisions to Governing Board Policy JFAA (Admissions of Resident Students) with Accompanying Exhibits and Policy JFAB (Admissions of Nonresident Students) with Accompanying Exhibits as presented in Exhibit 14.

2. STUDY/ACTION

A. Study and Approval of the Proposed Expenditure Budget for Fiscal Year 2020-2021
Superintendent Jaeger asked Mr. Little to review the proposed expenditure budget for the next school year.

Mr. Little explained that school districts are required to adopt a proposed budget annually and displayed for public review for at least ten days before their formal adoption of the budget. The proposed budget was presented, and the adopted budget will be presented at the July 14, 2020 Governing Board meeting. He noted that this year's budget is more challenging than in previous years and was built assuming that a declining enrollment trend continues and all students will be in a classroom building environment. Mr. Little presented significant changes to the budget as presented in Exhibit 15.

- **Cover Page:** The property tax rates have been adjusted to reflect assessed valuation changes and the passage of the new override. The exact impact to individual property owners will be determined by how their property values changed relative to the state average. Overall, most home owners will see a slight increase in their property tax bill associated with the new K-3 override.

- Page 1 of 8: Overall, the Maintenance and Operations budget has increased by \$2,954,044 from the 2019-2020 budget revision number 2. This increase in the total budget is the result of inflation funding and the increased override amount.
- Page 3 of 8: Slight decrease to Proposition 301 revenues is projected. This budget anticipates collections of \$6,384,591 in 2020-2021, 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 \$920,427 budget reduction from the Legislature. The actual number will not be finalized until May of 2021. It is important to note that the Unrestricted Capital funding formula should provide \$6,052,199 in funding rather than the \$5,131,752 that is available with the Legislative reduction.

Mr. Little noted that there will be an increase to the federal funding lines for the potential CARES money as it is distributed.

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

President Day asked Mr. Little to explain the percentage changes in the general administration expenditures on page one of eleven from Exhibit 15. Mr. Little explained that the increase is largely due to the anticipated cost of the November election. They may be higher if the county goes to mail-in ballots, which the county may require this year. Mail-in ballots are considerably more costly than the traditional polling place. Increases are also due to staffing changes, including employees that have been moved between funding sources. Also factored in is the anticipation of leave pay-outs and unemployment as potential outcomes resulting from the closures. Lastly, there are costs for anticipated trainings.

President Day moved to accept the proposed expenditure budget for fiscal year 2020-2021. Ms. Zibrat 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. The proposed expenditure budget for fiscal year 2020-2021 was approved as presented in Exhibit 15.

3. EXECUTIVE SESSION

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

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

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

- a. Student #30058956
- b. Student #30025460
- c. Student #30026326

- d. Student #30060046
- e. Student #30025454

RECONVENE PUBLIC MEETING

President Day reconvened the public meeting at 6:40 p.m.

PUBLIC COMMENT¹

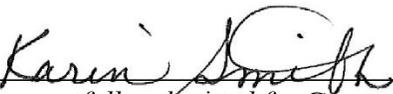
There were none.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

President Day asked for information on the International Baccalaureate program. There were no other requests.

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 6:41 p.m.



Minutes respectfully submitted for Governing Board Approval July 8, 2020
Date
Karin Smith
Executive Assistant to the Superintendent and Governing Board

Ms. Deanna M. Day, M.Ed., Governing Board President July 14, 2020
Date

Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
Tuesday, June 9, 2020

A Regular Public meeting of the Governing Board of Amphitheater Public Schools was held Tuesday, June 9, 2020, beginning at 6:00 p.m. at the Wetmore Center, 701 West Wetmore Road, Tucson AZ in the Leadership & Professional Development Center. The meeting was held under COVID-19 pandemic related conditions.

Governing Board Members Present

(Members who attended telephonically are in italics)

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

Ms. Vicki Cox Golder, Vice President – via telephone

Dr. Scott K. Baker, Member – via telephone

Mr. Matthew A. Kopec, Member – via telephone

Ms. Susan Zibrat, Member

Superintendent's Cabinet Members Present

(Members who attended via WebEx live steaming are in italics)

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 6:00 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 telephonic means. This meeting was live streamed for the public.

PLEDGE OF ALLEGIANCE

President Day asked Dr. Lopez 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, June 23, 2020 at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ in the Leadership & Professional Development Center.

1. PUBLIC COMMENT

Ms. Darlene Rowe, teacher at Coronado K-8 School, spoke about several of the professional development classes that she was taking this summer. She said that she hopes the District will train staff in social emotional learning and trauma informed practices. She also mentioned that she and Amphitheater Education Association (AEA/AmphiEA) called members to do a well check and gather information. The overall response was positive. Ms. Rowe asked several questions regarding the reopening of schools including special funding for special education; how will special needs students social distance; will they be required to wear a mask; and how will one-on-one aides socially distance themselves?

Ms. Lisa Millerd, AEA President and teacher at Amphitheater High School, talked about the history of teacher unions and the importance of AEA. She said AEA is here to serve the interests of the membership, and they are trained to represent employees during negotiations for compensation, benefits, and working conditions. AEA serves as advocates when difficult situations arise between employees and their supervisor. AEA brings employee concerns and solutions to District leadership. Ms. Millerd said AEA, with the District, shares the vision and mission to provide a quality education. All employees are entitled to be treated fairly and with respect. She said that students and employees are to be honored for their cultural and racial differences.

Ms. Rebecca Green, AEA Vice President and teacher at Coronado K-8 School, said that she is still learning her role as AEA Vice President and will speak up for kids and colleagues. She talked about the positive impact she felt as she attended a Blue Ribbon committee meeting for reopening schools. She said the diversity of the team and the facilitation led to some strong working ideas for kids. She left the meeting feeling hopeful and inspired. Ms. Green said she would like to build a collaborative relationship between AEA and the District. She asked that the District administration have an internal conversation to identify steps to build a strong collaborative relationship between AmphiEA and the District. She said at the next AmphiEA Board meeting she will do the same.

2. INFORMATION

A. Superintendent's Report

Superintendent Jaeger mentioned that the current pandemic prohibited the traditional graduation ceremonies. High school staff put together individual graduation ceremonies. Students and staff followed Center for Disease Control and Prevention/Arizona Department of Health Services (CDC/ADHS) guidelines as each senior and four family members progressed through a staging process. This individual process allowed for professional photos and personal photo ops. It was not our usual, but the positive differences may influence future graduations as well. Feedback from families was overwhelmingly positive. Superintendent Jaeger thanked the principals and staff teams at

each school who made this happen. Superintendent Jaeger expressed his disappointment, and the Board's, that they were not able to be a part of this year's ceremonies, but if they attended that would have reduced family members able to attend. He thanked the Amphitheater Foundation for sponsoring our graduation broadcasts on KOLD-TV. These airings gave our graduates and their friends and families an additional opportunity to celebrate, and served as the vehicles through which we could deliver the traditional speeches from our senior class leaders, President Day, the principals, and Superintendent Jaeger.

Superintendent Jaeger showed several promotion celebrations from several of the elementary and middle schools through a Power Point Presentation.

He shared information on the District's new child care vendor, AlphaBest. The District issued a letter to parents and staff providing an update regarding the new child care along with their contact information. Information also was sent out in the District newsletter and a media press release. AlphaBest is in communication with parents and is actively hiring staff.

Superintendent Jaeger explained the new Blue Ribbon Task Force for Reopening School. There were 230 applicants interested in assisting with the task force. Ten subcommittees are being formed with a large task force advisory panel. There will also be future surveys of the broader public and employee groups. Superintendent's Cabinet and administration have been studying issues simultaneously with and through the support of Task Force members.

He noted that in order to meet predictable and potential needs in a competitive and crowded marketplace, certain items have been ordered, these include 4,000 ChromeBooks to meet student needs and 700 cameras for classrooms. A Zoom licensure has also been acquired.

Summer Professional Development Institute is underway for on-site and at-home learners (hybrid).

He mentioned that summer meals are continuing to be distributed to students through an updated schedule. Free meals kits are handed out every Tuesday and Thursday. These kits will feed the child for the entire week, thus saving multiple or daily trips for students to pick up their meals. The District has provided nearly 300,000 meals to date since the closure of our schools. These meals are for anyone, 18 years old and younger, regardless of enrollment or free/reduced meal status. Superintendent Jaeger thanked Amphi Food Service for their service to our community.

Due to the COVID-19 Phase 1 restrictions, which has not allowed traditional (in-building) summer school and summer extracurricular activities, the District has offered an online summer school session only.

Superintendent Jaeger said that he was invited to meet with Governing Ducey at a roundtable of sixteen K-12 education leaders on June 8, 2020. State Superintendent Kathy Hoffman, ADHS Director Dr. Cara Christ, and Arizona Department of Child Safety (DCS) Director Mike Faust also attended. Superintendent Jaeger relayed concerns of parents, teachers and staff, as well as District concerns. Governor Ducey was very receptive and expressed empathy and understanding of their concerns and voiced support of our needs. Superintendent Jaeger was grateful for the opportunity to participate.

Superintendent Jaeger talk about upcoming events including regular and recurring meetings. On June 10, 2020 he will meet with the Amphi Education Association President Lisa Millerd and Vice President (Support Staff) Robert Wacker. He will be sharing an update on the reopening processes and issues as well as seeking their input. Also, June 10, he will hold a Cabinet meeting focusing on reopening the schools and communication with community regarding the progress of the Task Force. Weekly meetings with area superintendents regarding pandemic, and school reopening related matters, continue. Weekly meetings with the Pima County Health Department leadership also continues. Superintendent Jaeger told the Board that the first survey of the broader community regarding reopening schools will be sent out in the near future.

Superintendent Jaeger reminded the Board of the District's summer schedule which began June 1 and will continue through July 17. Staff who work during the summer will be working 10-hour workdays, Monday through Thursday.

Lastly, Superintendent Jaeger gave a shout-out to the Amphi food Service. They have partnered with the Community Food Bank and the Arizona National Guard to distribute fresh fruits and vegetables to our families when they pick up their student meals. In May, pallets of produce were delivered to Amphi Middle School. The hope is to offer this service on a regular basis at schools around the District.

B. Status of Bond Projects

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

Mr. Burns gave an update on the following projects.

For detailed information see Exhibit 12.

Amphitheater High School (AHS) Bonds projects include the exterior painting to the 100 wing north fascia, which is complete. Asphalt repairs are in progress to the parking lot and baseball fields. The library renovation of three new air-conditioning (A/C) units, new carpet, and lighting upgrades in two classrooms are in progress. School Facilities Board (SFB) projects in progress include the structural evaluation of the 300 wing and the main gym roof replacement. The welding lab in building 800 is 98% complete.

Canyon del Oro High School (CDO) Bond projects of the main switchgear modernization is now complete. Upcoming projects include the T building fan coil improvements, replacing the main water backflow valve, and replacing existing shingles on the grounds building. SFB campus roofing to buildings E, J, and K are near completion. The SFB has approved the design document for the campus roofing, phase II. The Adjacent Ways projects paving and curb install to the fire lane by tennis courts is now complete.

Ironwood Ridge High School (IRHS) completed Bond projects include Americans with Disabilities Act (ADA) parking lot improvements, sinks and faucet replacement in the science classrooms, replacement of the water heater and expansion tank, the track repairs and resurfacing, and the installation of the double gates for access to the softball field. Office for Civil Rights (OCR) mandated repairs of the science tables is also complete. SFB projects in progress include the roofing on buildings A and F.

Amphitheater Middle School Bond projects underway include the Public Address (PA) system improvements, a Maker Space in room 806 B, and the weight room remodel. Lastly, the roof sealing work on the 800 building is now complete.

Copper Creek Elementary Bond projects include the central plant chiller replacement, which is near completion.

Coronado K-8 School Bond projects include the lighting replacement in rooms 5-10, which is complete. Upcoming projects include the exterior lighting fixture replacement, exterior paint improvements to the elementary buildings, administration building A/C unit replacements, and the east side security fence re-painting. SFB projects include the Multipurpose Room (MPR) roof replacement, which is 90% complete.

Cross Middle School Bond projects include a Maker Space in room 403, which is near completion. SFB projects in progress include the MPR Heating/Ventilation/Air/Conditioning (HVAC) and roof replacement.

Donaldson Elementary Bond projects include a Maker Space in room F-1, which is complete. Upcoming projects in building E include the HVAC controls, interior ceiling painting, and classroom lighting upgrades.

Harelson Elementary Bond projects underway are the mechanical hot water replacement and a Maker Space in room 7 B. SFB projects in progress are the roof & HVAC for the Funhouse.

Holaway Elementary Bond projects underway include a Maker Space in room 19 and the west side security fence and hallway lighting improvements.

Keeling Elementary Bond projects include the carpet replacement in room 230, which is now complete.

La Cima Middle School upcoming Bond projects include the exterior door replacement.

Mesa Verde Elementary Bond projects underway include the interior painting of the MPR. The carpet replacement in rooms 10, 13, 14 is now complete. The SFB roof replacement project is in process.

Painted Sky Elementary Bond projects include the fire alarm replacement design, which is now complete.

Prince Elementary upcoming Bond projects include a Maker Space in rooms 19-20 and the classroom flooring improvements for classrooms 21-25.

Rillito Center Bond projects include the green house and sensory room improvements, a new sign in front of the school, and a new water fountain with a bottle filler. Future SFB projects include the campus re-roofing.

Rio Vista Elementary Bond projects include the MPR stage vinyl composition tile (VCT) floor replacement, which is complete.

Walker Elementary Bond projects in progress include the A/C replacement for the Pre-K building.

Wilson K-8 School Bond projects include the fire alarm system replacement design, which is complete.

Ms. Zibrat thanked Mr. Burns and his crew for the projects and the work that was able to be done during the school closures.

3. CONSENT AGENDA

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>

Ms. Zibrat moved for Consent Agenda Items A. – K. be approved as presented. Vice President Cox Golder 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.-K. passed.

A. Approval of Appointment of Non-Administrative Personnel

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

B. Approval of Personnel Changes

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

C. Approval of Leave(s) of Absence

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

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

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

E. Approval of Stipend for Coaching Volunteers

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

F. Approval of Minutes of Previous Meeting(s)

The Governing Board approved the minutes for the May 26, 2020 Board meeting as submitted in Exhibit 6.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,027,111.42

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

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
331	\$140,915.48	332	\$9,967.93	333	\$181,123.39
334	\$160,648.43	335	\$42,130.35	1316	\$45,018.55
1317	\$172,524.22	1318	\$83,197.61	1319	\$73,399.61
1320	\$321,929.27	1321	\$88,022.31	1322	\$26,034.64
1323	\$299,543.56	1324	\$10,618.45	1325	\$29,777.49
1327	\$17,927.50	1328	\$210,406.39	1329	\$27,968.31
1330	\$3,930.05	1331	\$1,070.10	1332	\$80,957.78

H. Receipt of April 2020 Report on School Auxiliary and Club Balances

The Governing Board approved the report on school auxiliary and club balances as listed in Exhibit 8.

I. Acceptance of Gifts

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

J. Approval of Intergovernmental Agreement with the Pima County Joint Technological Education District No. 11.

The Governing Board approved the Intergovernmental Agreement with Pima County Joint Technological Education District No. 11 as listed in Exhibit 10.

K. Approval of the Amphitheater Teacher Performance Evaluation (ATPES) for the 2020-2021 School Year

The Governing Board approved the Amphitheater Teacher Performance Evaluation (ATPES) for the 2020-2021 school year as presented in Exhibit 11.

4. STUDY

A. Study of Governing Board Policy JFAA (Admissions of Resident Students) with Accompanying Exhibits and Policy JFAB (Admissions of Nonresident Students) with Accompanying Exhibits

Superintendent Jaeger asked Ms. Tong to present these policies to the Board.

Ms. Tong explained that this item is presented at this time for the Board’s study only. The Board may direct further revisions as it feels are appropriate. The revised policy and regulation will be brought back at a later date for the Board’s approval.

These revisions are proposed to maintain consistency with the Arizona Department of Education (ADE) Arizona Residency Guidelines, which were changed earlier this year. Ms. Tong explained the changes and new additions to Policy JFAA (Admissions of Resident Students) with exhibits JFAA-EA and JFAA-EB and Policy JFAB (Admissions of Nonresident Students) with exhibits JFAB-EA and JFAB-EB. These were presented to the Board in Exhibit 14.

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 6:45 p.m.



Minutes respectfully submitted for Governing Board Approval

July 8, 2020

Date

Karin Smith

Executive Assistant to the Superintendent and Governing Board

July 14, 2020

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

Date

**Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
August 13, 2019**

A Regular public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, August 13, 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
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 visitor's register.

1. EXECUTIVE SESSION

President Cox Golder asked for a motion to recess Open Meeting to hold an Executive Session. Vice President Zibrat moved to recess the Open Meeting to hold an Executive Session regarding Items 1.A. 1, and 2. Mr. Kopec 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 5:16 p.m.

- A. Motion to Recess Open Meeting and Hold an Executive Session for:**
- 1. Discussions or Consultations with Designated Representatives of the Public Body in Order to Consider its Position and Instruct its Representatives Regarding Negotiations for the Purchase, Sale or Lease of Real Property, Pursuant to A.R.S. §38-431.03(A)(7).**
 - 2. Discussion of Employment and Evaluation of the Superintendent, Pursuant to A.R.S. §38-431.03(A)(1).**

2. RECONVENE PUBLIC MEETING

President Cox Golder reconvened the Public Meeting at 6:24 p.m.

PLEDGE OF ALLEGIANCE

President Cox Golder asked Vice President Zibrat to lead the Pledge.

ANNOUNCEMENT OF DATE AND PLACE OF NEXT SPECIAL GOVERNING BOARD MEETING

President Cox Golder announced that the next Special Governing Board meeting would be held Tuesday, August 27, 2019 at 5:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ in the Leadership & Professional Development Center.

PUBLIC COMMENT

President Cox Golder read the procedures for the Call to the Audience.

Ms. Lisa Millerd, Amphi Education Association (AEA) president, spoke about the concept of family. She expressed what she would like District administrators to hear, to have everyone treated with respect, equity, and valued for their work. She said we are all here to do what is best for our students. She hears District administrators talk about being an Amphi family, but feels their words do not meet their actions. She continued saying that some employees do not feel like they are treated with respect or valued for their work. This being based on recent compensation negotiations as well as advocacy issues that arise in their AEA world. Ms. Millerd stated that promises were made and some did not come to fruition. Lastly, she asked that employees be shown they are valued with appropriate compensation.

Ms. Sue Clark, is an ELD teacher at Holaway Elementary, a member of AEA, and a member of the Meet and Confer team. She spoke to the Board regarding an AZ Daily Star article dated August 5, 2019. It read “*Along with TUSD, Amphi was not able to give all of their teachers 5% raises. Teachers at Amphi received 3.5% raises with senior teachers receiving a \$500 - \$1000 stipend, said a District spokeswoman. With the stipend some teachers received more than 5% and some teachers less, she said. The District didn’t dip into their capital funds for the raises.*” Ms. Clark noted that during the Meet and Confer process, the teams were told that no DAA (District Additional Assistance) money (what the article refers to as capital money) was to be used this year since it was used the previous year, right after the Red for Ed movement. Ms. Clark suggested that the Board use DAA money next year, focusing on wage compression needs of our classified personnel and rewarding and retaining our current certified personnel. If this is not possible, she continued, she wanted a communication as to why not.

Ms. Darlene Rowe is a teacher at Coronado K-8 school. She spoke in reference to a letter from Coronado teachers sent to the Governing Board, the Superintendent, and some District staff last year. She said the letter asked for less students per teacher in each classroom with consistency to that in all Amphi schools. If there are exceptions, she asked that to be communicated to the staff. Ms. Rowe asked for financial support to continue giving the excellence of service they provide. She said there was an increased number of kids with emotional and social needs, and more resources were needed to provide physically and environmentally safe environments, including more staff and smaller class sizes. She said that 8 out of 12 elementary classes have over 29 students, and the 4th grade classrooms both have over 35 students.

3. INFORMATION¹

A. Superintendent's Report

Superintendent Jaeger provided a brief report of activities in the District. He shared information about his conference in mid-July in Washington D.C. for the National School Public Relations Association (NSPRA) conference. They received a lot of great ideas for promoting our school District and noted this is where they connected with a vendor last year who helped with the marketing our District. Ms. Valenzuela briefed the Board last month regarding the marketing plan and how the District has received over 4.2 million impressions through different media sources that was directly due to the new marketing plan that was implemented.

Superintendent Jaeger talked about the many trainings that took place over the summer.

On July 31, Superintendent Jaeger welcomed new teachers to the district at the Effective Teaching Conference.

Superintendent Jaeger attended Meet and Greets at Transportation and Food Service and met several new employees.

On Thursday and Friday, August 8 and 9, Superintendent Jaeger, President Cox Golder and Vice President Zibrat visited schools, which he and the Board will continue doing. A video was shown to capture the energy of students and staff beginning a new school year with the song "We are Family" as the theme music.

In the coming weeks, he and Board members will begin Site Visits. The first one is scheduled at Transportation & Food Service, and then the Warehouse & Graphics & Printing. These departments and their employees are very much appreciated and essential, as they support all staff and our schools.

Superintendent Jaeger mentioned upcoming events including his Listening Tour at Transportation & Food Service.

Superintendent Jaeger is on the American Heart Association Board of Directors, representing the educational community and has a meeting coming up on August 22.

On August 23, he will be attending the AZ Business & Education Coalition (ABEC) membership meeting in Phoenix. And then on August 29, he will meet with the Cradle to Career (C₂C) Leadership Council. C₂C is United Way's data driven instructional improvement program. They will be supporting districts to improve early childhood literacy including dedication of \$4000 to train personnel with data analysis.

On August 30 Superintendent Jaeger will attend his first Student Advisory Council meeting for this school year at Canyon del Oro High School.

On September 4-6 he and Board Members will be attending the AZ School Board Association (ASBA) Law Conference in Phoenix.

During his personal time, Superintendent Jaeger attended a LEAP Ahead meeting. He commented on how very committed this group of individuals are, led by Ms. Beth Lake, to assist with getting the word out for our Override election. He thank Ms. Lake and the group, and said that he would help out as much as he could, on his own time and with his own resources. PTO and Site Council meetings will be gearing up. Superintendent's Cabinet members and Superintendent Jaeger will attend these meetings to brief these groups on the Override Elections. Ms. Beth Lake will pursue other resources to accomplish this as well. It is important to keep the public informed about the Override

Elections, which includes a question for a 3.5% increase for lowering K-3 class size and providing all-day Kindergarten at every Amphi school. This will free up Title 1 funds if passed.

B. Status of Bond Projects

President Cox Golder invited Mr. Burns to update the Board on our District-wide projects over the summer.

Amphitheater High School Bond projects include the campus roofing project which is complete. The 500 wing had a demising issue on the wall which had to be demolished. Construction began in July. An Adjacent Ways funded project for paving the bus loop is now complete.

Canyon del Oro High School Bond projects include upgrades of the Public Address (P.A.) system. Renovation of the football field, track, and grass are complete. The repair of a water supply line is complete. Adjacent Ways funded project included the paving of the main waterline. A School Facility Board (SFB) project for campus roofing has been delayed due to SFB roofing specification changes.

Ironwood Ridge High School Bond projects include the painting of the school hallways and courtyard canopies, which is complete now. Flooring improvements in the cafeteria, band & music rooms are complete. The central plant boiler replacement solicitation has been approved; the contractor is ordering materials; and the project is scheduled to start in September. An SFB roofing project is in the planning phase.

Amphitheater Middle School Bond projects include altering the cafeteria serving line and working with the County Health Department for a permit for a new door. They are waiting for a quote for the Multi-purpose Room (MPR) restroom repairs and new partition wall upgrades.

Coronado K-8 School Bond projects include the removal and repair of the Heating/Ventilation/Air-conditioning (HVAC) which is in progress. Security fence upgrades is complete. Security fence painting is awaiting scheduling. SFB projects include the MPR building roof replacement. They are waiting on bids due September 5. This project has been delayed by over three months due to SFB changing statewide roofing specifications.

Cross Middle School Bond projects include the renovation of the HVAC in the wrestling gym which is 99% complete. SFB projects include replacement of the HVAC equipment in the MPR. This design is 60% complete, but the project has also been delayed by over three months due to SFB changing statewide roofing specifications.

Harelson Elementary School Bond projects include the replacement of the boiler. The purchase order has been received, and submittals are approved. The carpet replacement in building B, classrooms 1 – 6 is complete. SFB Projects include roofing and HVAC in the MPR. This project has been delayed by over three months due to SFB changing statewide roofing specifications.

Keeling Elementary School A Bond project for controls for HVAC upgrades to building D is complete. Funding from the Fiesta Bowl Grant Project will provide new playground equipment, construction is scheduled to begin over fall break.

La Cima Middle School Bond project for the construction of a Maker Space is complete.

Mesa Verde Elementary School Bond projects include the renovation of the parking lot and improvements to the flooring in rooms 1 & 2. Construction is complete for both of these projects. An Adjacent Ways project for the repaving of the fire lane is complete.

Nash Elementary School Bond projects include inner-campus security fencing upgrades which are complete. Painting of the security fence is in progress. A new drinking fountain was installed in building G. They are waiting on materials for the boiler replacement.

Painted Sky Elementary School Bond projects include the completion of a Maker Space and the installation of carpet in the music room. The security fence painting is waiting for contractor scheduling. SFB projects include the roof replacement; bids are due September 5. This project has been delayed by over three months due to SFB changing statewide roofing specifications.

Prince Elementary School Bond projects include the completion of the HVAC in buildings CN, CW & CE. SFB and Adjacent Ways funded projects include building the bus loop, which is pending Amphi Governing Board and SFB approval.

Rillito Center Bond projects include renovations of the pool floor tile and re-plastering, which are complete. SFB projects include campus roofing, which is in the design phase.

Rio Vista Elementary School Bond projects include the completion of a Maker Space. They are also currently reviewing contractor quotes for the campus security fencing upgrades.

Walker Elementary School Bond projects include the completion of reconfiguring the current entrance for a single point of entry with security controls; a Maker Space; the alarm panel upgrades; the P.A. system upgrade; the administration building renovation; and the fire alarm modifications.

Wilson K-8 School Bond projects include replacing the fire alarm control panel, which has been completed. In process is the designing of the restroom with ADA modifications.

Facilities Support Services (FSS) projects included the following work at each school:

Amphitheater High School FSS replaced approximately 12' of the underground waste pipe that feeds the 300 science wing. FSS also repaired sink holes with concrete and gravel at the east driveway by the 100 wing.

Canyon del Oro High School FSS repaired and restored the walk bridge to the ball fields. They welded gate headers for the Dance room, Fine Arts, and south gym areas and modified the gate at the front entrance to the football field. The department replaced gaskets for the 480 ton chiller at the main central plant, and re-secured metal fascia panels at the Fine Arts building. Lastly, FSS repaired broken overhang panels and performed safety checks on the south gym.

Ironwood High School FSS replaced and reconfigured access control hardware and software to be able to lock the front door with a panic button. They added several new electrical outlets in the Library and welded multiple lab stools. FSS also installed new EMCS controls for the snack bar area.

La Cima Middle School FSS added electrical reals for a Maker Space and removed and reinstalled several heavy slate-top lab tables in the science rooms. They upgraded the EMCS controls (hardware and software) and repaired the two older train chillers, in order for them to run at 100% while a newer chiller is being repaired.

Amphitheater Middle School. FSS replaced all underground fire alarm cabling that feeds the administration building, library, and MPR, including installation with new conduit.

Coronado K-8 School FSS modified the railing in the Band room for wheelchair accessibility.

Cross Middle School FSS removed a 30' wall of fibrous panels, per fire inspector's mandate. They also reconfigured the entry threshold and installed tile for the walk-in freezer.

Copper Creek Elementary FSS installed chair rails in the nurse's office electrical connections for the new access control doors.

Harelson Elementary FSS emptied six rooms of furniture to accommodate a Bonds project for carpeting.

Mesa Verde Elementary FSS installed electrical and plumbing for a new bidet in room 12 for students with special needs.

Nash Elementary FSS built out a wall to mount new drinking fountains on the second floor in the new building. They then installed the new drinking fountains.

Walker Elementary FSS finished most of the re-roofing repairs.

Wilson K-8 School FSS built and installed bookshelves in the library.

Wetmore Center FSS built new offices, desks, and cabinetry in School Operations.

FSS Additional projects District-wide:

- FSS painted 168 classroom.
- FSS removed 80 old TV's and mounts from La Cima, AHS, and Holaway.
- FSS removed and relocated white boards at various sites.
- FSS programmed new master clocks for several sites and set up remote IP connections for inputting bell schedules.
- FSS cleaned clay traps at all of the science labs.
- FSS repaired gas valves and preformed operation checks for high school and middle school science labs.

FSS Additional Grounds projects included the following:

- FSS re-graded the wash and reconfigured a dirt bridge for better drainage at an area east of the softball field to alleviate monsoonal flooding.
- FSS added sand for regrading of the practice fields to reduce the use on main field.
- FSS built a retaining wall to curb erosion on the visitor side of the bleachers.
- FSS regraded the football field scoreboard dirt area for better drainage and maintenance.
- FSS trimmed large trees throughout the District.

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

President Cox Golder questioned why a Maker Space at some schools is so differently priced in one class and school than another class and school.

Mr. Burns stated that the cost depends on whether the room was carpeted before the start of the project, as a Maker Space is required to have no carpet. La Cima took a science

room that did not have any carpet and was able to cut cost since they didn't have to remove carpet or scrape the floor.

Mr. Burns was thanked for a job well done and detailed report. See Exhibit 14 for details.

C. Report on the Effective Teaching Conference 2019

Superintendent Jaeger introduced the item and invited Dr. Lopez to present this Item to the Board.

Dr. Lopez thanked the Board and Superintendent Jaeger for this opportunity to talk about our professional development. The Effective Teaching Conference began many years ago to welcome and introduce new staff to their work environment at Amphi.

Dr. Lopez noted that the host site this year was Amphitheater High School and thanked them for their hospitality. There were 31 first year teachers who attended the conference. These first year teachers will be matched with a mentor for their first year. There were 41 elementary teachers, 22 middle school teachers, 27 high school teachers, and 18 other professional staff that also attended the conference.

Board members also attended the conference and welcomed our new staff. The opening session was led by Superintendent Jaeger. Dr. Lopez taught teaching standards and the Portrait of the Graduate, and Ms. Tong introduced legal issues to the group. Attendees were required to attend two business sessions, one Tyler SIS. The other session everyone attended was presented by Ms. Valenzuela and Dr. Lopez called "The Amphi Way" -- a session about the history of Amphi and proper protocols.

Other session topics included classroom planning, classroom management, needs of all learners, and a new STEM session.

Dr. Lopez thanked several groups for hosting breakfast and lunch during the Effective Teaching Conference including the Amphi Foundation, Amphi Education Association, Amphi Food Service, and Jim Click.

Dr. Lopez mentioned that the 31 new teachers (brand new to teaching) was met with a mentor. Mentors will meet throughout the year. This year, the Curriculum Support group added a three-day session called "Boost" for these teachers. They attended extensive planning and classroom management sessions.

D. Overview of Professional Development Offerings Summer 2019

Superintendent Jaeger told the Board that the Summer Institute was made available because of Results Based Funding. Teachers who attended were paid for their time at this Summer Institute with Results Based Funding to replicate successes at other schools. He invited Dr. Lopez to present this Item to the Board.

Dr. Lopez noted that this was the first time the District was able to pay teachers to attend professional development sessions. These summer institutes were developed by District employees and outside consultants were not hired for these sessions. The results were very successful. These sessions were replication topics, strategies and in-depth trainings, all from Results Based Funding. She noted the following topics that were offered: Integrating STEM; Picture Perfect STEM (K-1) (2-3) (4-5); Number Talks; Daily Number Routines; PBIS; Balanced Literacy (intermediate grades); Project CRISS (middle and high school); R.E.E.L. (early literacy); Fruit Fly Genetics; Digital Integration Training; and Trauma Informed Practices.

Dr. Lopez mentioned that the participant feedback was encouraging and that 100% of the participants felt the sessions were useful and practical, and would assist them in improving their instructional practice. Participants also felt that there were opportunities during the sessions to collaborate with colleagues and the facilitators helped connect this content to the Portrait of the Graduate. The last feedback showed that 70% of the participants signed up for this summer institute because they were being paid; 20% said it didn't matter much; and 10% said it didn't matter at all.

Dr. Lopez showed quotes from participants stating instructors were very well prepared and engaging, information was relevant, and will be useful in the classroom.

Dr. Lopez offered to answer questions the Board may have. Ms. Day asked how many teachers participated. Dr. Lopez said they had 272 participants with 42 teachers in the biggest class which was Integrating STEM with Mr. McConnell. The smallest class size was 6 in Fruit Fly Genetics. These were teachers from middle schools who are teaching this course.

4. **CONSENT AGENDA**³

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. - N. 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 appointed as listed in Exhibit 1.

B. Approval of Personnel Changes

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

C. Approval of Leave(s) of Absence

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

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

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

E. Approval of Stipend for Coaching Volunteers

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

F. Approval of Minutes of Previous Meeting(s)

Minutes from the October 16, 2018 and August 6, 2019 Governing Board meetings were approved as listed in Exhibit 6.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,879,525.97
A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as listed in Exhibit 7:

VOUCHER #	Amount	VOUCHER #	Amount
1031	\$ 2,437.81	1032	\$ 25,491.83
1027	\$ 69,545.35	1030	\$ 58,503.90
1028	\$ 86,016.26	1029	\$ 72,989.00
363 ENC	\$ 20,602.09	364 ENC	\$ 28,420.79
362 ENC	\$ 94,274.37	1020	\$ 155,222.22
1021	\$ 243,119.07	1022	\$ 22,381.54
1024	\$ 21,491.14	1025	\$ 124,067.99
1026	\$ 19,920.73	361 ENC	\$ 12,246.60
360 ENC	\$ 56,785.34	1018	\$ 611,594.48
1017	\$ 323,409.03	1016	\$ 6,903.12
1015	\$ 175,736.99	1014	\$ 69,608.82
1013	\$ 220,132.96	259 ENC	\$ 7,153.71
358 ENC	\$ 174,637.05	357 ENC	\$ 11,350.39
356 ENC	\$ 17,520.78	355 ENC	\$ 147,962.61

H. Acceptance of Gifts

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

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

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

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

The following Parent Support Organization(s) were approved by the Governing Board. Exhibit 10. CDO Baseball Booster Club, Copper Creek Elementary PTO, CDO Spiritline Booster, CDO Girls Volleyball Booster Club, IRHS Boy's Basketball, Amphi Panther Pride Boosters, IRHS Swim Parent Advisory Committee, and IRHS Girl's Golf Booster Club.

K. Approval of Out of State Travel

Out of State Travel was approved as listed in Exhibit 11.

L. Approval of Textbook for Adoption - Advanced Placement (AP) American Government

The Governing Board approved the textbook for adoption - Advanced Placement (AP) American Government as listed in Exhibit 12.

M. Approval of Food Service Agreement - School Year 2019-2020

The Governing Board approved the Food Service Agreement for School Year 2019-2020 as listed in Exhibit 13.

N. Award of Contract for Prince Elementary School Bus Loop Based Upon Responses to Request for Bid (RFB) 07-30-2019

The Governing Board approved the Award of Contract for Prince Elementary School Bus Loop Based Upon Responses to Request for Bid (RFB) 07-30-2019.

5. STUDY/ACTION

A. Determination of Governing Board Position on ASBA Legislative Action Agenda Items; Direction to Delegate and Alternate

Superintendent Jaeger introduced the item and invited Ms. Tong to present it to the Board.

Ms. Tong reminded the Board that this Item had been reviewed at a previous Governing Board meeting and a delegate and alternate delegate had been selected. The Arizona School Board Association (ASBA) Law Conference and Delegate Assembly will be held in September. Ms. Tong said the administration recommends that the Governing Board provide direction to the delegates, Dr. Baker and alternate Mr. Kopec, on legislative matters of concern to the Board and provide direction on how the delegate or alternate delegate should vote on matters. The ASBA has given us their suggestions and now is an opportunity for the Board to voice its opinions. They can draw from ASBA's suggested priorities or others.

Ms. Day moved that the Board's delegate and alternate use their good judgement on how to vote. Ms. 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. The item passed.

B. Approval of Revisions to Governing Board Policies Developed through the Meet and Confer Process:

**Policy GCCH (Professional Staff Bereavement Leave);
Regulation GCCH-R (Professional Staff Bereavement Leave);
Policy GCQFA (Discipline Professional - Reprimand);
Policy GDCH (Support Staff Bereavement Leave); and
Regulation GDCH-R (Support Staff Bereavement Leave).**

Approval of New Governing Board Policies Developed through the Meet and Confer Process:

**Proposed New Policy GB _____ (Bereavement Leave); and
Proposed New Regulation GB _____-R (Bereavement Leave).**

Superintendent Jaeger noted that the policies on this Item were developed through the Meet and Confer process and the Board was previously briefed on them in Executive Session and publicly. He said that this is presented to the Board for approval and adoption. He invited Ms. Tong to answer any questions the Board may have or add any additional information the Board may need.

Ms. Tong noted that after the last presentation of the proposed changes there were no comments from the Board or the public and therefore this Item was presented for Board's approval as presented at the last meeting.

Ms. Day moved that this item be approved as presented. Ms. 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.

PUBLIC COMMENT

There were no public comments.

BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Ms. Day asked for information on what the District does to attract gifted students. She also asked what the District high schools do for credit recovery and wanted to know what are our counselors are telling students who are struggling.

There were no other requests.

ADJOURNMENT

Ms. Day moved to adjourn the meeting. Ms. 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 7:27 p.m.



Minutes respectfully submitted for Governing Board Approval

Karin Smith, Executive Assistant to the Superintendent and Governing Board

July 8, 2020

Date

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

July 14, 2020

Date



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

DATE OF MEETING: July 14, 2020

TITLE: Approval of Vouchers Totaling and Not Exceeding Approximately \$3,453,961.67
(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: July 13, 2020

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: July 14, 2020

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

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: June 24, 2020

Todd A. Jaeger, J.D., Superintendent

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

Beginning Balance	\$ 2,416,338.56
Plus Deposits	48,445.72
Less Disbursements	<u>(159,737.60)</u>
Ending Book Balance For All Schools	<u><u>\$2,305,046.68</u></u>
Outstanding Deposits	(189,071.53)
Outstanding Checks	<u>62,426.35</u>
Ending Bank Balance For All Schools	<u><u>\$2,178,401.50</u></u>

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

Beginning Balance	\$ 659,568.14
Plus Deposits	17,090.60
Less Disbursements	<u>(15,505.37)</u>
Ending Book Balance For All Schools	<u><u>\$661,153.37</u></u>
Outstanding Deposits	\$ (15,717.25)
Outstanding Checks	<u>5,562.26</u>
Ending Bank Balance For All Schools	<u><u>\$650,998.38</u></u>

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

Amphi Middle School

Student Gov't	\$3,280.39
AVID	\$1,212.29
Culture Exchange	\$1,146.07
MESA Club	148.06
NJHS	401.56
Odyssey of the Mind	752.17
Science Club	1,511.52
Sports Academy	30.00
Yearbook	2,377.16
-Deposits in Transit/+Outstanding Checks	0.00
Amphi Middle School Total	\$10,859.22

Copper Creek Elementary

Student Council	\$946.14
Accelerated Reader Club	845.33
Turq. Times	32.38
-Deposits in Transit/+Outstanding Checks	1,371.86
Copper Creek Total	\$3,195.71

Coronado K-8 Schools

Elementary Student Council	\$4,738.12
Middle School Student Council	292.14
Astronomy/Space & Science	221.76
Band	3,951.05
C.H.O.I.C.E.S.	420.99
Chorus	1,319.41
Coronado FCA	42.00
Coronado Musicians Club	1,120.05
Indoor Percussion Club	1,005.00
Kids Helping Kids	339.13
NEHS	41.00
National Junior Honor Society	3,439.01
Odyssey of the Mind	1,577.35
Orchestra	930.57
Running Club	2,872.56
Wrestlers Club	871.70
-Deposits in Transit/+Outstanding Checks	0.00
Coronado Total	\$23,181.84

Cross Middle School

Student Council	\$7,365.11
6th Grade Club	282.15
Band Club	2,060.92
Choir Club	2,216.40
Future Problem Solvers	145.00
Guitar Club	2,088.46
Life Skills Exploratory Club	142.96
Math Counts	242.87
Musical Theater Club	1,315.32
NJHS	292.00
Orchestra Club	4,478.73
PE Club	3,162.13
Star Club	1,550.57
Tri-M Club	335.31
Web Club	509.59
-Deposits in Transit/+Outstanding Checks	-596.49
Cross Middle School Total	\$25,591.03

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

Donaldson Elementary

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

Harelson Elementary

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

Holaway Elementary

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

Innovation Academy

Student Council	\$1,359.07
Algebra Club	\$395.37
Entrepreneur Club	\$43.90
Odyssey of the Mind	\$3,287.47
-Deposits in Transit/+Outstanding Checks	\$0.00
Innovation Academy Total	\$5,085.81

Keeling Elementary

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

La Cima Middle School

Student Council	\$8,739.97
NJHS	1,108.00
-Deposits in Transit/+Outstanding Checks	0.00
La Cima Total	\$9,847.97

Mesa Verde Elementary

Student Council	\$3,946.90
-Deposits in Transit/+Outstanding Checks	247.00
Mesa Verde Total	\$4,193.90

Nash Elementary

Student Council	\$1,913.00
-Deposits in Transit/+Outstanding Checks	0.00
Nash Total	\$1,913.00

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

Painted Sky Elementary

Student Council	\$4,278.26
Nature Shop	\$1,713.54
Orchestra	\$358.97
Band	\$184.45
Chorus	\$591.45
Milers	\$75.76
OM	\$951.79
Bagel & Books	\$42.80
Sign Language	\$87.00
Algebra	\$0.00
Yoga	\$169.00
NEHS	\$54.14
Garden Club	\$8.00
Sewing Club	\$3.05
Art Club	\$110.00
Sports Club	\$120.01
-Deposits in Transit/+Outstanding Checks	-1,199.28
Painted Sky Total	\$7,548.94

Prince Elementary

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

Rio Vista Elementary

Student Council	\$1,001.98
-Deposits in Transit/+Outstanding Checks	0.00
Rio Vista Total	\$1,001.98

Walker

Student Council	\$2,844.09
-Deposits in Transit/+Outstanding Checks	0.00
Walker Total	\$2,844.09

Wilson

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

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

Total K-8 Club Balances		<u>\$124,817.44</u>
Plus: Outstanding Checks		\$2,948.32
Less: Outstanding Deposits		-2,775.00
Less: NSF/Bk Charges		0.00
Bank Deposit Errors		0.00
Bank Balance		<u>\$124,990.76</u>
	Sweep Account	\$ 124,990.76
		\$0.00

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

1001 Student Council	\$ 8,566.10	1520 Media Club	1,223.37
1001-ICC Student Council - ICC	3,794.36	1560 National Honor Society	75.72
1035 Art Club	881.41	1590 Odyssey of the Mind	876.16
1070 Band Club	179.46	1600 Orchestra Club	1,006.17
1080 Baseball/Diamond Club	1,336.95	1610 MESA Club	0.00
1085 Boys Golf Club	0.00	1630 Panther Popcorn	3,346.04
1110 Girls Basketball Club	676.78	1730 ASL Club	2,476.76
1113 Drama Club	823.55	1744 Auto Skills USA Amphi Chapter	661.20
1115 Choir Club	2,241.43	1745 Soccer - Boys Club	112.82
1120 AVID Club	389.16	1751 Solar Car Club	335.63
1128 Mt. Bike Club	533.26	1770 Softball Club	934.20
1145 AHS Chess Club-GOT	20.00	1780 Spanish Club	794.04
1172 Dance Club	77.43	1785 AHS Spiritlines	304.95
1180 Boys Basketball	1,268.88	1787 Senior Class Club	0.00
1200 Panther Partners Club	3,244.10	1790 Cross Country Club	174.29
1223 Creative Writing Club	34.50	1795 Panthers Cross Country Club	33.13
1226 Early Childhood Club	135.85	1803 HOSA Club	987.28
1227 Yearbook Club	248.08	1830 Swim Club	1,360.37
1234 FFA Club	21,287.71	1835 Girls Tennis Club	11.72
1235 FFA - Fair Checks	0.00	1840 Boys Tennis Club	5.58
1240 Fut Comp Scientists of AHS	267.20	1850 Tech Theater Club	380.68
1245 French Club	2,090.70	1860 Trackers - Track/Field	88.38
1255 Photo Club	4,161.41	1900 Volleyball - Girls	3,341.44
1265 Equality Club	240.00	1905 Beach Volleyball Club	2,747.70
1280 Greenhouse Club	62.70	1950 Bookstore - Over/Under	0.00
1290 Wrestling	422.45	1960 VEX Robotics	0.00
1300 Football Club	3,088.19		
1310 Inter Act Club	1,604.24		
1350 Boys Volleyball	109.35		
1470 Girls Soccer	116.76		
1480 Link Crew	\$ 1,446.69		

Amphi High School Total Clubs \$80,626.33

Plus: Outstanding Checks 975.35

Less: Outstanding Deposits (Inc CC's) -1,071.00

NSF Checks/Void/Stale/Account Adj 0.00

Bank Balance \$80,530.68

Sweep Account \$ 80,530.68

\$0.00

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

1001 Student Council	\$ 48,206.67	1400 HOSA-Bio Science	\$ 308.58
1020 Academic Decathlon	-	1420 IB Club	259.47
1031 Black Excellence Student Union	76.77	1470 Soccdeer - Girls	-
1034 AM Art Club	200.00	1472 Latino Student Union	7.68
1050 Amphi All-Stars Club/Special Olympics	192.84	1480 Link Crew	1,106.53
1060 Asian American Cultural Society	18.11	1530 Model Un	78.84
1070 Band Club	-	1560 National Honor Society	1,354.69
1081 Be Kind /Ben's Bell Club	465.64	1575 United Native Nations	-
1083 Biology Club	486.95	1590 Odyssey of the Mind	7,157.16
1084 Bowling Club	318.54	1600 Orchestra Club	3,309.55
1085 Boys Golf	9,372.55	1640 Ping Pong	-
1110 Basketball - Girls	7,818.64	1650 Psychology Club	28.00
1113 Drama Club	7,358.33	1710 Math Club	205.72
1115 Choir	4,190.13	1740 Sign Language Club	3.67
1118 Engineering Club	843.85	1743 Skills USA_Architecture	2,835.56
1128 Mountain Bike	-	1744 Skills USA Autos	3,193.24
1140 Chemistry Club	352.64	1745 Soccer Boys	2,327.60
1145 Chess	-	1755 Society	-
1150 Culinary Arts/FCCLA	3,666.62	1770 Softball Club	10,197.05
1155 Catering	10,948.74	1780 Spanish Club	841.23
1172 Dance	2,957.96	1785 Spiritline/ Cheer	1,831.64
1180 Boys Basketball	2.66	1791 Cross Country	4,233.20
1200 Dream Team	3,448.85	1800 Sports Medicine- HOSA	1,067.73
1220 Girls Who Code Club	-	1830 Swim Club	16,938.22
1224 Entrepreneurship Club	197.00	1835 Tennis Club - Girls	2,967.89
1225 Environmentalist Club	513.40	1840 Tennis Club - Boys	1,265.88
1226 Early Childhood	3,406.55	1860 Track/Field Club	16,600.57
1227 Yearbook	9,134.39	1865 TRI-M Club	810.00
1230 FCA Club	7.00	1880 Unicycle	-
1245 French Club	126.76	1905 Volleyball-Beach	365.00
1255 Photography Club	2,454.51	19401 Young Life	-
1267 LGBTQ+	254.62	1950 Bookstore Over/Under	-
1270 German Club	353.95		
1280 Golf - Girls	-		
1290 Wrestling	2,361.76		
1300 Football Club	4,461.23		
1345 Take-A-Hike Club	133.18		
1350 Boys Volleyball	780.18		
		CDO High School Total Clubs	<u>\$204,405.72</u>
		Plus: Outstanding Checks	1,547.72
		Less: Outstanding Deposits Inc CCs	-6,638.75
		Deposit Adjustment	-
		NSF Checks/Void/Stale/Account Adj	0.00
		Bank Balance	<u>\$199,314.69</u>
		Sweep Account	\$199,314.69
			\$0.00

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

1001 Student Council	\$ 56,033.63	1470 Girls Soccer	7,034.25
1035 Art Club	2,320.43	1480 Orchestra Club	\$ 5,692.80
1040 Photography Club	-	1515 Musical Club	21,309.06
1070 Band Club	1,312.14	1530 Model UN	2,270.86
1075 IRHS Cares for Kids	212.37	1540 Trash Club	-
1080 Baseball Club	3,211.95	1560 National Honor Society	2,200.96
1085 Boys Golf	205.46	1590 Odyssey of the Mind	-
1090 Colors of IRHS	-	1595 Japanese Club	268.87
1100 Forensic Science Club	-	1600 Van Gogh's Ear	96.85
1105 Young Life	15.00	1605 Club Kindness	-
1110 Girls Basketball	1,493.58	1630 Journalism Club	8,584.70
1113 Drama	15,612.53	1700 Club Green	1,047.69
1115 Choir	3,009.02	1720 Athletic Club	11.14
1140 Chemistry Club	329.00	1740 Pencils of Promise	-
1145 Political Action Club	304.00	1745 Soccer-Boys	1,031.21
1150 Culinary Arts-FCCLA	1,515.61	1750 Robotics Club	195.73
1172 Pomline	1,284.39	1770 Softball Club	230.01
1180 Boys Basketball	577.98	1777 Project 7	-
1215 Animal Club	-	1780 Spanish Club	46.00
1227 Yearbook club	14,545.43	1785 Spirit-Cheer Club	2,613.85
1230 FCA-Fellowship Christian Ath	-	1790 Cross Country	2,984.03
1245 French Club	1,325.40	1800 Sports Medicine	4,593.09
1255 On the ridge design	1,301.93	1810 TASK	-
1260 Gaming Club	107.95	1830 Swim Club	3,425.67
1265 Q Club	304.57	1835 Tennis - Girls	300.76
1275 Girls Golf	31.33	1840 Boys Tennis	1,756.62
1280 DECA Club (Hawk House)	-	1850 Tech Theater Club	653.28
1285 History Club	1,362.66	1860 Track Club	762.81
1290 Wrestling	753.12	1875 Pop till you Drop	1,209.30
1300 Football Club	32,108.84	1900 Volleyball-Girls	9,913.37
1310 IRHS Spirit Society	-	1910 So. AZ Veterans Heritage Club	1,497.91
1350 Boys Volleyball	5,700.18	1950 Bookstore O/S	-
1360 ILC Club	-		-
1400 HOSA-Bio Science Club	2,009.15		-
1430 Key Club	734.77		-
1440 Sand Volleyball	23,850.64		-
			-
		IRHS School Total Clubs	\$251,303.88
		Plus: Outstanding Checks	90.87
		Less: Outstanding Deposits (Inc CC's)	-5,232.50
		NSF Checks/Void/Stale/Account Adj	0.00
		Deposit Error/Adjustments	0.00
		Bank Balance	\$246,162.25
		Sweep Account	\$246,162.25
			\$0.00



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

DATE OF MEETING: July 14, 2020

TITLE: Approval of Parent Support Organization(s) – 2020-2021

BACKGROUND:

Approval of the following Parent Support Organization(s) pursuant to District Policy KBE-R:

IRHS Boys Soccer PAC

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve this (these) organization(s).

INITIATED BY:

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

Scott Little, Chief Financial Officer

Date: July 7, 2020

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

Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2020-2021

Name of Organization IRHS Boys Soccer PAC

School Ironwood Ridge HS

Related Student Organization or Club _____

Taxpayer I.D. 45-5447248

OFFICERS:

Name: Miriam Rios

Name: Anna Tees

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: _____

Date taking office: _____

Name: Kayte Crowther

Name: Alison Sutton-Ryan

Office Held: Secretary

Office Held: Vice President

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: _____

Date taking office: _____

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

- Formal Non-Profit Please Attach:
- 1) Articles of Incorporation (first year only)
 - 2) I.R.S. Determination Letter (first year only)
 - 3) Annual budget, goals and objectives
 - 4) Current operating by-laws
 - 5) Last fiscal year AZ Corporation Commission Annual Report
 - 6) Last fiscal year I.R.S. Form 990 Annual Report
 - 7) Most recent treasurers financial report
 - 8) Most recent bank statement

- Informal Non-Profit Please Attach:
- 1) Annual budget, goals and objectives
 - 2) Current operating by-laws
 - 3) Most recent treasurers financial report
 - 4) Most recent bank statement

Are two signatures required on disbursements? Yes No By-laws reviewed annually? Yes No

Member meetings held how often? monthly Executive meetings held how often? monthly

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Group training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

<u>Miriam Rios</u>	<u>3/3/20</u>	<u>Anna Tees</u>	<u>3/1/20</u>
Signature	Date	Signature	Date
<u>Kayte Crowther</u>	<u>3/3/20</u>	<u>Alison Sutton-Ryan</u>	<u>3/4/20</u>
Signature	Date	Signature	Date
Site Administrator's Approval: <u>Kristy Dorey</u>	<u>6/2/20</u>		
Signature	Date		

For district use: Finance Department recommendation: approval
Governing Board Agenda date: 6/23/20

Rec'd 6/3/20 g. Luna



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

DATE OF MEETING: July 14, 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: June 24, 2020

Todd A. Jaeger, J.D., Superintendent

Gifts and Donation List		
Gifts and Donations	Exhibit	07-14-20
Ck in the amount \$1,880.45	CDO Baseball Booster Club	Canyon del Oro High School
Ck in the amount \$100.00	Raytheon	Keeling Elementary
Ck in the amount \$1,000.00	Oregon Research Behavioral Intervention	Keeling Elementary
Ck in the amount \$12.20	Box Tops Education	Keeling Elementary
Ck in the amount \$10,000.00	Amphitheater Foundation	La Cima Middle School
Ck in the amount \$1,000.00	Oregon Research Behavioral Intervention	Mesa Verde Elementary
Ck in the amount \$20,000.00	Amphitheater Foundation	Other
Ck in the amount \$1,000.00	Oregon Research Behavioral Intervention	Wilson K-8



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

DATE OF MEETING: **July 14, 2019**

TITLE: **Approval of Verification of Desegregation Funding Matters and Submission of Desegregation Funding Report for Compliance with A.R.S. § 15-910**

BACKGROUND: A.R.S. § 15-910 requires Arizona school districts who qualify to receive state desegregation funding to verify annually how they use their desegregation funds. Amphitheater qualifies to receive state desegregation funds through two separate agreements with the United States Department of Education, Office of Civil Rights (“OCR”). This Board item permits the Governing Board to review Amphitheater’s use of desegregation funding and to authorize the Administration to provide the District’s annual A.R.S. § 15-910 verification.

Because this item is presented annually, the Board will be familiar with the below discussions of the reasons for Amphitheater’s desegregation funding. Nevertheless, a general explanation is included to enable the Board to authorize the requisite verification.

State Authority for Desegregation Funding

A.R.S. § 15-910 authorizes the issuance of desegregation funding to school districts who are required to budget for specific expenses to comply with a court order of desegregation or an administrative agreement with the United States Department of Education, Office of Civil Rights, to remediate concerns for racial disparity. A.R.S. § 15-910(G) states, in pertinent part, as follows:

“... budget for expenses of complying with or continuing to implement activities which were required or permitted by a court order of desegregation or administrative agreement with the United States department of education office for civil rights directed toward remediating alleged or proven racial discrimination which are specifically exempt in whole or in part from the revenue control limit and the capital outlay revenue limit....”

This desegregation funding mechanism enables school districts to comply with court orders and OCR administrative agreements. Compliance with judicial or administrative requirements like these generally represent new, and sometimes substantial, expenses for school districts because they mandate doing things differently from, and in addition to, those things already being done and funded under existing district budgets.

Without the funding made possible through A.R.S. §15-910, school districts would have to fund the supplemental programs and activities required by OCR using funds diverted from their maintenance and operations budgets and “capital” funding sources. The resulting and proverbial “borrowing from Peter to pay Paul” would result in a dilution of existing services or the quality thereof, perhaps even exposing the District to further claims of inadequate service like those that led to desegregation complaints in the first place.

Reasons for Amphitheater’s Desegregation Funding.

Amphitheater’s desegregation activities, and consequently its expenses under the statute, arise from two administrative agreements between Amphitheater and OCR. These agreements are known as “Corrective Action Agreements”. The details of each Corrective Action Agreement are identified more fully below.

1. Lau Corrective Action Agreement.

The first Corrective Action Agreement followed an extensive OCR investigation of Amphitheater's educational programs and services in Compliance Review No. 08925002 ("the Lau Review"). Initiated in November 1991, this OCR review stemmed from a complaint that Amphitheater did not provide sufficient educational services to students who are Limited English Proficient ("LEP") to allow them educational opportunities equal to non-minority students.

The Lau Review lasted for more than two years and resulted in OCR findings in January 1994 that Amphitheater violated Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act. OCR determined that Amphitheater denied LEP students an equal opportunity for meaningful participation in District programs. It required immediate corrective action by Amphitheater. Because Amphitheater risked potential loss of federal funds and civil penalties if it did not take the corrective action, it entered into a Corrective Action Agreement with OCR in January 1994 ("the Lau Agreement").

The Lau agreement required the District to ensure that LEP students and students whose primary home language was other than English ("PHLOTE" students) have equal access to educational programs and services. First, the District had to develop a comprehensive plan for providing specific programs and services to all LEP students, which includes specific procedures for consistent, reliable and timely identification and assessment of students whose language is other than English. The plan was also required to include:

- Timely provision of ESL services for Limited English Proficient students at the appropriate level, *i.e.*, beginner, intermediate or advanced;
- A method for collecting and recording follow-up data on students who have left the ESL program
- A provision for students who re-enter the program, if necessary;
- Program evaluation to determine its effectiveness;
- Elimination of barriers which might exclude LEP students from receiving gifted education services; and
- Expansion of gifted education identification and assessment process to ensure access of LEP students.

Second, the Lau Agreement required Amphitheater to develop a plan to ensure appropriate placement of special-needs LEP students, whether enrolled at the time of the Lau Agreement or thereafter. Third, it mandated development of plans to improve services to LEP students with translation of parental notices into home languages.

The comprehensive plan described above was developed and implemented in the years that followed. Implementation continues today and takes many forms required or permitted by the Lau Agreement. Implementation strategies include:

- Sufficient levels of specially trained teachers to provide specialized instruction to LEP students, in Sheltered English Immersion classrooms in accordance with Proposition 203, to ensure timely provision of services to LEP students.
- Bilingual instructional assistants to assist teachers in Sheltered English Immersion/ESL classrooms.
- Additional special education teachers, placed at schools with high numbers of ESL students to ensure prompt access to special education services by ESL students and families.
- At schools with significant LEP populations, regular classroom teachers and administrators also play key roles in the provision of educational services, monitoring of student success, and assurance of LEP student access to other District services including special and gifted education.
- An ESL department, staffed by a director and support staff, operates to coordinate ESL programs and services, collect and record data regarding student participants and their families, monitor student success, and improve program performance.

- Bilingual clerks are hired to assist in data collection necessary to evaluate program effectiveness and student success. Bilingual clerks also enable the District to comply with the requirement to translate parental notices and other important district materials.
- Administrative monitoring of continuing compliance with the Lau Agreement and remain responsible for supervision of those efforts.
- An Equal Opportunity Office has been established to ensure that parents and other members of the public can raise complaints and concerns about educational opportunities for LEP students within Amphitheater, including gifted and special education.
- Recurring staff development, through both “in-house” and external means takes place to maintain and improve program effectiveness.
- Provision of necessary supplies and other support materials for the mandated or permitted services.

2. Student Discipline Corrective Action Agreement.

The second OCR agreement followed an OCR investigation of Complaint No. 08925002, which concerned, among other things not relevant here, a parent’s complaint that the District engaged in disparate treatment of minority students through its disciplinary policies and actions (“the Discipline Investigation”). The Discipline Investigation began in September 1992. After several months of investigation, OCR concluded that it was unable to make any substantive determination on the merits of the parent complaint because Amphitheater’s student discipline record keeping at the time was so substandard that OCR was simply *unable* to investigate.

OCR required corrective action in Amphitheater record keeping practices that would ensure OCR’s ability to investigate and determine district compliance with pertinent civil rights laws in the future. Failure of the District to take corrective action might have subjected Amphitheater to loss of federal funds and/or civil penalties for civil rights violations. Consequently, the District entered into a Corrective Action Agreement on or about April 5, 1993 (“the Discipline Agreement”). The Discipline Agreement required Amphitheater to substantially improve its student record keeping practices with the obvious goal of documenting and ensuring equity in student discipline matters.

Desegregation activities required or permitted by the Discipline Agreement consist of the following:

- Maintenance of a computerized student information system that provides timely, complete and accurate disciplinary records for students, particularly with regard to disabled or minority students.
- Retention of personnel and service providers responsible for ensuring accurate, timely student data which can be examined and evaluated on race, national origin and disability status.
- Placement of behavioral intervention monitors and in-school suspension personnel at schools to implement disciplinary programs and services to ensure equitable and lawful treatment of minority, national origin and disabled students.
- Maintenance of internal student discipline record audit staff to monitor Amphitheater student disciplinary practices, confirm timely and accurate record keeping,
- Monitoring, by certain district central office administrators, of continuing compliance with the Discipline Agreement.
- Operation of an Equal Opportunity Office to enable parents and other members of the public to file complaints or report concerns about District disciplinary practices.
- Recurring staff development, through both “in-house” and external means to maintain compliance.
- Provision of necessary supplies and other support materials for the mandated or permitted activities.

Progress since OCR Agreements

Both aspects of Amphitheater’s desegregation activities described above have been highly effective at resolving the issues that gave rise to them. One very clear indication of their success is the fact that OCR has ceased monitoring Amphitheater’s compliance under both corrective action agreements. This reflects OCR’s

determination that Amphitheater is compliant, i.e., that Amphitheater provides the requisite programs and services for LEP student and that Amphitheater evidences demonstrable proof of equitable disciplinary practices. Despite having attained compliance status, however, the District cannot simply terminate the programs that enabled compliance. Thus, the District's continuing desegregation expenditures are necessary to ensure continuing compliance with federal mandates.

Annual Verifications

A.R.S. § 15-910(J)(3) requires that a school district who receives desegregation funding provide the following verifications:

- (a) A District-wide budget summary and a budget summary on a school-by-school basis for each school in the District that lists the sources and uses of monies that are designated for desegregation purposes.
- (b) A detailed list of desegregation activities on a District-wide basis and on a school-by-school basis for each school in the District.
- (c) The date that the District was determined to be out of compliance with Title VI of the Civil Rights Act of 1964 (42 United States Code § 2000d) and the basis for that determination.
- (d) The initial date that the District began to levy property taxes to provide funding for desegregation expenses and any dates that these property tax levies were increased.
- (e) If applicable, a current and accurate description of all magnet type programs that are in operation pursuant to the court order during the current school year on a district-wide basis and on a school-by-school basis. This information shall contain the eligibility and attendance criteria of each magnet type program, the capacity of each magnet type program, the ethnic composition goals of each magnet type program, the actual attending ethnic composition of each magnet type program and the specific activities offered in each magnet type program.
- (f) The number of pupils who participate in desegregation activities on a District-wide basis and on a school-by-school basis for each school in the District.
- (g) A detailed summary of the academic achievement of pupils on a District-wide basis and on a school-by-school basis for each school in the District.
- (h) The number of employees, including teachers and administrative personnel, on a District-wide basis and on a school-by-school basis for each school in the District that is necessary to conduct desegregation activities.
- (i) The number of employees, including teachers and administrative personnel, on a District-wide basis and on a school-by-school basis for each school in the District and the number of employees at District administrative offices that are funded in whole or in part with desegregation monies received pursuant to this section.
- (j) The amount of monies that is not derived through a primary or secondary property tax levy and that is budgeted and spent on desegregation activities on a District-wide basis and on a school-by-school basis for each school in the District.
- (k) Verification that the desegregation funding will supplement and not supplant funding for other academic and extracurricular activities.
- (l) Verification that the desegregation funding is educationally justifiable.

- (m) Any documentation that supports the proposition that the requested desegregation funding is intended to result in equal education opportunities for all pupils in the District.
- (n) Verification that the desegregation funding will be used to promote systemic and organizational changes within the school district.
- (o) Verification that the desegregation funding will be used in accordance with the academic standards adopted by the state board of education pursuant to sections 15-701 and 15-701.01.
- (p) Verification that the desegregation funding will be used to accomplish specific actions to remediate proven discrimination pursuant to title VI of the civil rights act of 1964 (42 United States Code section 2000d) as specified in the court order or administrative agreement.
- (q) An evaluation by the District of the effectiveness of the District's desegregation measures.
- (r) An estimate of when the District will be in compliance with the court order or administrative agreement and a detailed account of the steps that the District will take to achieve compliance.
- (s) Any other information that the Department of Education deems necessary to carry out the purposes of this paragraph.

A substantial portion of the required information listed above is provided to the State of Arizona through the budget forms for the District. Items (d) and (k) through (s), however, must be submitted as individual documents, together with a verification form to be executed by the Governing Board President. These submissions, including the verification form to be executed by the Board President, are included as attachments to this item.

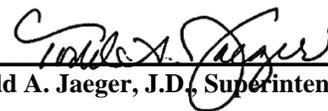
RECOMMENDATION: The Administration recommends approval of the attached verifications and authorization of the Governing Board President to execute the verification form on behalf of the Governing Board.

INITIATED BY:



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

Date: July 6, 2020



Todd A. Jaeger, J.D., Superintendent

15-910(J)(3)(d) The initial date that the school district began to levy property taxes to provide funding for desegregation expenses and any dates that these property tax levies were increased:

Initial Levy: 1992-1993 fiscal year

Levy Increases: The Records Retention and Disposition Schedule for Arizona School Districts, promulgated by the Arizona State Library, Archives and Public Records Agency, mandates the destruction of school district budgets three years after their adoption. The District therefore lacks records necessary to fully answer this inquiry.

It is known, however, that the District has not increased its desegregation levy in any fiscal year from 1999-2000 to the present.

15-910(J)(3)(k)

Verification that the desegregation funding will supplement and not supplant funding for other academic and extracurricular activities

The Amphitheater Unified School District desegregation programs did not exist in their current form at the time the federal Office of Civil Rights required the District, by administrative agreement, to develop those programs and services. Those programs and services have changed over time, but do and will supplement and do not and will not supplant the programs and services, which existed prior to the administrative agreements.

15-910(J)(3)(I)

Verification that the desegregation funding is educationally justifiable.

The Amphitheater District's April 1993 administrative agreement with the U.S. Office for Civil Rights mandated the implementation of a new system of imposing, documenting and auditing student discipline, for the purpose of ensuring equity and the absence of discriminatory impact in student discipline-related functions. The District's January 1994 administrative agreement with the U.S. Office for Civil Rights required programs and activities which would assure access to and equity in programs in District programs and services for minority students. Desegregation funding received by the Amphitheater District is used to implement these agreements.

Certainly, without question, the purpose, intent and requirements of the administrative agreements are educationally justified as is the funding of the same.

15-910(J)(3)(m)

Any documentation that supports the proposition that the requested desegregation funding is intended to result in equal education opportunities for all pupils in the school district.

Substantial documentation of the basis, purpose and intent of the Amphitheater District's desegregation funding was included in the District's September 19, 2003 Sunset Review submission concerning the desegregation funding statute, which was submitted to Ms. Kimberly Yee at the Arizona State Senate.

15-910(J)(3)(n)

Verification that the desegregation funding will be used to promote systemic and organizational changes within the school district.

The 1993 and 1994 Office for Civil Rights administrative agreements mandated substantial systemic and organizational changes within the Amphitheater District. New programs and services were required. For example, prior to the 1993 Agreement, student discipline records were maintained on a localized, school-site basis. The administrative agreements required, among other things, the District implement a centralized, district-wide recordkeeping system. That centralized system was, and continues to be, made possible by the District's desegregation funding. Desegregation funding also supports other programs such as auditing of disciplinary records and expanded, comprehensive ELL services, both of which were also changes in District organization in place at the time of the respective Office of Civil Rights Agreement.

15-910(J)(3)(o)

Verification that the desegregation funding will be used in accordance with the academic standards adopted by the state board of education pursuant to sections 15-701 and 15-701.01.

District programs and services made possible by the District's desegregation funding are in accordance with Arizona State Board of Education academic standards, as these standards are applicable.

15-910(J)(3)(p)

Verification that the desegregation funding will be used to accomplish specific actions to remediate proven discrimination pursuant to title VI of the Civil Rights act of 1964 (42 United States Code §2000d) as specified in the court order or administrative agreement.

The desegregation funding received by the District has been and will continue to be used to accomplish specific actions which will ensure equity in the provision of programs and services for LEP and minority students, and remediate alleged or proven discrimination, as required by the Office of Civil Rights administrative agreements and as permitted by ARS. S 15-910.

15-910(J)(3)(q)

An evaluation by the school district of the effectiveness of the school district's desegregation measures.

All of Amphitheater's desegregation activities have been highly effective at resolving the issues that gave rise to them. One very clear indication of their success is the fact that OCR has ceased monitoring Amphitheater compliance under both corrective action agreements. This reflects OCR's determination that the Amphitheater is compliant, i.e., that Amphitheater provides the requisite programs and services for LEP student and that Amphitheater evidences demonstrable proof of equitable disciplinary practices. Other measures of success and effectiveness include the following:

- In 1996-1997, as the Lau Agreement was nearing just its third year of implementation, Amphitheater's rate of ESL students being reclassified as English Proficient was higher (9.3%) than the statewide rates reported by the Arizona Department of Education (2.7%). In November 1998, as OCR concluded monitoring under the Lau Agreement, it found that for the entire five years of monitoring, Amphitheater's reclassification rates remained consistently high, at approximately the 9% mark or higher.
- Amphitheater's Lau Agreement activities continue to result in high numbers of students being reclassified from LEP status to English Proficient status, and specific reclassification rates verifying this are already annually reported to the Arizona Department of Education.
- The Arizona Department of Education has specifically recognized the quality and effectiveness of Amphitheater Sheltered English Immersion programs and staff.
- Amphitheater implemented in-school suspension and behavioral intervention alternatives years before the legislature required the same by virtue of A. R.S. § 15-841(l), recognizing the effectiveness of such programs.
- Amphitheater maintains consistently high correlation in the data found in school based student disciplinary records and those maintained centrally.
- OCR determined that Amphitheater made significant gains in accuracy of student disciplinary records while at the same time decreasing student disciplinary incidents.

15-910(J)(3)(r)

An estimate of when the school district will be in compliance with the court order or administrative agreement and a detailed account of the steps that the school district will take to achieve compliance.

The Office of Civil Rights has determined that the Amphitheater District is in compliance with the 1993 and 1994 Administrative Agreements. District desegregation efforts and funding continue to maintain compliance.

Desegregation Verification Reporting
Fiscal Year 2021
A.R.S. §15-910(J)(3)

District Name: Amphitheater Unified School District No. 10 of Pima County

CTD: 100210000

A.R.S. §15-910(J)(3)

- _____ (d) any dates that property tax levies to provide funding for desegregation expenses were increased.
- _____ (k) verification that the desegregation funding will supplement and not supplant funding for other academic and extracurricular activities.
- _____ (l) verification that the desegregation funding is educationally justifiable.
- _____ (m) any documentation that supports the proposition that the requested desegregation funding is intended to result in equal education opportunities for all pupils in the school district.
- _____ (n) verification that the desegregation funding will be used to promote systemic and organizational changes within the school district.
- _____ (o) verification that the desegregation funding will be used in accordance with the academic standards adopted by the State Board of Education pursuant to A.R.S. §§15-701 and 15-701.01.
- _____ (p) verification that the desegregation funding will be used to accomplish specific actions to remediate proven discrimination pursuant to Title VI of the Civil Rights Act of 1964 (42 United States Code section 2000d) as specified in the court order or administrative agreement.
- _____ (q) an evaluation by the school district of the effectiveness of the school district's desegregation measures.
- _____ (r) an estimate of when the school district will be in compliance with the court order or administrative agreement and a detailed account of the steps that the school district will take to achieve compliance.
- _____ (s) any other information that the district deems necessary to assist ADE in carrying out the purposes of this paragraph.

Please check each reporting item approved by the governing board of the school district. The determination that the documentation being submitted to the Arizona Department of Education meets the requirements listed above has been made by the district. All submitted documentation will be provided to the Governor, the President of the Senate, the Speaker of the House of Representatives and the chairpersons of the education committees of the Senate and the House of Representatives, as required by A.R.S. §15-910.

I certify that the attached documents of the Amphitheater Unified School District, meet the requirements outlined in A.R.S. §15-910(J)(3), listed above, and have been authorized by the Governing Board of the District for submission to the Arizona Department of Education.

President of the Governing Board (signature)

Deanna M. Day, M.Ed.
President name (printed)

Mail original signed document to:

ADE, School Finance
1535 West Jefferson, Bin 13
Phoenix, AZ 85007

In addition, electronic copies of documentation, in either Microsoft Word, Microsoft Excel, or in portable document format (pdf), should be e-mailed to SFBudgetTeam@azed.gov. Electronic copies may also be submitted via a CD, if file size is too large for e-mail. Mail CDs to the address to the left.



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

DATE OF MEETING: July 14, 2020

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

BACKGROUND:

Governing Board Policy CCB (Line and Staff Relations) sets forth that, unless otherwise specifically limited by statute or Board action, any of the powers and duties specifically assigned to the Superintendent may be delegated to others serving under the Superintendent.

The policy provides for lines of authority to be outlined by the Superintendent by means of organization charts, job descriptions, and administrative regulations and directives. Accordingly, the Superintendent has prepared for the Board's review a draft Organizational Chart for the 2020-2021 fiscal year.

RECOMMENDATION:

It is the recommendation of the administration that the Governing Board approve and adopt the attached draft of the 2020-2021 Amphi School District Organization Chart.

INITIATED BY:

Date: July 6, 2020



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: July 14, 2020

TITLE: Review and Approval of Blue Ribbon Task Force Recommendations for School Year 2020-2021 and Proposal for Reopening of Schools (Amended)

BACKGROUND: When COVID-19 caused a statewide school closure in mid-March, Amphitheater Administration and staff quickly shifted into what was then intended to be a temporary instructional model of remote learning. Teachers connected with their students as they returned from spring break to provide support and instruction at home. Custodians, bus drivers, food service employees, and other school staff made the shift to alternative duties such as retrainings, neighborhood meal programs, and deep cleanings to sanitize schools for students to return safely when the Governor reopened schools. However, the number of COVID-19 cases continued to increase throughout Arizona, and the school closures extended repeatedly until the Arizona Governor finally closed schools through the end of the 2019-2020 school year.

The school closures were hard on Amphitheater students and staff alike. Schools ended for the year with staff and students having to say goodbye over Zoom or through car windows. Nevertheless, the Amphitheater community pulled together to survive the sudden turn of events with our usual strength and style, offering continuous optimism and support for one another throughout the entirety of the last spring quarter.

Just two years ago, Amphitheater celebrated its 125th birthday. This reminds us that Amphitheater has been able to continue educating students for over a century and a quarter through the many tests of time -- including another worldwide pandemic that hit Arizona in 1918 and closed Arizona schools -- largely due to the strong, smart and innovative families and staff who comprise the Amphitheater family.

With this in mind, the Superintendent formed a Blue Ribbon Task Force of Amphitheater parents, students, employees and community members to provide recommendations for reopening and renewing Amphitheater schools for School Year (“SY”) 2020-2021. This agenda item will provide the Governing Board with an opportunity to review the recommendations of the Blue Ribbon Task Force and to consider and vote on a proposed plan for Amphitheater to continue to provide instruction throughout the COVID-19 pandemic.

Important State Announcements about Reopening Arizona Schools

On May 28, 2020, the Arizona Governor announced that Arizona schools will open for SY 2020-2021. The following week, State Superintendent Kathy Hoffman issued Arizona Department of Education’s “Roadmap for Reopening Schools – June 2020” to provide guidance for schools to prepare for a successful re-entry into SY 2020-2021. The Roadmap acknowledges that the recommended guidelines it sets forth will not work for every school district, and it encouraged districts to consult with their own stakeholders to determine the best way to reopen schools safely. In addition, it reminds school districts to “always adhere to the most recent recommendations from the Centers for Disease Control and Prevention.”

Following these announcements, school districts across the state began making plans to offer remote instruction during the pandemic. The Governor even talked about the possibility of calling a special session of the Arizona State Legislature to address concerns about schools’ abilities to comply with state laws that require



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physical attendance in school buildings, specific instructional minutes at schools, and funding limitations during COVID-19. To date, that special session has not occurred.

On June 24, 2020, the Arizona Governor issued an Executive Order 2020-41, which permits schools to offer remote instruction to students during SY 2020-2021 under limited circumstances. The most notable limitation on the remote instruction model is a requirement that schools who permit students to learn through remote instruction must permit students the option to come to campus and be supervised during school hours on days that the student is scheduled to learn remotely. The Executive Order also reiterates the importance that schools continue to follow the directives of the Arizona Department of Health Services for determining when in-person learning can occur, ordering: *“If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, this section may be temporarily waived.”*

Thereafter, on Monday, June 29, 2020, the Arizona Governor issued Executive Order 2020-44, which closes school buildings until August 17, 2020. This Order delays in person school until August 17, 2020. During his press conference about this Executive Order, Governor Ducey called the August 17th reopening date “aspirational”, thereby insinuating that schools should be prepared for further delays of an in-person start date.

Blue Ribbon Task Force to Reopen and Renew Amphitheater Public Schools

Following the Governor’s announcement of the statewide school closure for the rest of the 2019-2020 school year, Amphitheater established a Blue Ribbon Task Force to prioritize and expedite information gathering and develop recommendations for reopening schools in August 2020. The task force was charged with developing a specific action plan to enable Amphitheater to continue to provide the same high-quality instruction during SY 2020-2021 that its families are used to, despite the extraordinary and ever-changing circumstances created by the COVID-19 pandemic.

From 230 applicants, several subcommittees were formed with a goal of ensuring that the diverse perspectives of all actively involved stakeholders were included in the planning process. The following groups were included to ensure that a range of community, staff and student needs were considered in the planning process:

- Staff representing classroom teachers for general education and special education students, as well as other support teachers, including staff representing the Amphitheater Education Association;
- Nonteaching staff who work with students at school sites to provide services as a school psychologist, counselor, social worker, and other related service providers, as well as in the role of office assistant, librarian, paraprofessional, and custodian;
- Student representatives (high school);
- Parent representatives, including parent leaders from school Parent Teacher Organizations, site councils, and the Amphi Foundation;
- Staff from the Pima County Health Department, hospital workers, emergency medical providers and first responders;



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- Department staff from communications and community relations, facilities, transportation, food services, financial services, human resources, informational technology, instructional services, special education support services, and professional learning and family engagement; and
- School principals from elementary, middle and high schools.

The task force was formed to address 10 key action areas:

1. Health Issues and Services
2. Elementary Education Instructional Design
3. Secondary Education Instructional Design
4. Social-Emotional Learning
5. Special Needs Protocols and Instructional Design
6. After School Activities and Extracurricular
7. Facilities and Food Services
8. Transportation
9. Workplace/Human Resources
10. Financial Considerations and Technology Needs

The Superintendent assigned District Administration to oversee the work of each of these action areas. The subcommittees met throughout June and included additional members who could bring direct knowledge and skills for identifying specific issues and generating a plan to address each of the identified critical actions.

Guiding Principles for Reopening Plans

Each subcommittee was charged with providing recommendations to ensure safe learning and working environments for students and staff in SY 2020-2021. Subcommittees were tasked to provide specific recommendations relative to the overall design plan for a safe return to school. The guiding principles for these recommendations were:

1. Providing a safe and healthy learning and working environment for Amphitheater's students, staff and the public,
2. Ensuring that all students continue to receive high quality instruction deliverable through optimized learning formats designed to give families a choice of whether to return their students to school or remain entirely online,
3. Providing necessary supports for student success, including:
 - a. Equitable access to technology and connectivity;
 - b. Social-emotional wellness and health supports; and
 - c. Identified supports to meet needs of special populations, and
4. Providing proactive, clear communication to all families and staff throughout SY 2020-2021.

Evaluation of Spring 2020

ADE's Roadmap recommends school districts begin their reopening process by evaluating the 2019-2020 school closure -- the thought being that school districts must be able to identify their successes and missteps from the statewide school closures to inform decisions for their reopening in fall 2020. Undoubtedly, the school closures may have created gaps in student learning that need to be addressed when schools reopen in August, as the amount and type of instruction that could be provided during the fourth quarter largely depended on the situational availability of individual students while at home. Recognizing that our reopening plan must create an



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infrastructure aligned to student, family, and staff needs, Administration and staff noted the following key lessons learned during the spring 2020 closures:

1. A District-wide common software and instructional format is necessary to promote equity and inclusion of all students.
2. Increased access to live teaching experiences is preferred to reduce the family burden to support student learning.
3. Increased social emotional learning (SEL) opportunities are necessary for students to continue learning through a virtual environment.
4. Limitations to technology and connectivity create an inequity in online learning for students and widen achievement gaps.
5. Frequent and consistent messaging from the District and its schools are needed, with safeguards to ensure communication reaches all families and staff.
6. Administrators and staff need professional development to strengthen virtual teaching strategies and collaborate on virtual instruction and telework.
7. Consistent grading practices are important to promote equity and motivate student engagement.
8. Learning platforms must be able to support consistent access by Amphitheater students and staff.
9. Staff access to childcare is needed to meet the demands of virtual instruction and telework.
10. Schools were not able to conduct student assessments at the end of the school year due to the impromptu closures and, therefore, teachers will not have good measures for determining student progress from the prior year.

State Guidance on Reopening Schools

The Arizona Department of Education outlined four scenarios from the National Institute for Excellence in Teaching that suggest school leaders use to guide their plan for SY 2020-2021. In each scenario, ADE emphasizes the importance of following the local health guidelines and the requirements outlined by state and local officials as they make their decisions. Here are the considerations that ADE provides for each scenario:

1. ADE Scenario One: All Students in Physical Buildings from the Start of the School Year.
 - ✓ CDC School Decision Tree guidelines can be met
 - ✓ Minimal community cases of COVID-19
 - ✓ Board-approved contingency plan for future school closures exists
 - ✓ Comprehensive communication plan in place
 - ✓ Clear communication of screening expectations for staff and families
 - ✓ Plan for medically fragile staff and students
2. ADE Scenario Two: Some Students in Physical Buildings and Some Students Distance Learning from the Start of the School Year.
 - ✓ CDC School Decision Tree guidelines can be met
 - ✓ Minimal to moderate community cases of COVID-19
 - ✓ Board-approved contingency plan for future school closures exists
 - ✓ Comprehensive communication plan in place
 - ✓ Clear communication of screening expectations for staff and families.
 - ✓ Plan for medically fragile staff and students that does not segregate students with disabilities from their non-disabled peers and considers disability-related learning needs
 - ✓ Consideration is given to the digital divide for students on Tribal Nations and others who lack connectivity or devices



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AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

3. ADE Scenario Three: All Students Distance Learning from the Start of the School Year, with the Option of Returning to Physical Buildings when Appropriate.
 - ✓ Unable to meet CDC School Decision Tree guidelines
 - ✓ Substantial community cases of COVID-19
 - ✓ Board-approved plan for emergency distance learning
 - ✓ Comprehensive communication plan in place
 - ✓ Clear communication of expectations for staff and families
 - ✓ Consideration is given to the digital divide for students on Tribal Nations and others who lack connectivity or devices
 - ✓ Criteria has been determined for returning to physical buildings

4. ADE Scenario Four: Intermittent Distance Learning throughout the School Year Based on Emergency Closures as Defined by Local and State Health Departments.
 - ✓ All considerations from Scenario Three are met
 - ✓ Plan for determining criteria and data necessary to return to physical school buildings

CDC Guidelines for Reopening

Amphitheater is working with the Pima County Health Department to determine criteria and guidelines for reopening schools. Because each ADE reopening scenario also requires school districts to examine the reopening process outlined in the CDC Decision-Tree Guidelines for Reopening Schools, some Blue Ribbon Task Force subcommittees were assigned to work through the CDC Decision-Tree Guidelines as part of the planning process. Below is the Blue Ribbon Task Force’s initial summary of CDC Decision-Tree Guidelines as they apply to Amphitheater.

- ✓ WILL REOPENING BE CONSISTENT WITH STATE AND LOCAL GUIDANCE?

All final decisions about when and how to reopen schools, as well as decisions about any future closures, will continue to be informed by the most recent local health data in partnership with state and local governments and the Pima County Health Department.

- ✓ IS THE SCHOOL READY TO PROTECT STUDENTS AND STAFF WHO NEED EXTRA PRECAUTIONS?

Amphitheater will provide full time online learning for students unable to return and flexible telework assignments for employees at high risk (as defined by the CDC), as feasible. It will also establish processes for higher risk staff to be able to protect themselves or seek additional accommodations if appropriate.

- ✓ IS THE SCHOOL ABLE TO SCREEN STUDENTS AND STAFF FOR SYMPTOMS AND EXPOSURE?

Amphitheater will implement a daily health-screening requirement for all persons entering campus. Families and staff will be educated about the symptoms of COVID-19 and asked to pre-screen and self-report daily. In addition, staff will be assigned to check in with students as they enter campus to the extent possible. Temperature checks will also be done in the health office as necessary.

- ✓ ARE RECOMMENDED HEALTH AND SAFETY MEASURES IN PLACE?

The CDC has highlighted specific mitigating strategies to reduce risk of COVID-19 infection and transmission:



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➤ *Healthy Hygiene Practices*

Hand washing procedures will be implemented upon arrival and throughout the day. Hand sanitizer will also be available. School staff will instruct students and their families about healthy hand hygiene and expectations for hand washing while at school.

In compliance with the Pima County requirements, cloth face coverings will be worn by students and staff throughout the day when physical distancing guidelines cannot continuously be enforced. Masks will be provided to students unable to provide their own, to be used as developmentally appropriate.

➤ *Intensified Cleaning and Disinfection*

Daily sanitizing will be implemented in compliance with the CDC guidelines for sanitization of schools, including cleaning of desks between students throughout the day. Additional staff will be assigned to assist with continuous sanitizing of high touch areas (door handles, handrails, bottle fill stations, restrooms, etc.). A COVID-19 Response Team will be formed that can respond to a suspected case of COVID-19 to provide deep sanitizing of necessary areas, and contracted cleaning services can be available if the need arises.

➤ *Social Distancing Practices*

Increase spacing between individuals using strategies to improve separation on school buses, cafeteria seating, posted signs to remind staff and students of physical distancing requirements, and arranging desks further apart and facing in the same direction. Additional tables will be placed in cafeterias and outside to assist with physical distancing at lunch. The number of volunteers and visitors in the building will be limited to those necessary to provide essential programming. Finally, steps will be taken to minimize exposure between students by minimizing shared spaces between grade levels, designating traffic patterns through the school, and ensuring student and staff groupings are as static as possible.

➤ *Train Employees on Health and Safety Protocols*

Amphitheater will continue to communicate health and safety protocols to staff through the reopening of schools. Trainings will be provided through the Amphitheater's Safe Schools staff training and assessment management system before school starts on all campuses. Signs will be posted throughout schools and departments to remind students, families, staff and community members about healthy hygiene and safety protocols during school.

✓ IS ONGOING MONITORING IN PLACE?

Amphitheater will regularly communicate and monitor developments with local health department authorities regarding cases, exposures, hospitalizations, and any other relevant metrics that may require a change in school operations. Amphitheater will encourage anyone who is sick to stay home and have protocols in place to limit exposure from anyone who is sick. In addition, it will monitor employee absences and have flexible leave policies and practices.

Surveys on Reopening Options

As part of the planning process, Administration surveyed families and staff for input on reopening expectations and the ADE scenarios. Notices about the family survey went to parents/guardians through email, the Parentlink system, the Amphi Connection Newsletter, social media, and the District website. The survey for families was also distributed in English and Spanish. Family survey responses were incredible with 5,470 people responding to the family survey.



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Similarly, employees were notified about the staff survey through their District email, the Parentlink system, the District website, and social media. The number of employee responses were even more notable, as the response ratio exceeded 50%, with 1,269 employees responding to provide input.

Detailed information about the family and staff survey responses are included in the PowerPoint entitled “Amphitheater Reopening Plan” that is presented as an attachment to this Board agenda item. In each survey, respondents were also given an opportunity to provide written statements as additional input. These responses will be given to Board members in their entirety.

Plan for Safe Return to School During COVID-19

The taskforce subcommittees focused their efforts on recommendations for a reopening plan. Given the vast diversity of membership comprising the Blue Ribbon Task Force, a variety of possibilities were discussed about the format that student instruction may take this fall. These discussions included consideration of the ADE scenarios and other suggestions to help guide Amphitheater for SY 2020-2021.

The Task Force recommendations are set forth in the “Blue Ribbon Task Force Report and Recommendations on the Reopening and Renewal of Amphitheater Public Schools 2020-2021” attached to this Board agenda item. In addition to these recommendations, Administration also met with the Amphitheater Education Association for input on its members expectations when schools reopen in August 2020.

From these efforts and the survey responses, two learning opportunities for fall 2020 have been identified as viable solutions for SY 2020-2021. Both options meet the necessary components for a safe return to school, as detailed by the Blue Ribbon Task Force and survey input, given the ever-evolving health guidance and resources available to Arizona schools.

These learning opportunities give families a choice to choose the best learning scenario for their student(s) during the pandemic. Administration recommends that families be given a choice of either:

1. In-school learning with health protocols and social distancing (which will assigns the student to a brick and mortar school to provide instruction remotely when necessary and in-person when viable),

or

2. Full-time online learning by request through the Amphitheater Academy Online.

Throughout the Blue Ribbon process, significant investigation and debate occurred toward offering a third “hybrid” option to permit students to learn through some in-school instruction and some remote instruction. Surveys were sent to measure parent and staff interest in a “hybrid” model, and strategies discussed about how one could occur. After much debate and consideration, Administration has eliminated the hybrid as a viable option because it does not provide the best educational outcomes for students. Despite all of the implementation alternatives reviewed, student progress on the hybrid option would simply be too limited given constraints on instructional time and the funding limitations associated with the model. It would also impose an unreasonable work expectation for our teachers without adding a significant benefit to students. Moreover, the hybrid model imposes significant child care burdens on our parents that are difficult to arrange for.

Therefore, Administration is presenting the Board with the following two scenarios for reopening for SY 2020-2021, with parents having the opportunity to select the one which works best for their families:



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<p style="text-align: center;">Amphitheater Scenario 1 In-School Learning with Health and Social Distancing</p>	<p style="text-align: center;">Amphitheater Scenario 2 Full-Time Online Learning by Request</p>
<ul style="list-style-type: none"> ➤ PreK-12 Instruction ➤ Students who elect this option will attend school in school buildings every day ➤ Social and emotional supports available as appropriate to promote student, staff and family wellness ➤ Support services provided to eligible students ➤ Bus service will be available to eligible students ➤ Schools to implement new required health and safety protocols within classrooms and non-instructional settings to include: <ul style="list-style-type: none"> ✓ Frequent hand washing ✓ Physical distancing as feasible ✓ Enhanced cleaning protocols ✓ Face coverings as required by government mandate ✓ Protocols in place to limit sharing of supplies ✓ Facility enhancements for improved ventilation ✓ Signage posted and visible throughout campus on expected health and safety protocols ✓ Trainings on expected protocols for employees, students, families, and any other regular visitors required for student programming and safety ➤ Implemented changes for minimizing exposure between grade-levels/cohorts and to enable physical distancing during student transitions and in the cafeteria ➤ Electives/specials will observe physical distancing and safety protocols ➤ Mesa Distance Learning Labs continue at school ➤ Modified breakfast and lunch to reduce physical contact with food servers and expanded cafeteria seating options ➤ Recess as permissible ➤ Extracurricular activities and sports when feasible ➤ Visitors/volunteers limited to those necessary for student safety and programming ➤ Starts under the contingency plan for intermittent Remote Learning by Necessity (see page 10) ➤ Transitions to Remote Learning by Necessity contingency (see page 10) intermittently as needed once students are in schools ➤ Option for students to transition to full online instruction (Scenario 2) available upon consultation 	<ul style="list-style-type: none"> ➤ K-12 Instruction ➤ Alternative instructional model designed to be completed 100% percent outside of traditional school through the Amphitheater Academy Online, our state approved K-12 school ➤ Social and emotional supports available as appropriate to promote student, staff and family wellness and to connect students with their home schools ➤ Students receive full-time instruction via online courseware and digital curriculum resources along with some direct instruction and support from an online Amphitheater teacher as appropriate ➤ Support services provided to eligible students ➤ Participation in extracurricular activities and sports when feasible ➤ Option for students to transition to in-person instruction (Scenario 1) available upon consultation



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Consistent Elements in the Amphitheater Scenarios

However reopening actually looks on the first day of school and throughout the fall, some elements are consistent in both scenarios to provide support and continuity of learning across the entirety of Amphitheater Public Schools' programs.

✓ Technology and Connectivity

In June, the District purchased 4,000 additional Chromebooks through the bond initiative that Amphitheater's voters put into place on November 8, 2016. This purchase of new laptops will extend the availability of loaner laptops for students who elect the remote instruction option identified in Amphitheater Scenario 2. The District is working to partner with internet service providers to expand free and low-cost home service options available to Amphitheater students.

✓ Assessment

Student assessments are a priority and included within all reopening plans to help teachers to identify students' learning needs and plan for upcoming instruction. Resources and professional development will be provided for staff to support effective and appropriate assessment practices in a distance-learning environment, including limitations tied to test security in some cases.

✓ Curriculum

Recognizing the challenges and limitations many students may have experienced with learning during spring 2020, teachers will use a common platform and grading practices at elementary, middle, and high school levels to ensure that there is equitable learning access if students need to quarantine or during intermittent closures (District, school or class) due to COVID-19. In addition, staff will restructure curriculum to bring students up to appropriate levels at the beginning of school in a manner that highlights essential standards for the grade level or course, as well as the prerequisite knowledge and skills learners need, so that students can be successful with new content. Updated individualized education program's (IEP) or 504 plans will offer strategies for staff to support learners with differing needs.

✓ Digital Resources

Whether learning takes place primarily in an online environment or in-person, expanded digital resources will ensure students have consistent access to high quality learning tools. Staff will continue to receive training and support in applying blended learning strategies, which involve a mix of teacher-directed and self-directed learning.

✓ Social Emotional Learning and Wellness

The direct and indirect impacts of the global COVID-19 pandemic are expected to have a lasting effect on students and staff. Amphitheater teachers and school staff will reinforce and enhance curriculum and supports focused on social-emotional learning, relationship building, and successful transitions to new schools, classrooms, and environments, whether in-person or through distance learning. Amphitheater began trainings last year on trauma sensitivity and trauma-informed practices, as well as set up multiple social emotional learning programs in its schools. These trainings will continue through professional development with prioritized focus on social-emotional learning and supports surrounding the reopening. Similarly, staff will continue to qualify for support services at no-cost through the Employee Assistance Program (EAP), as well as through the flexibility afforded them through the District's sick leave policies.



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✓ Intervention Services

Administration and staff are cognizant of the fact that all struggling learners must continue to receive flexible and responsive support for their academic, behavioral, and wellness needs. Amphitheater already has multiple resources in place to support ongoing intervention services for students. Classroom teachers and support staff will continue to receive professional development to plan and implement plans for student achievement through instruction and tutoring both online and in-person. Support staff and resource teachers, including school counselors, psychologists, and social workers, will work flexibly across the school to address student needs.

✓ Supports for Special Populations

Students who need additional supports for learning (including students who qualify for REACH, students with disabilities and English learners) will be given special consideration to ensure appropriate instruction while complying with federal and state requirements. REACH will continue services under either Amphitheater scenario for SY 2020-2021. Instructional delivery for students with a disability will be designed to ensure the least restrictive environment as required by their IEP. As needed based on IEP goals, this may include in-person specialized instruction as appropriate even if the student elects a complete online instruction program (Amphitheater Scenario 2). When necessary, virtual meetings will be used to convene special education procedural meetings, such as local screening committee, reevaluation, eligibility, IEP teams, etc. Similarly, instruction for English Language Learners (ELLs) will include a defined minimum time allocation for English language development (ELD) instruction within the student's schedule. ELD assessments will continue to monitor student progress in development of reading, writing, listening, and speaking skills. In addition, counseling, social work, psychology and other special education support services will be available to support students and assist their families' understanding of distance learning models as necessary.

Contingency Plans for Remote Learning by Necessity If Schools Cannot Start In-Person or Must Close Intermittently

Families who elect to have their students return to school in-person (Amphitheater Scenario 1) with health and social distancing protocols in place can rest assured that any intermittent closures due to COVID-19 will look different from what occurred in spring 2020. Then, teachers had to change their instructional delivery practices without any notice or advanced planning. This time, an intermittent school closure will look differently because Amphitheater Administration and staff have planned for and trained on remote instruction practices designed to teach students outside of the traditional brick and mortar buildings.

Amphitheater's contingency plans for "Remote Learning by Necessity" only applies to students who elect in-person school (Amphitheater Scenario 1). Intermittent closures due to COVID-19 do not affect students who elect full online learning (Amphitheater Scenario 2) since their online instruction remains consistent even if the Governor closes brick and mortar schools.

Under the Governor's Executive Order 2020-44, dated June 29, 2020, all students who elect Amphitheater Scenario 1 (In-Person Learning) will start under this contingency because schools are not allowed to open physically for students yet. It is clear from the Executive Order that Amphitheater Schools must continue to follow the advice of the state and local health departments to determine the in-person opening date as the health departments are responsible for directing decisions related to public health during a state of emergency like the COVID-19 pandemic. See A.R.S. § 36-787.

If an intermittent closure precludes a class, school or the entire District from going to an Amphitheater brick and mortar school, then the contingency "Remote Learning by Necessity" implements to allow teachers to instruct students remotely without any extensive delay. Here are some key points on the plan:



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- This option may be implemented intermittently (District-wide, school-wide, or class-wide) as COVID-19 cases require.
- Remote Learning by Necessity is available for PreK-12 instruction.
- Regular contact with teachers will continue without any extensive delay.
- Social and emotional supports will continue to be available as appropriate to promote student, staff and family wellness.
- Support services will continue to be provided for eligible students.
- Expanded digital access and digital curriculum resources, as well as additional staff trainings, will be in place before school begins in August 2020.
- Instructional practices will have been revised to include lessons learned from spring 2020
- Limited school building access may exist as necessary during the closure for staff, distributing technology or instructional resources and individual appointments for certain screenings or assessments that cannot be completed online.
- Extracurricular activities and sports may be closed as appropriate.

Necessary Changes to the SY 2020-2021 Calendar

The Governor's Executive Order 2020-44 delays the start of in-person school until August 17, 2020. Amphitheater is scheduled to begin school on Thursday, August 6, 2020.

Administration fully intended to begin school as scheduled when Administration believed in-person attendance would be possible. Now that school must start online (under the Remote Learning by Necessity Plan), Administration recommends that the first day of school be rescheduled to Monday, August 10, 2020, to provide teachers and educational staff two additional days of professional development and planning before remote instruction begins for all students in the District.

Unlike last spring 2020, the remote instruction that teachers must provide this August will typically be with entirely new students who are not yet known to the teachers. These students may not have met or even seen their new teachers and may find the new year start difficult without some one-on-one connection in place beforehand. By keeping August 6-7 as teacher work days, Amphitheater may also provide teachers with some time to try to connect with students before their lessons start remotely.

Barring unforeseen circumstances, this delay of the school year start for students should not require any other calendar adjustments for the year. There is enough educational time built into the Amphitheater school calendars to absorb the student report time by two days. If, however, the start of school is delayed further, staff will have to work additional, non-scheduled days at the end of the year per contract, or breaks may have to be varied, in order to correct instructional time requirements.

Administration does not recommend any changes to staff work schedules with this calendar change. Nonteaching staff will also need these extra two days without students to train on the new protocols and to



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develop procedures to be ready for students to return to school. Therefore, the only recommended change to the 2020-2021 calendar is to reschedule the first day of school for students to Monday, August 10, 2020, which would continue on an online only basis until it is safe to reopen our doors as determined by our state health officials. Students who select Amphitheater Scenario 1 will begin attending in-person school after the Governor permits schools to open and once the Superintendent, in consultation with the state and local health departments, determines that it is viable for them to do so in-person.

Next Steps and Timelines for Key Decisions

The first step in the reopening and renewal of Amphitheater Public Schools for SY 2020-2021 is Board approval of a reopening plan. Following that, a formal communication will be sent to families and staff to outline the timeline for families to indicate their selection for their student learning experience in fall 2020. The communication will have sufficient information about the SY 2020-2021 options for families to make an educated choice between the alternatives. The communication will also provide a timeline for families to make their selections before school starts.

Additionally, it will include information about plans for classroom instruction, transportation, breakfast/lunch, recess and passing periods, hand hygiene and face coverings, health assessments, and limitations for visitors on campus. It will also contain answers to questions that parents have submitted about plans for sports and extracurricular activities, elementary specialty classes (art, music, and physical education), middle and high school elective and CTE classes, and student trips and assemblies.

Likewise, staff will receive a similar communication from their administrator or department manager detailing plans for their safe return to work, including information about work assignments, work calendars, and future training plans. They will also be provided detailed information about plans for SY 2020-2021, as well as information about when and how to take necessary trainings about the new health and safety protocols related to COVID-19.

RECOMMENDATION: The Administration recommends that the Governing Board approve the following three (3) recommendations for SY 2020-2021, each of which is detailed below:

FIRST RECOMMENDATION

It is recommended that the Governing Board approve the District's offering of two learning modalities for students during SY 2020-2021. These learning experiences are explained in detail on pages 8-10 of this agenda item. They will provide the best outcomes for students to continue learning safely during the pandemic and assist in slowing the spread of COVID-19. Below is a summary of each scenario being presented in this first recommendation:



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Amphitheater Scenario 1: In-School Learning with Health and Social Distancing

1. This option will be available for PreK-12 instruction.
2. Students who elect this option will attend school in school buildings every day as long as schools are allowed to remain open. The additional health and safety precautions outlined above will be in place while students are at school.
3. This scenario also includes the detailed contingency plan identified above (page 10) as the “Remote Learning by Necessity” plan. Students who choose Amphitheater Scenario 1 will start school remotely per the Governor’s Executive Order and return to in-person schools when it is safe to do so as determined by the state government and the health department. With information provided daily, it is too early to determine when in-person instruction is viable, but under Amphitheater Scenario 1, the Superintendent may set the date for in-person instruction to begin once health departments have declared it safe to do so. At this point, however, it is presently clear that date will not be August 17. Once students do return to in-person schooling, the Remote Learning by Necessity contingency may also be implemented for intermittent school closure(s) due to COVID-19, to assist students and families to transition quickly to remote instruction for continued learning throughout an intermittent closure.

AND

Amphitheater Scenario 2: Full-Time Online Learning by Request

1. This option will be available for K-12 instruction.
2. Students who elect this option will attend full-time instruction online through the Amphitheater Academy Online. Courses will be taught through the District’s online courseware and digital curriculum resources along with direct instruction and support from an online Amphitheater teacher.
3. School staff will work with students to help keep them connected with their home schools while online.

SECOND RECOMMENDATION

Administration further recommends that the Governing Board approve the revised school calendar for SY2020-2021 attached to this agenda item. The revisions will permit Amphitheater to start school under the “Remote Learning by Necessity” plan with the first day of school being Monday, August 10, 2020. There are no other changes recommended to the SY 2020-2021 calendar.

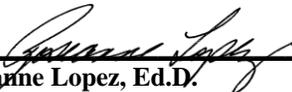
THIRD RECOMMENDATION

Finally, Administration recommends that the Governing Board extend its special thanks to everyone who volunteered valuable time during the month of June to serve on the Blue Ribbon Task Force.



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INITIATED BY:



Roseanne Lopez, Ed.D.
Associate Superintendent for Elementary Education

Date: July 13, 2020



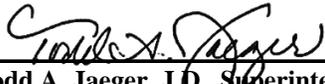
Michelle H. Tong, J.D.
Associate to the Superintendent and General Counsel



Michelle Valenzuela
Director of Communications



Tassi Call
Director of 21st Century Education



Todd A. Jaeger, J.D., Superintendent

Report and Recommendations

Blue Ribbon Task Force

on the Reopening and Renewal of Amphitheater Public Schools



Summer 2020

An Introduction from the Superintendent

Amphitheater Public Schools has served students for more than 127 years. From the moment the Wetmore brothers declared Amphitheater schools open in 1893, our schools have ensured the education of our community's children through many tests which now mark our history. Amphitheater has endured floods, fires and even the Spanish Influenza pandemic which shut down schools throughout Arizona more than a century ago. In each such circumstance, Amphitheater was propelled forward time and time again by a thoughtful and purposeful community that consistently committed itself to a strong educational foundation for its youngest citizens. Today, we find ourselves facing another challenge which calls upon our entire society for its safe and successful resolution; the reopening and renewal of our schools now depends upon our community once again.

With this in mind, I established a Blue Ribbon Task Force to prioritize and expedite information and input from our diverse Amphitheater community members for the reopening of our schools in the 2020-2021 school year. Once again, our community was there for its children: interest and participation in the Blue Ribbon Task Force was overwhelming and impressive. In just days, more than 230 citizens volunteered to guide our District's reopening. This included parents, teachers, administrators, community-at-large members, and our own high school students.

From those applications, subcommittees were formed to gather input on the following 10 key action areas:

1. Health Issues and Services
2. Elementary Education Instructional Design
3. Secondary Education Instructional Design
4. Social-Emotional Learning
5. Special Needs Protocols and Instructional Design
6. After School Activities and Extracurricular
7. Facilities and Food Services
8. Transportation
9. Workplace/Human Resources
10. Financial Considerations and Technology Needs

Each subcommittee was tasked with specific areas, but the nature of our situation permitted -- indeed compelled -- broad discussions of the intersections between action areas. This allowed for discussion and recommendations for each topic to be as complete as possible. The subcommittee recommendations were then collated, synthesized and compiled in this report.

Even as this report is issued, however, the work of the Task Force will continue. Before the Governing Board formally considers this Blue Ribbon Task Force report, the recommendations

will also be sent to everyone who offered to serve on the Blue Ribbon Task Force to confirm that all relevant topics have been considered through this process.

The reality, of course, is that our common circumstances continue to evolve and change, and there is so much that remains unknown to us all even today. This complex truth demands honest and open communication as we continue forward. Our Task Force has helped tremendously in that regard and I want to express my gratitude to each of those people who have participated through the process. Their guidance and input have proven invaluable, and each of them has informed the actions and plans we are making for the coming school year.

Schools are among the cornerstones of any community. They are the foundations upon which communities are so dependent for their collective success, growth and endurance. We know that the safe and successful reopening of our schools is essential and integral in the reopening and renewal of our entire society. We take that knowledge and what we learned from this task force process to heart as we continue to face this latest test together. And, together, we will chart a new and brighter future for our children and for every one of us.

Yours most sincerely,

Todd A. Jaeger, J.D.
Superintendent

ABOUT THIS REPORT

The Blue Ribbon Task Force developed these recommendations through collaborative discussions designed to consider all of the diverse perspectives of Amphitheater’s stakeholders.

The recommendations are designed to help students, teachers, administrators, and staff return to school in Fall 2020 in a way that will provide the best educational outcomes for students. The goal is to do this by identifying procedural changes to improve online instruction options and by adding safety precautions intended to slow the spread of COVID-19 in all District facilities.

Given the widespread community exposure and the limited information known about how the coronavirus transmits between people, everyone who comes to an Amphitheater campus during the pandemic must do their part to avoid spreading the coronavirus to others. This means following advisories to quarantine when sick and implementing CDC guidance to avoid the spread when away from Amphitheater.

In addition, these recommendations are broad-based guidance for the Governing Board, which is responsible for making decisions affecting the entire Amphitheater School District. The unique needs and circumstances of each of the District’s school communities should be considered when implementing these recommendations. Appropriate adjustments should be guided by what is feasible, practical, acceptable, and tailored to the needs of individual communities.

Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, Amphitheater may need to change, amend, or augment its procedures related to COVID-19 throughout the 2020-2021 school year. Therefore, it is recommended that Amphitheater adhere to the most recent recommendations from the CDC and coordinate with local authorities, such as state and local health departments, health centers, consulting physicians, and health-care providers, and apply these recommendations in accordance with the guidance they receive from those stakeholders.

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Health and Safety

While the Blue Ribbon Task Force included a subcommittee dedicated specifically to health considerations, many of the other subcommittees also discussed health and safety issues in their work. This section is a synthesis of all subcommittee recommendations related to Health and Safety.

HEALTH SCREENING

Several Blue Ribbon subcommittees considered practices for health screening and provided differing recommendations about how and when health screenings should occur.

- Some subcommittees recommended temperature checks for permission to enter a bus or school campus and that anyone with a temperature in excess of 100 be precluded.
- Some subcommittees acknowledged the difficulties associated with public temperature checks at the point of entry to schools and, instead, recommended pre-screening occur at home and that parents be advised that children can return to school if they are fever-free, without medication, for 72 hours. This time frame meets CDC guidelines.

HEALTH MONITORING

Subcommittees recommended that CDC guidelines and recommendations should be followed. These include:

- Staying at home when sick.
- Keeping socially distanced, at least 6 feet apart.
- Quarantining when exposed to COVID-19.
- Knowing the symptoms of COVID-19

The subcommittees made these additional recommendations:

- Morning student temperatures should be taken at home and the student should be kept home if the temperature is above 100.0.
- The school health office should be prepared to check student temperatures as needed.
- A districtwide communication should be developed to assist families with checking for symptoms of COVID-19 prior to coming to school.
- Health staff should examine records to ensure student immunizations are up to date.
- Mental health resources should be offered to staff/students when appropriate.

HEALTH EDUCATION RECOMMENDATIONS

- Training for staff/families on the signs/symptoms of COVID-19 should be offered. Staff can be trained before students arrive using the District's training platform called Safe Schools. Families can be trained using recordings or handouts.

- Students/staff should follow the Universal Precautions used in the health care industry to avoid the spread of infection through bodily fluids, which all District employees already take annually.
- Posters and educational materials regarding proper hygiene should be posted and available.
- Local COVID-19 testing site locations should be posted in each school.
- A “COVID-19 Code of Conduct” should be distributed to increase awareness of mitigation efforts and what must be done to protect the “Amphi Family.”

PHYSICAL DISTANCING RECOMMENDATIONS

- The District should follow local guidelines for group limitations.
- Students, staff and families should be advised to avoid direct contact with others. The District should teach alternative ways people can greet one another.
- All staff should be aware of cultural differences with regard to social distancing.
- The District should set the expectation that people keep 6 feet of social distance in all situations where contact time is greater than 10 minutes as recommended by the Pima County Health Department.
- Student desks/seating should be spaced 6 feet apart to the extent possible. If not possible, a face covering/mask should be required.
- Signage should be used to remind students and staff of social distancing expectations.
- Students should stay within cohort groups to the extent possible.
- The COVID-19 Safety Measures Workstation Review process (established before the implementation of the Blue Ribbon Task Force) should remain in effect throughout the pandemic.

CLEANING AND SANITIZING RECOMMENDATIONS

- The District should follow the Center for Disease Control (CDC) guidelines on cleaning/disinfecting all buildings, shared equipment, etc.
- All desks and chairs should be cleaned every day in elementary schools and after every class in secondary schools. Students should assist with the cleaning of their own desks. Teachers should spray, and students should wipe desks.
- Hand sanitizer and/or soap and water should be available in every classroom.
- Alcohol wipes should be available to sanitize computer keyboards and other devices.
- Rooms should be ventilated to the extent possible.
- Libraries should require handwashing/sanitizing before entering.
- Libraries should set aside returned items for the time period recommended by the CDC before handling.
- Recesses should be staggered to allow for sanitizing playground equipment.
- A COVID-19 Response Team should be formed that can respond to a suspected case of COVID-19 to provide deep sanitizing of necessary areas.

PERSONAL PROTECTION RECOMMENDATIONS

Note: After most of the subcommittees had completed their recommendations, Pima County made face coverings mandatory, so the recommendations here focus on the question of providing face coverings and other personal protection matters.

- Subcommittee recommendations differed about whether Amphitheater should provide face coverings to staff and students. Some subcommittees recommended that the District pay for face coverings for all employees and students. Other subcommittees expressed belief that cloth face coverings have become a part of normal attire and recommended that staff and students be responsible for bringing their own. Those subcommittees recommended that the District have a limited number of extra face coverings on hand for people who forget their own. Finally, other subcommittees recommended that the District only be responsible for providing protective equipment to students and staff who need specialized face coverings or for compliance with an individualized education program or 504 plan.

Other recommendations:

- Consistent guidance should be developed to inform people who believe they are at high risk (as defined by the CDC) about alternative options available to them for personal protective equipment.
- Schools and sites should incorporate handwashing into schedules (beginning of day, before eating, after coughing or sneezing, after restroom, before and after using shared objects) either with soap and water or hand sanitizer.
- Handwashing stations should be added at each school.
- Students and staff should supply their own water bottle, but water bottles should be provided as necessary.

FOOD SERVICE RECOMMENDATIONS

- Lunch should be served in the cafeteria.
- Hand sanitizer should be used upon entering the cafeteria.
- Elementary students should eat with their grade level cohorts.
- Social distancing should be maintained, and markings should indicate where students should sit.
- Additional tables should be placed in the cafeterias to allow for social distancing, and additional tables should be placed outside at middle and high schools.
- Tables should be sanitized between servings.
- Food sharing should be discouraged.
- School lunches should be pre-placed on tables to avoid lines.

- Middle school and high school students should have the option of eating outside to assist with social distancing expectations, weather permitting.
- Lunch times should be staggered to maximize students staying within a cohort.
- Salad bars and self-serve items should be temporarily eliminated.
- Additional food service staff should be hired to assist with sanitizing and removal of food trash.
- Visitors should not be allowed in the cafeteria until further notice.

RECOMENDATIONS FOR SCHOOL AND SITE OFFICES

- Social distancing should be required.
- Signs and markings should be placed to assist with social distancing reminders.
- People entering offices should wear masks.
- Offices should have supplies to sanitize pens, surfaces, etc. between guests to the office areas.
- When possible, office staff members should set up systems that permit papers, books, and supplies to be set aside between handling for a safe time period.

RECOMMENDATIONS FOR HEALTH OFFICES

- Schools should keep sick children separated from well children in health offices using curtains, a separate room, plexiglass, etc.
- Nurses and health aides should be provided with N-95 masks, face shields, disposable gowns, masks, gloves, and proper sanitizing supplies.
- No touch infrared thermometers should be used.
- Sick children should wear masks.
- Staff should be cross-trained to assist and additional health staff substitutes should be hired.

RECOMMENDATIONS RELATING TO COVID-19 EXPOSURE

- Anyone who has tested positive for COVID-19 or is experiencing COVID-19 symptoms should quarantine at home in accordance with the CDC guidelines and Pima County Health Department recommendations. Symptoms include but are not limited to:
 - Fever of 100.0 degrees or higher
 - Cough
 - Shortness of breath or difficulty breathing
 - Headache, sore throat, muscle pain
 - Shaking and chills
 - New loss of taste or smell

- The District should develop procedures for school staff to refer students who display symptoms of COVID-19 to the school health office for consultation.
- Precautions should be taken to separate students showing symptoms of COVID-19 from further exposing others at the school while awaiting parent pick up from school.
- School health officials should follow CDC and Pima County Health Department guidance to determine when to send students home from school.
- Schools should follow Pima County Health Department Guidelines for a student or staff member to return to school after ending isolation due to COVID-19.
- Differing recommendations were presented for how to notify families and staff if people displaying symptoms of COVID-19 are sent home to quarantine. Some subcommittees recommended notice be sent when a suspected COVID-19 exposure occurs. Others recommended notice be provided once a positive test result is received. Still others recommended that students be required to quarantine at home until they have been fever-free for 72 hours.
- The subcommittees presented contrary recommendations on cleaning and/or closing areas of exposure if someone at a school or work site displays COVID-19 symptoms. Some subcommittees favored following the CDC recommendation that cleanings by school staff occur immediately upon a suspected exposure. Others recommended that all areas where exposure may have occurred be closed for a period of 72 hours before cleaning occurs.
- Schools should follow Pima County Health Department guidelines for inclusion in school for people under investigation for COVID-19 or who have come in close contact with a person who has COVID-19.

REPORTING OF POSITIVE TEST RESULTS

- Schools should encourage families to self-report positive cases to the school and to the Pima County Health Department.
- Schools that identify positive cases should follow normal procedures for reporting illnesses. This includes notifying the Pima County Health Department per faxed form or calling the Pima County Health Department RN liaison.
- Schools should maintain confidentiality.
- Schools should follow Pima County Health Department recommendations regarding notification of families.

Instructional Design

The Blue Ribbon subcommittees recognize that in times of uncertainty, schools are obligated to form a clear and equitable foundation of curriculum and instruction that parents can rely upon. The Blue Ribbon Task Force has made recommendations for educational programming for 2020-2021 based on research, current teacher expertise, and best practices given our current conditions.

Elementary Education

The Blue Ribbon Task Force has made recommendations specific to elementary schools educational programming for 2020-2021. These recommendations are based on advice and input from experts in elementary education, data, research performed by subcommittee members, and input from parents knowledgeable across all elementary grade levels.

Instructional Models

Based on the Arizona Department of Education’s Roadmap, the subcommittee considered the following scenarios:

- In-person learning in the school building with extensive health and safety precautions required.
- Full online school -- “Amphitheater Academy Online.”
- Blended learning option should be available during possible intermittent closures.
- Paper-based (packet) option for students during possible intermittent closures when there is no feasible method to get Internet access in the home of the student.

Instructional Platform Recommendations

- Google Classroom/Suite should be the instructional platform for students in grades 2-5 for all scenarios. All teachers should set up and maintain a Google Classroom that meets the standards set forth by the District.
- See Saw should be used as the instructional platform for grades Pre-K, K-1. All Pre-K and K-1 teachers should set up and maintain a See Saw classroom using standards provided by the District.
- The homeroom teacher should create the Google Classroom (Grades 2-5) and all other teachers (e.g., art, music, PE, special education, ELL, etc.) who serve children in these classrooms should be added as co-teachers for that online classroom. This approach should allow an elementary student to log on to one location to access their instruction and work from their teacher(s). K-1 should be use See Saw for the same purpose.
- All teachers should have a Google Classroom or See Saw classroom established by the first day of school and should utilize the software regularly with students.
- Google Classroom/See Saw “rubric or checklist” should provide guidance for teachers as they establish the classrooms.

Common Instructional Software Recommendation

Common software is particularly important for equity and inclusion of all children in a situation where there may be intermittent closures. The software must provide quality content in a virtual or blended learning setting. To that end, all K-5 students should have a common software “base” they should use regularly as a part of in-person learning and as the base curriculum during an

intermittent closure. The following software licenses should be assigned to every elementary student:

- Waterford Reading for K-1
- Waterford Math and Science for K-1
- i-Ready Reading for grades 2-5
- i-Ready Math for grades 2-5

Classroom Management Recommendations

- Students should avoid sharing supplies to the extent possible. Frequently used supplies should be in “sets” for individual students.
- In situations where supplies, manipulatives or computers must be shared, students should wash or sanitize their hands before use.
- Handwashing should become part of the routine throughout the day.
- Students should wash their hands before going into any shared space (e.g., maker spaces, art rooms, music rooms, lunchrooms.)
- Classrooms should be cleared of excess furniture and equipment and items that are difficult to sanitize. Students should either wear masks covering just the nose and mouth or be seated so as not to face one another.
- Cohorts (grade levels) should stay together and not intermingle with other grade levels. This practice includes services that are provided outside of the classroom with some exceptions for students whose IEPs require otherwise.

Recess Recommendations

- Recess is imperative for children and should be provided with appropriate social distancing.
- Recesses should be staggered to keep grade-level cohorts together and to allow time for equipment to be sanitized.
- Classroom playground equipment (e.g., balls, jump ropes, etc.) should be sanitized after each use.

Social-Emotional Learning

Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- Each school should set social and emotional learning goals for the 2020-2021 school year.
- The goals should be based on a combination of surveys, teacher and staff observations, research-based social and emotional learning practices and community information.
- SEL practices should be embedded and emphasized including:
 - Teaching and reinforcing new routines during the first three weeks and explanations for “why” the new routines are important.
 - All classrooms should use the SEL curriculum selected by the school weekly.

- The District should review the Crisis Response Team process during the fall of 2020 to strengthen communication, roles and responsibilities of team members and protocols.
- The District should establish designated Crisis Response Teams by quarter.

Specialists Recommendations

Art: All students should have art each week. CDC guidance on sharing supplies should be followed. Students should use their own set of supplies. Schedules should be adjusted to allow cleaning to occur between cohorts.

Music: All students should have music each week. Music teachers should follow CDC guidance on sharing instruments and sanitizing equipment and classroom area between cohorts. Some activities and use of equipment may need to be suspended for this period of time. Schedules should be adjusted to allow cleaning to occur between cohorts.

Physical Education: All students should have physical education each week. Physical education teachers should plan instruction to allow for social distancing and to avoid sharing of equipment when possible. When equipment is shared, the equipment should be sanitized before the next use. Schedules should be adjusted to allow cleaning to occur between cohorts.

Assessment and Grading Recommendations

- Assessments that are used to plan instruction should continue to the extent possible (e.g., WACS, NWEA MAP, DRA). Students should come to campus to take required assessments. The common software includes embedded formative assessments to assist teachers and students in planning their next learning steps.
- Elementary report cards should only require letter grades in grades four and five. All grade levels should use standards-based grading. Rubrics for each of the standards on the report card were written some years ago. Teachers should use these rubrics, which may need some revision. Students should be graded each quarter based on accomplishments of standards, growth toward meeting standards, and engagement in the work provided. Report cards should be distributed on schedule as normal.

Scheduling Recommendations

In-person model: The schedule should be set by the building principal to account for issues related to COVID-19 (e.g., spacing of specialist’s classes, recesses by grade level cohort, lunches by grade level cohorts, etc.).

Remote model: During intermittent or extended closures, live online lessons should be provided by teachers on a staggered schedule by grade level to assist parents who have more than one child in the home (e.g., kindergarten at 8 a.m., first grade at 9 a.m., etc.). Lessons should be recorded for later viewing when possible. The schedule of learning opportunities available for students should be consistent each day.

Minimum standards:

- One post for students per day on Google Classroom
- One opening activity per day which addresses social emotional learning
- Two lessons per day live and/or recorded
- Assigned work/time on i-Ready or Waterford
- Direct contact with two or more families daily to check on well-being, on a rotation to reach all students within a two-week time period at minimum
- Training should be provided for mandatory reporting if necessary
- Posted office hours daily for student one-to-one virtual contact and/or small groups
- Daily monitoring of student software use and accomplishment of skills
- Recommended home learning schedules provided to parents

Professional Development

- Additional professional development days, prior to the return of students, are needed to prepare for different scenarios to the extent possible.
- Teachers should receive training in the use of See Saw (PreK-1), Waterford (K-1), and i-Ready (2-5).
- All teachers should receive training on how to set up a Google Classroom and the time needed to set up their pages.
- Teachers who are teaching in the full online model should receive professional development on how to use the curriculum and manage the platform.

Middle and High School Education

The Blue Ribbon Task Force Subcommittee has made recommendations for middle and high school educational programming for 2020-2021 based on research, current teacher expertise, and best practices given our current conditions.

Instructional Options

Based on the Arizona Department of Education's Roadmap, the subcommittee considered the following scenarios:

- In-person learning in the school building with extensive health and safety precautions required.
- Full online school "Amphitheater Academy Online," Amphitheater's approved online school.
- Blended learning option during possible intermittent closures.
- Paper-based (packet) option for students during possible intermittent closures when there is no feasible method to get internet access in the home of the student.

Learning Platform

- Google Classroom/Suite should be used as the online platform. All teachers should set up a Google Classroom before the first day of school and use the resource throughout the year.
- Amphitheater should provide substantial training on how to use Google Classroom to integrate grades and for communication.
- The District should research a science lab platform, such as Labster, for middle school and high school students.

Grading Practice Recommendations

- Teachers should enter a minimum of one grade per week into grading software.
- Students should be able to turn in assignments one week late with no penalty. Acceptance of work beyond one week of the due date should be at the discretion of the teacher on a case-by-case basis.
- Teachers should clearly communicate the criteria they will use to determine student grades and include the criteria on their websites.
- District Technology Services and/or teachers should set up a tab on the website for grading policies.

Social-Emotional Learning

Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- Each middle and high school should set social and emotional learning goals for the 2020-2021 school year.
- The goals should be based on a combination of surveys, teacher and staff observations, research-based social and emotional learning practices and community information.
- SEL practices should be embedded and emphasized including:
 - Teaching and reinforcing new routines during the first three weeks and explanations for “why” the new routines are important.
 - Middle schools should incorporate SEL instruction in the advisory period.
 - High schools should integrate SEL instruction throughout the instructional program.
 - Social-emotional lessons for secondary schools should be made available for use.

Classroom Management Recommendations

- Students should wash or sanitize their hands throughout the day. Handwashing should be required before entering any shared space (e.g., cafeteria, maker space, labs, computer labs, etc.).
- Students should clean their own desks at the end of each class.

- To the extent possible, students should move in cohort groups to help manage the spread of infection.
- Classrooms should be cleared of excess furniture and other items to allow for maximum floor space. Students should be 6 feet apart when possible.
- Students should either wear masks covering just the nose and mouth or be seated so as not to face one another.

Assessment and Testing

- Amphitheater should establish practices and procedures for assessment and testing in August to ensure consistency throughout the 2020-2021 school year.
- Academic Integrity: the District should use the current Student Code of Conduct language and expand to include learning that occurs in the classroom, at home and virtually (online).
- The District should develop a “Code of Conduct” to assist students in understanding and abiding by academic integrity and other expectations when working in different learning environments.
- Amphitheater should provide a guiding document on grading and assessment practices to ensure consistency between teachers and between schools. The guiding document should include:
 - Communication of grading policies
 - Minimum number of grades entered in Tyler each week
 - Types of assessment
 - Determining mastery of State Standards.

Staff Guidelines and Expectations

The District should provide guidelines for staff to prevent virtual fatigue related to spending hours online daily. The following standards should assist in this effort:

Minimum standards:

- One post for students per day on Google Classroom
- One opening activity per day which addresses social-emotional learning
- One lesson per subject/class per day; recorded if possible, for later viewing
- Assigned work daily with reasonable expectations for working from home
- Direct contact with two or more families daily to check on well-being, on a rotation to reach as many students as possible within a two-week time period
- Training should be provided for mandatory reporting if necessary
- Posted/set office hours daily posted on Google Classroom for student one-to-one virtual contact and/or small group meetings
- Teachers will be available during normal contract hours
- Daily monitoring of student software use and accomplishment of skills (if available)
- Recommended home learning schedules provided to parents.

Communication Recommendations

- Amphitheater should publish guidelines for staff, students, and parents/guardians to facilitate with the establishment of routines and procedures.
- The District should also provide students and parents/guardians with clear information on expectations for student engagement, learning, homework, assessments, and academic integrity.
- Teachers will communicate with parents through District email or by phone.
- Teachers should follow District procedures for requesting time off due to illness or other personal obligations.

Professional Development Recommendations

The Secondary Instructional Design subcommittee strongly recommends that the primary use of the first contractual days be reserved for professional development that focuses on engagement and implementation of instructional strategies online and in-person, while allocating time for teachers to modify their classroom environments to promote social distancing and the wellbeing of students and staff.

- Training topics should include, but should not be limited to:
 - Social-Emotional Learning
 - Trauma informed practices
 - Google Classroom
 - Engagement strategies
 - Integrated grading practices utilizing Google Classroom
 - Website creation/maintenance.
 - Teaching effectively online.

Secondary Assessment and Grading Practices

Assessment and evaluation of student progress is of primary importance in all District schools. The challenge is to balance the need for ongoing assessment for instructional purposes with reporting student progress by giving a grade. In light of the impact COVID-19 has had on traditional learning venues and practices, the Amphitheater should provide the following guidelines and recommendations for grading and assessment for the 2020-2021 school year.

The authority for determining progress, assigning grades, and granting or withholding credit for individual courses rest with the teacher of the student, provided practices are in keeping with the following guidelines. In making such determinations, teachers should be guided by the standards set forth by the District which include:

- At all levels within our school system, teachers should be expected to identify the State Standards students should learn and the criteria by which they should measure that learning.
- Additional standards in the areas of effort and behavior should be established.
- District-developed grading systems should be established and utilized.

- Course grading systems should be determined by the teacher and should be available for parents/guardians and students on the teacher’s website. Teachers should articulate their grading policy and system at the beginning of the school year, including how students can monitor their progress. Teachers may use categories to help students and parents/guardians understand the point value assigned to any given assignment/assessment.
- Teachers should assign work, materials and assessments as necessary to facilitate the mastery of State and content standards. The teacher should enter a minimum of one grade per week into Tyler.
- Teachers should keep a complete and accurate record of the grades assigned to students, in Tyler.
- Students should be expected to complete and submit assignments by the stated/written due date. Students should be able to submit work up to a week late with no penalty.
- Assessments that measure progress toward the final outcome should be used prior to assigning a final grade. Assessments should include, but not be limited to, formative and summative quizzes, tests, projects, essays or presentations that demonstrate proficiency and mastery of unit and subject standards.
- Assessments of learning, based on identified State Standards, should be ongoing and should be utilized to drive instruction, identify opportunities for re-teaching, intervention and enrichment. This data should be used to determine student mastery.
- Assessments and grading, including meaningful feedback on assignments, should provide information that students can use for self-evaluation and that teachers can use for their support of learning.
- The ability of the student should be an option to consider when determining grades.

Special Populations

The subcommittees recognize that students’ needs vary and that the District should have protocols and procedures to meet their needs in all circumstances. With this in mind, the subcommittees identified specific recommendations for safely and appropriately continuing services to students who may require additional support to foster their learning.

Delivery of Service Recommendations

- To the extent possible, push-in services are preferred over pull-out services to help control the spread of the infection. This should be handled on a case-by-case basis considering IEP, intervention, and gifted needs.
- Schools should arrange for social distancing with smaller groups of students in SPED and ELD services within grade-level cohorts.
- Teachers may also consider using social stories to explain why wearing masks is important.

- The District may need to provide a teletherapy option for related services. If so, training should be provided for this option.
- The District may also need to provide a way to deliver services to students who cannot be taught online due to disability or language issues.
- If teachers and service providers must be relocated, continued access to Smartboards and access to materials necessary for instruction should be considered.
- Occupational therapists should provide support and consultation on sensory aspects for students.
- Itinerant staffing should be examined as additional options to further support providing direct services and meeting evaluation requirements.
- Masks, face shields, helmet/ball cap shields should be provided as necessary in certain educational environments.
- Window masks should be provided so students and teachers can see the other's mouth when reading, for language, speech services, and for students who may be hard of hearing.
- Plexiglass or dividers of some kind may be necessary for guided reading tables and testing tables. This should be determined on a site-by-site basis.
- ELL new service requirements include one to two hours direct English instruction and integration into the regular classroom. To the extent possible, students should be kept in cohorts to decrease the spread of possible infections (e.g., pull-out in grade-level small groups).
- To the extent possible, REACH/gifted students should be kept in grade-level cohorts to decrease the spread of possible infections (e.g., pull out in grade level small groups).
- Special-education services delivery model considerations should include: pre-recorded lessons, Boom learning assignments for SLP's, in-person and remote documentation on IEP, software use, etc.
- Special Education teachers should consider pace and amount of material required for students and should have flexibility to determine how to meet individual student goals.
- Advance planning time may be necessary for collaboration between teachers, service providers and other staff.
- Teachers providing homebound instruction should be provided appropriate personal protective equipment and/or encouraged to teach remotely if possible.

Evaluations to Determine Need for Services

- Classroom-wide assessments for baseline and intervention should be conducted at the beginning of the school year.
- Schools may also need to assess students on a case-by-case basis for evaluation, past educational history, academic baselines, and growth. If so, special consideration may be needed to determine the difference between learning loss from school outage or from disability.
- Schools should examine the idea of a private outdoor designated testing space.
- ELL AZELLA assessment and oral language assessment should be available online.

Technology Recommendations

- The District should consider purchasing two iPads per site for school psychologists to do assessments in order to allow for only sanitizing a screen rather than multiple manipulatives.
- Teachers may also want to continue online meetings for special services and ELD, and the District should provide cameras as needed.
- Additional technology recommendations that should be considered include helping to provide internet access, hot spot access, more Chromebooks to work toward a 1:1 technology support ratio, and additional technical supports as appropriate.
- Teachers may also need training on how to provide accommodations and modifications using the provided platforms.
- Lessons may need to be recorded for students to access later.

Compensatory Service Recommendations

- The District should provide options to parents whose students qualify for compensatory services to include: during breaks, before and after school, and summer options.
- Clear and consistent guidelines are needed for school teams to determine if students qualify for compensatory services during this pandemic with possible closures.
- A user-friendly communication should also be provided to parents about compensatory services, the process, and the options they have for their child.

Communication Recommendations

- Orientation for students and parents on platforms, software, meeting requirements, and the District's Code of Conduct should be offered at the beginning of the year.
- The District may also need to build in opportunities for connections and individual feedback to students.
- A hotline for additional technical support may be necessary, and teachers should also include verbal directions on how to log on within the lessons they provide.
- Department check-ins may be needed for the students who are online.
- IEP documentation should add another service page to show the model of learning being used if there is a closure.

Transportation and Travel

The subcommittees recognize the importance of providing transportation services to children. Below are the recommendations:

- Masks should be required on all District transportation and on contracted transportation for students and staff, with the exception of those with specific health conditions.
- The District should provide drivers with masks and protective equipment.

- The District should provide masks to students when boarding the bus when they forget to bring one.
- Students should sit no more than two to a seat with a maximum capacity of 56 students per bus.
- Buses should be ventilated.
- Parents should enroll their children for transportation services to enable staff to plan routes and to ensure seat availability.
- Parents should be encouraged to plan for transportation from and to the same bus stop during the pandemic.
- Bus passes may be necessary to manage enrollment in transportation services. Passes should be integrated with identification badges.
- Bus passes should be integrated with the new GPS system on the buses.
- Buses should be sanitized daily with 30-day biocide using electrostatic sprayers.
- Contracted transportation providers should be required to match District mitigation efforts.
- Open-enrolled students should be allowed to ride buses if there is space available. A bus pass may be needed to ride.
- The District should investigate the use of carpool apps for parents who may be interested.
- A plan should be in place to confirm necessary precautions and mitigation efforts when transporting special needs and medically fragile students.
- Student and staff travel outside the district should be suspended until further notice.
- Field trips should be suspended until further notice.

Technology

The subcommittees recognize that access to technology has become an even more important issue during the COVID-19 crisis. Below are their recommendations.

- Amphitheater should review the equitable access to devices and the Internet (Wi-Fi) and should assist families with access issues to the extent possible.
- The District should also provide parents/guardians with the technical requirements and specifications on what personal devices need to have to access and interact with District resources.
- Amphitheater may also consider providing parents/guardians with a list of businesses where they can get discounts on devices, internet access, etc.
- Clarification on technology terminology for students, staff and parents/guardians is needed.

Human Resources and Workplace Matters

The subcommittees considered a variety of issues that relate to employees and the workspace. Their recommendations include:

- Cleaning should be a team effort at the school.
- Staff members can be asked to fill additional roles temporarily as necessary to address new responsibilities for COVID-19 and/or absences unfilled by substitutes.
- Teachers may need flexibility in report times to be able to clean classrooms before/after school.
- Supervisors should be cognizant of staff morale when cleaning needs are excessive.
- If additional cleaning obligations are necessary, classified staff should have the option to add additional work hours to their schedule at their own site or at another work site when the need arises.
- Human Resources may also want create a pool of personnel willing to work overtime to cover responsibilities at other sites during absences or permit support staff to sign up as classified substitutes for other positions to earn overtime.
- Protocols should be put in place for staff members responsible to assist students sent home due to COVID-19 symptoms in order to assist the staff member and others at the school to avoid exposure to COVID-19.
- If staff members must be reassigned to different roles to continue working under any scenario other than a full-return to school, the reassignments should occur as follows:
 - For Teachers:
 - If the reassignment remains within the school site, then the principal's right of assignment at the site can address it.
 - If the reassignment is to a different location or involves multiple sites (such as an assignment to an online program that draws from multiple attendance areas), staff members should be required to apply for the new position.
 - If any other options arise, it is recommended that the staff transfer and RIF policies be reviewed.
 - For Non-Teaching Staff
 - While best efforts should be made to reassign non-teaching employees who work with students if school does not start on time and in-person, the reality is that furlough could be a justified necessity for staff members who cannot be reassigned to a different position to continue to be paid until school starts.
- Permitted meal periods should continue for staff at work during the COVID-19 pandemic.
 - Teachers should continue to receive a 30-minute duty-free lunch period.
 - Student and staff lunch times should be staggered to limit contact exposure.
 - Lunch locations and times should be determined at the site level with input provided by site staff.
 - Staff should be responsible to clean before/after their use of the staff breakroom during the COVID-19 pandemic.
- Schools should continue to follow directives from the Pima County Health Department to determine when to close a school.
 - Amphitheater's current Governing Board Policy GBGCB (Staff Health and Safety) is acceptable to address this issue and does not require amendment.

- Pima County Health Department’s “Pima 2020 Person Under Investigation and Household Contacts Guidance” provides good instruction on this issue for staff and families to help understand what to do in the event of a potential exposure.
- CDC “Interim Guidance for Administrators of US K-12 Schools and Child Care Programs” also provides a good decision tree for health professionals to use to help guide when to call the Pima County Health Department.

Interscholastic and Extracurricular Activities

The subcommittees recognized that the policies and procedures of the CDC, Pima County Department of Health, federal Occupational Safety and Health Administration (OSHA), National Federation of High School Interscholastics (NFHS), and the Arizona Interscholastic Association (AIA) should be followed when addressing athletics and extracurricular activities for students. Below are their recommendations.

- Physical activity should be reintroduced in a manner that follows federal, state, and county law, as well as public health guidelines, to reduce the spread of illness amongst student-athletes, coaches, athletic training staff, and the community.
- It is impossible to eliminate all risk from exposure to COVID-19. Adults and guardians of minors should be made aware of all risks associated with participation in sports, including but not limited to exposure to COVID-19, in advance of any participation and agree to abide by a COVID-19 safety procedures and preparedness plan developed by the District for athletes and their families.
- A Return to Sports plan is recommended to assist students to account for losses in conditioning and practice due to the school closures and COVID-19 delays.
- The Return to Sports plan should include consideration of the following factors: the continued presence of COVID-19 in the community, heat related illness, injury prevention upon return to sport after a prolonged period of relative inactivity, and the pre-participation physical.
- Head Coaches should be responsible to determine when the program/team is prepared enough to move into the next phase/cycle/stage/tier under the Return to Sports Plan (e.g. reconditioning, skill development, practices, competition).
- For reconditioning, consideration should be given to adjustments necessary to reduce risk and allow for contact tracing. This may include use of tracks or athletic fields outside and closing locker rooms/showers to student athletes.
- For skill development, students may need to be brought in for development in smaller groups to reduce risk and to allow for contact tracing.
- Consideration should also be given to reopening weight rooms and indoor facilities for smaller groups of students as necessary for skill development.
- Locker rooms should not be reopened until it is appropriate to hold practices and competitions. Until then, all water bottles/personal belongings should be placed in assigned locations and evenly spaced out to limit the potential for exposure.

- For competitions, the District’s facilities should be zoned for use between sports based on recommendations from the Facilities Department and, once on site, coaches and student-athletes should not be permitted into any unassigned and/or other zones.
- On some occasions, competitions may need to be limited to athletes, coaches, officials, event staff, medical staff and security as essential people to help to limit the community spread of COVID-19. As additional people can be included at competitions, it is recommended that media be given preference to cover the event before student spectators, family members, and the general public are admitted.
- The District’s policies and procedures for health acclimatization, injury prevention, and pre-participation guidelines may need to be reviewed as part of the Return of Sports Plan.
- Recommendations of delayed start dates, rescheduling of contests, etc. should be based on the following potential infection risk by sport (these are modified from United States Olympic and Paralympic Committee – Sports Medicine Recommendations):
 - Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.
 - Sports that involve close, sustained contact between participants, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that cannot be cleaned between participants.
 - Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Additional protocols should be considered:

- Training of expected protocols provided in advance of practices.
- Appropriate hand hygiene before and during practice.
- Requiring athletes to bring their own, FULL, water bottle and not permit use of drinking fountains.
- Coaches and athletic staff wear face coverings while on campus.
- No physical interactions for celebration (e.g. no handshakes, high-fives or fist bumps).
- Physical distancing of 6 feet apart when in huddles and coaches meetings.
- Training plans adjusted to provide physical distance of 6 feet between athletes during activity.
- Proper disposal of towels and tissues during and after athletic events.

Community

The subcommittees recognize the vital importance of a strong relationship within the community but also the obligation the District has to limit the number of people entering its buildings. Below are their recommendations in this area.

Visitors/Volunteers

- The number of visitors/volunteers on campus should be controlled and reduced overall.
- Regular visitors and all volunteers should be trained on and be required to follow all of the guidelines for health and safety set forth by the District.
- The number and type of volunteers could vary from school-to-school and should be addressed on a case-by-case basis.
- Preference should go to program volunteers. The number of volunteers in each building may vary based on square footage and the programs housed on the campuses.
- School principals will inform parents and the community of the limits of their site.

Student Teachers

- To the extent possible, student teachers should continue to be allowed to work with District teachers, pending the mutual agreement between the university and the cooperating teachers. Maintaining the pipeline of teachers for future years is critical.
- Student teachers should follow the health and safety protocols set forth by the District.

Community Resources and Partnerships

- Each school should create and maintain a list of community partnerships that are currently in place.
- Additional partnerships within the health-care fields should be encouraged.
- Schools should develop communications that meet the needs of individual families and should utilize community resources that are available regarding the COVID-19 pandemic.
- A conversation should be held with daycare providers to assess their standards of protection during the pandemic.

References and Resources

Health Resources

- Center for Disease Control: <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>
- Pima County: <https://webcms.pima.gov/cms/One.aspx?portalId=169&pageId=527452>
- Occupational Safety and Health Administration: <https://www.osha.gov/>

Reopening Resources

- Guidelines for Opening Up America Again:
<https://www.amphi.com/cms/lib/AZ01901095/Centricity/Domain/4728/ADE%20FINAL%20Roadmap.pdf>
- School Facilities Board:
http://www.azsfb.gov/sfb/agency/Published/RecommendedCleaningactions_rev.pdf
- Arizona Department of Education:
<https://www.amphi.com/cms/lib/AZ01901095/Centricity/Domain/4728/ADE%20FINAL%20Roadmap.pdf>
- Arizona Interscholastic Association: <http://aiaonline.org/>

Social-Emotional Learning Resources

- https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
- <https://casel.org/>
- <https://schoolguide.casel.org/>
- <https://www.pbis.org/>
- <https://www.pbis.org/pbis/getting-started>

American Academy of Pediatrics references

- <https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/default.aspx>
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AMPHITHEATER PUBLIC SCHOOLS CALENDAR 2020-2021 SCHOOL YEAR

July '20

SUN	MON	TUES	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '20

SUN	MON	TUES	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '20

SUN	MON	TUES	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '20

SUN	MON	TUES	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '20

SUN	MON	TUES	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '20

SUN	MON	TUES	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '21

SUN	MON	TUES	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '21

SUN	MON	TUES	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '21

SUN	MON	TUES	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '21

SUN	MON	TUES	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '21

SUN	MON	TUES	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '21

SUN	MON	TUES	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

School Holidays	
September 7	Labor Day
October 5 - 9	Fall Intersession
November 11	Veterans' Day
November 26 - 27	Thanksgiving
Dec 21 - Jan 1	Winter Break
January 18	Martin Luther King Day
February 25 - 26	Rodeo Break
March 15 - 19	Spring Intersession
May 31	Memorial Day

	School Days
	School Holidays (district offices open)
	District Holidays
	Teacher Planning Day
	All/Returning Teachers Planning Days
	New Teacher Planning Days

Grading Periods			
1st	Aug 10 - Oct 2	39	days
2nd	Oct 12 - Dec 17	46	days
3rd	Jan 4 - Mar 12	47	days
4th	Mar 22 - May 20	44	days
		Total	176 days

Important Dates for Staff	
July 3	Independence Day (celebrated)
July 29	New Teachers First Day
Aug 3	Returning Teachers First Day
Dec 23-25, 31 - Jan 1	Winter Holidays
March 15 - 19	Spring Break



July 14, 2020

Amphitheater Reopening Proposal

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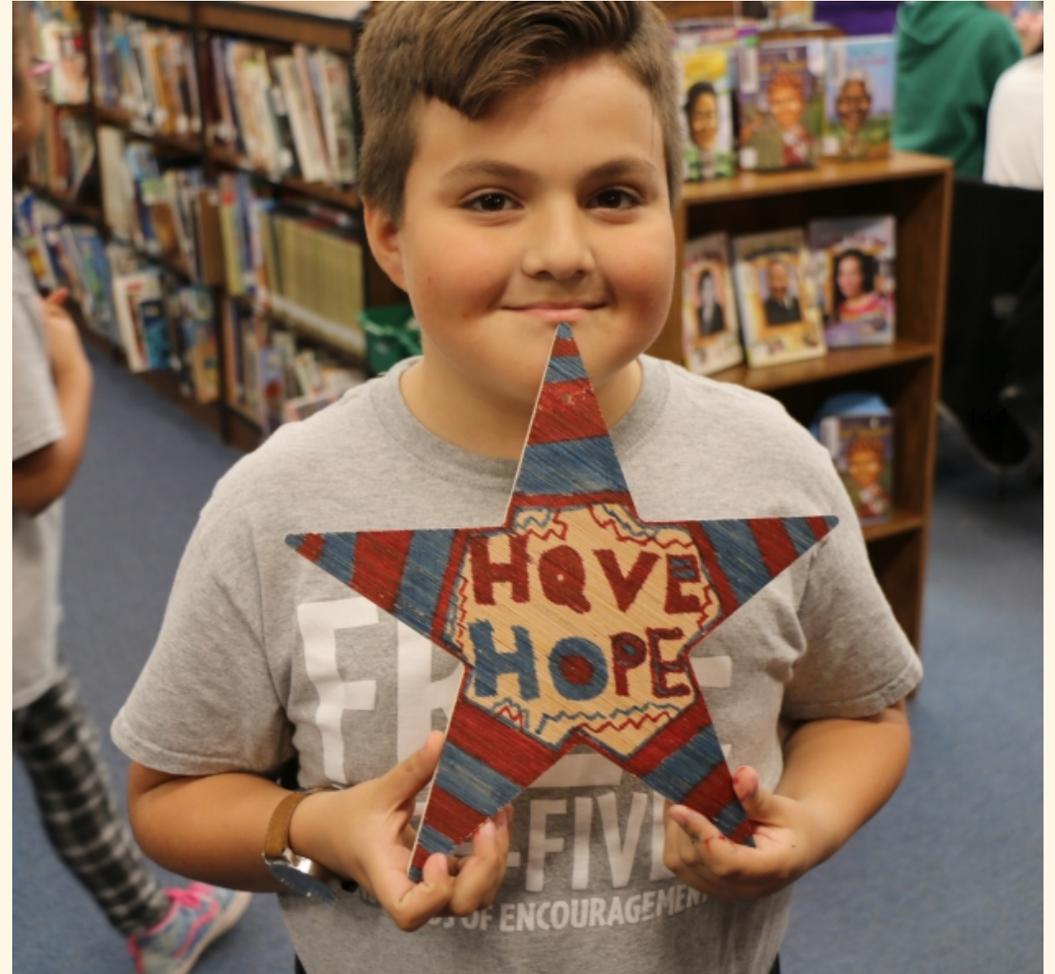




In This Proposal



- How the Situation has Evolved
- Amphitheater’s Approach to Reopening
- Choices for Families
 - “In-Person Learning” Model/
Remote Learning by Necessity” Model
 - “Online by Choice” Model
- Contributions to the Plan
- Training for Teachers and Staff
- Consistent Commitments Across All Models
- Commonly Requested Information



Meeting a Complicated Challenge

- Once in a century event.
- Unknowns and uncertainties abound.
- Unsettling trends in data.
- Divergent, even competing opinions on issues.
- Recent experiences having impacts.
- Last year's emergency shift to online – unprepared for and sub-optimal; parent concerns.
- Parent needs and expectations for reopening of in-person schools.
- Parent concerns about health and safety risks.
- Staff concerns about health and safety risks.
- Business and community needs.
- Conflicting public health observations and data.
- Social-emotional impacts on students, staff, and community.
- Student desires to return to school, friends, activities. ¹⁴⁵
- Student worries about their futures and opportunities.
- Digital access inequities.
- Food insecurity.
- Traumatic experiences for students.



Evolving Situation

Since we formulated the proposed reopening plan released a few weeks ago, circumstances have changed. COVID cases continue to rise sharply; our staff members are growing more concerned, and our parents and community are becoming more cautious. A few factors to consider:

The Governor has announced schools will remain closed until at least Aug. 17 and has since repeatedly called that date “aspirational” and dependent upon a decrease in the spread of COVID in the State.

COVID cases continue to rise in Arizona, with some reports saying Arizona has among the worst infection statistics in the country. The Governor did say last week that the numbers may be looking better, but hard numbers have not been shared yet. Data reporting has begun to lag behind.

A statewide petition is circulating calling on the Governor to delay the in-person opening of school until October. It has been signed by Governing Board members from districts throughout Arizona.

District leaders are hearing from teachers and parents concerned about the health implications of returning to school. We have also heard from parents worried about the health and educational implications for children if they do *not* return to school.



Amphitheater's Approach

The District has weighed all of the factors—COVID numbers, health issues, well-being of children and adults, health needs, learning needs—and has formulated what we believe to be the best plan for our community.

1 Delay opening of school to August 10. This provides opportunity for two extra days of training to prepare instructional staff for greatly enhanced remote learning.

2 Stand ready to implement “In-Person Learning” choice when conditions allow for safe reopening. Open in the “Remote by Necessity” model until “In-Person Learning” choice is available. Ensure we can provide the safest environment possible to our students and our staff -- whether that be in August, September, October or another timeframe, as guided by our public health officials.

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3 Offer families “Online by Request” model to meet the needs of our families who do not wish to have their children attend school in-person even when it does become available.

Choices for Families

Amphitheater Public Schools will allow families to choose to have their children attend school in person (when possible) or entirely online through the District.

1 In-Person Learning model with health and safety measures in place

2 Online Learning by Request model

1A: When school buildings are closed, this shifts to the Remote Learning by Necessity model.

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1A: Remote Learning by Necessity

Students who choose the traditional In-Person Learning model will begin the 2020-2021 school year in the Remote Learning by Necessity model. This is the model that the District will use any time in-person education is not possible. Learning will be provided online or through written materials for families who cannot access online education, even with District assistance to help them connect electronically.

Elementary School

- All students will be assigned to a District teacher and classroom. This will be, in general, the same teacher they will have when In-Person Learning is possible.
- Scheduled, live-streamed instruction.
- Common, consistent learning platforms. (K-1: See Saw; and 2-5: Google Classroom). Advance training and information for students, teachers.
- Comprehensive program of education, including Art, Music and PE.
- Five-day per week attendance and instruction.
- Accommodations and special services provided.
- Regular assessment and grading of student work.
- Special Education teams will work directly with families to schedule required in-person or remote-location therapies.
- Non-athletic extracurricular activities may be offered through online participation.
- Imbedded social-emotional learning.
- Compliance with State Educational Standards.
- Computers available for checkout for students needing them.
- Students have the choice of returning to In-Person Learning when it is available.

1A: Remote Learning by Necessity

Middle and High School

- All students will be assigned to a District teacher and class. This will, in general, be their scheduled “in-person” teacher and classmates.
- Scheduled, live-streamed instruction and blended learning modalities.
- Common, consistent learning on Google Classroom. Advance training and information for students, teachers.
- 5-day per week attendance and instruction.
- Comprehensive program of education, including AP, IB, Cambridge, CTE and Arts courses.
- Accommodations and special services provided, including in-person and remote therapies.
- Extracurricular activities may be offered, as permitted by AIA and public health guidelines.
- Imbedded social-emotional learning.
- Computers available for checkout by students.
- Clear grading practice standards provided to parents¹⁵⁰ and students at the beginning of the year.
- Regular assessment of student progress.
- Compliance with State Educational Standards.
- Students have the choice of returning to In-Person Learning when it is available.



1A: Remote Learning by Necessity

Elementary and Secondary Schools (No Internet Access)

- Every effort made to help students obtain access.
- Students will be assigned to an Amphitheater District teacher and classroom.
- Prepared lessons will be delivered to students at home. These will be materials that correspond with students receiving work online under this model.
- Teachers will contact their students on a regular basis (minimum contact expectation set by District).
- Special Education will be provided as appropriate.
- Imbedded social-emotional learning.
- Grading practices clearly articulated to students and parents at the beginning of school year.
- Elementary school children may participate in extracurricular programs to the extent possible. Middle and high school activities may be offered as permitted by AIA and public health guidelines.
- Compliance with State Educational Standards.
- Students will move to the In-Person Learning model when it is available.

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1 In-Person Learning

When school buildings are permitted to open, students selecting traditional education will move from the Remote Learning by Necessity Model to the In-Person Learning Model.

Student-Related Matters

- The traditional learning model will be implemented. All essential elements of remote learning will occur in this model also.
- Students will attend school in buildings every day.
- Transportation will be provided when eligible.
- Recess will be provided as feasible.
- Extracurricular activities such as clubs and athletics will resume as permitted under safety guidelines.
- Blended Learning Labs continue at school.
- Option for students to transition to full online instruction (Scenario 2) available.

Health & Safety Protocols

- Schools will implement new required health and safety protocols to include:
 - Frequent handwashing (schedule will be set).
 - Enhanced sanitation and cleaning protocols.
 - Physical distancing as feasible.
 - Personal sanitizing gels and liquids.
 - Face coverings as required.
 - Limited sharing of supplies.
- Facility enhancements will be made for improved ventilation where possible.
- Spaces will be expanded for meal breaks.
- Visitors/volunteers will be limited.



2 Online Learning by Request

Families who wish to have their children attend school online on an extended or permanent basis will have that option through the Amphitheater Academy Online, the District's State Approved Online K-12 School.

Student-Related Matters

- Students will register for classes to attend through the Amphitheater Academy Online.
- Students will receive full-time instruction via a mixture of live interaction and lessons with an Amphi District teacher and digital curriculum resources.
- Special education teams will work directly with families to schedule required in-person or remote-location therapies and other services.
- Support services will be provided to eligible students.
- The most flexible option for students, this model allows students to work at their own pace with instructor guidance, and at anytime of day or night.

School/District-Related Matters

- Teachers will provide students and parents with specific information about what to expect regarding homework, lesson time, grading and delivery of instruction.
- Extracurricular activities such as clubs and athletics¹⁵³ will be offered under the same conditions as in the In-Person Learning model.
- Social and emotional supports will be available as appropriate to promote student, staff and family wellness.



Consistency

Under all scenarios, we have consistency in several areas:



Technology

The District is working with families to help them find resources for internet access.

The District purchased 4,000 Chromebooks to extend the availability of loaner laptops for students.

The District has ordered 700 web cameras in the event we need to expand online teaching.



Curriculum/Assessment

The District will use common platforms across grade levels.

Families will be provided information about classwork, contact with teachers, testing, and grading.

Staff will work to bring students up to appropriate levels at the beginning of school so that students can be successful with new content.

Advanced learning opportunities will be available.



Social-Emotional Learning

The District will provide supportive, age-appropriate curriculum to students to help with the impact of COVID-19.

Amphitheater will continue ongoing staff training on social-emotional learning and trauma-informed practices.

Employees will continue to be eligible for support services at no cost through the Employee Assistance program.



Support for Special Populations

Teachers will work with students with disabilities, English Language Learners, and REACH (gifted) students to provide services.

Education may include in-person specialized instruction.

Counseling, social work, psychology, and other special education support services will be available.

Other Model Considered

The District considered the possibility of providing a model that mixes in-person and online instruction, where students would go back and forth between in-person and online. This model should not be confused with blended learning through which in-person students supplement their in-person courses with prepared online lessons. The “hybrid” or “back and forth” model was not feasible for multiple reasons.

1 State laws for school funding do not currently support switching children back-and-forth between in-person and remote learning models.

2 Switching back and forth between in-person and remote education is not optimal for all students, especially those who do not have internet access.

3 The Governor has ordered that schools with a hybrid model, where students alternate in-person and online, must provide students educational experiences on campus when they are not in class. This requirement presents insurmountable logistical and financial burdens.

4 Teaching some students in-person and some online could create an unreasonable workload for our teachers – double planning, etc.





Key Points to Remember

1

We must be flexible. We are prepared to make changes to this plan as necessary depending on the situation in our community, state, and nation.

2

Amphitheater will follow orders issued by national, state and local leaders as they apply to the District and the reopening of schools.

3

Amphitheater's reopening plan is guided by the Arizona Department of Education's Roadmap for Reopening and the Centers for Disease Control guidelines for reopening.

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4

Pima County has ordered everyone over 5 years old to wear a mask when they cannot maintain 6 feet of physical distancing (with some exceptions).



Informed Safety Protocols





Details



We know that many people have questions about the details of reopening. Here are a few highlights, chosen based on the common questions we receive:

Desks in classrooms will be separated as much as possible.

Hand-washing will be built into the day. The District will be providing additional hand-washing stations at elementary school.

Students who ride buses to and from school will sit no more than two to a bench. Buses will be cleaned regularly.

Children will eat meals in expanded seating in cafeterias or outdoors if possible. Teachers will have their normal lunch breaks.

Recess will continue, with equipment sanitized between classes.

Classrooms will be cleaned and sanitized regularly at all grade levels.

Employees who feel their work stations need to be modified for safety concerns may fill out a form requesting a review.

Teachers will not be expected to provide in-person and online instruction at the same time.

Staff will be trained on the technology and curriculum they are expected to use.

Masks will be provided for special circumstances and when supplies are available.

Registration information will be provided to families as soon as possible.

Amphitheater's teachers and employees are dedicated to students and ensuring children get the best educational and emotional experiences possible.



Surveys

We sent a survey to families via email through the ParentLink system and through our Amphi Connection Newsletter, and we sent an Employee survey via email through our Outlook system. We also posted links on our website and alerted employees and families to the survey via our ParentLink phone system. The survey for families was distributed in English and Spanish.



5,470 →
FAMILIES

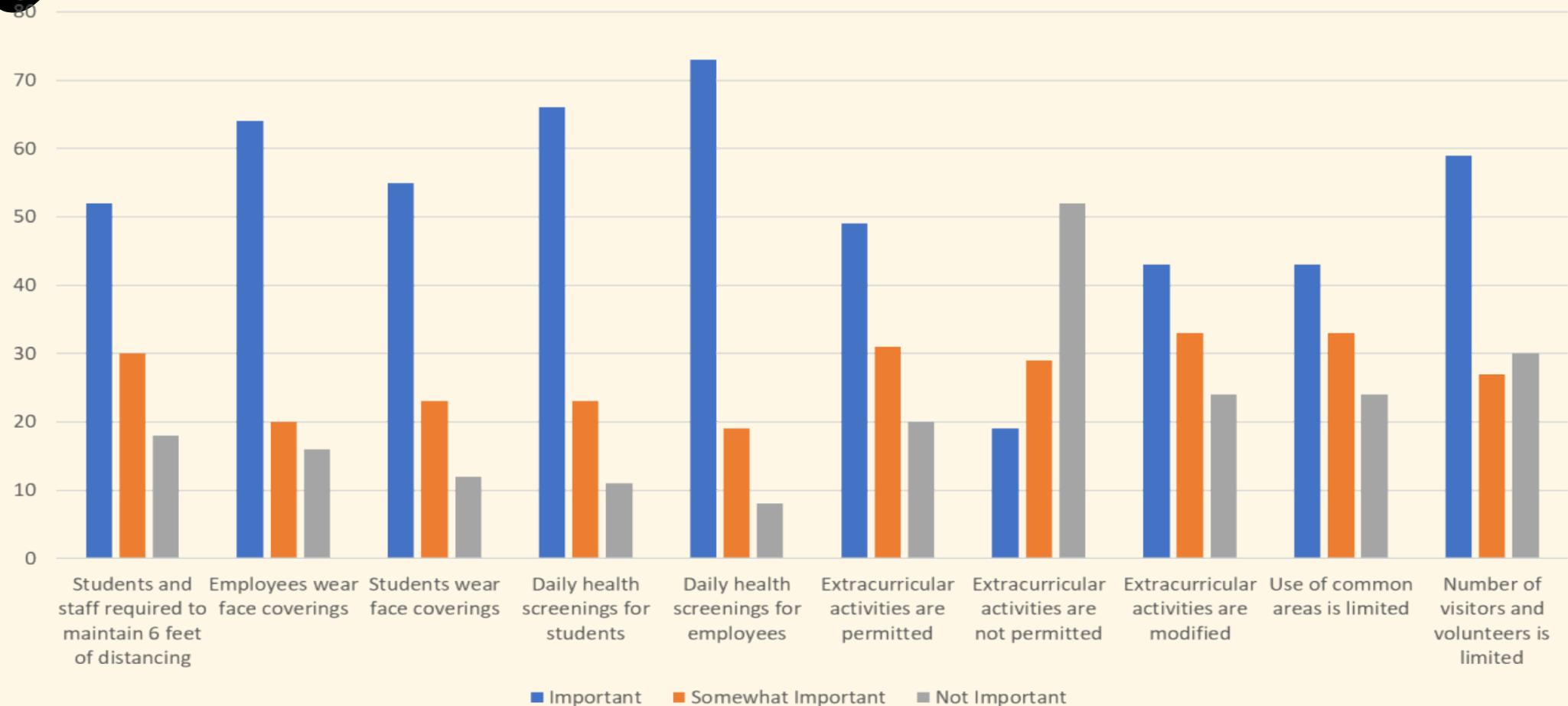
← 1,269
EMPLOYEES



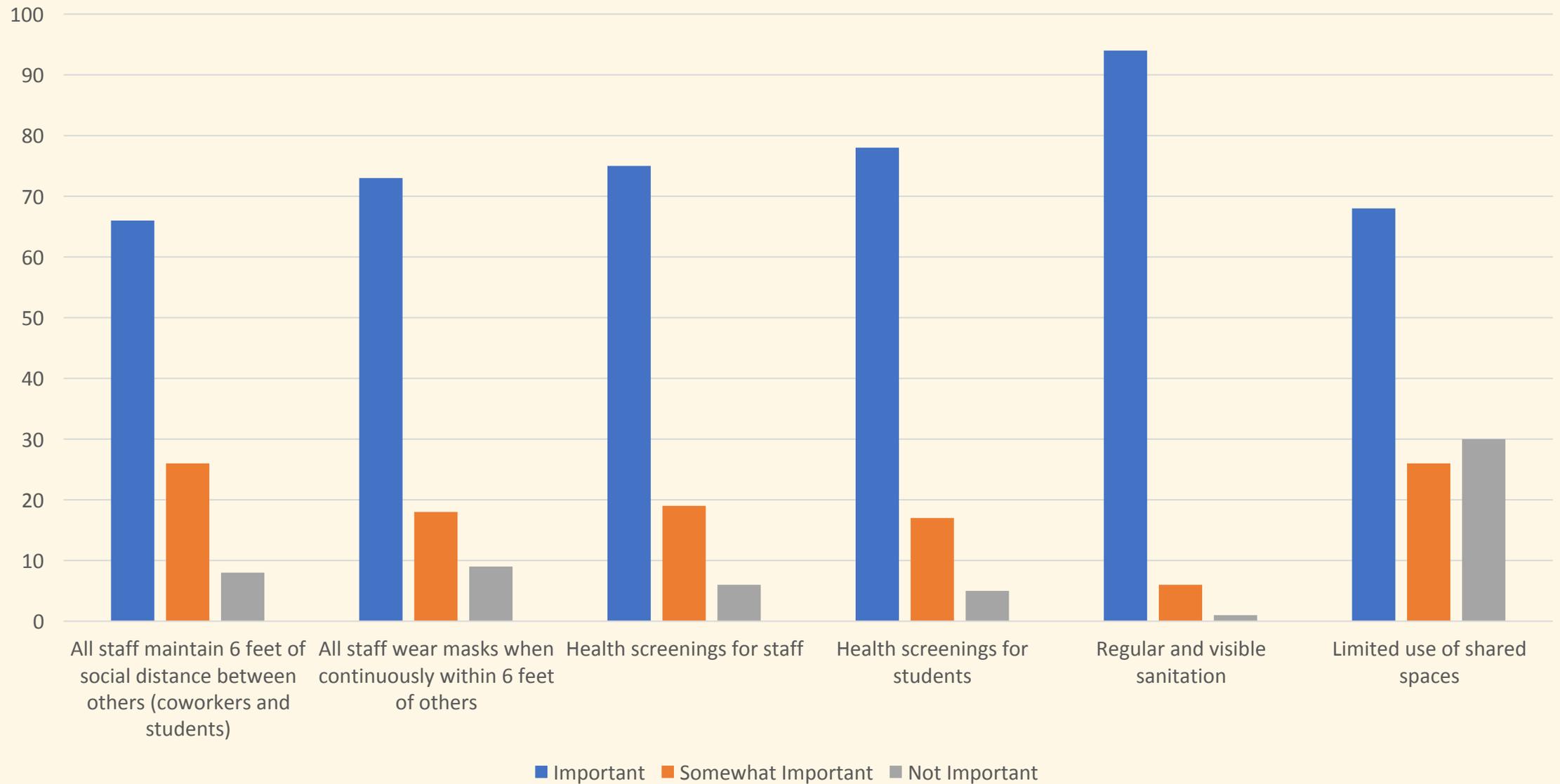
Survey

Q

We asked families and employees to rate some of the commonly discussed measures for reopening. Families said:



Employees said:





Main Takeaways

1

Health and safety are main concerns for families and staff.

2

Students need the consistency and support provided by in-person education.

3

Most people are willing to wear masks and social distance when possible if that means students can attend school in-person.

4

Some families are in situations where they must have a remote schooling option.

5

Class sizes and the ability to provide social-distancing are common concerns for families and employees.

6

Finding solutions that work for everyone is impossible, no matter how hard we try.

Contributions to the Plan

We invited community members to serve on our Blue Ribbon Task Force to help us create the reopening plan. More than 230 people volunteered, and from that list, we formed 10 subcommittees made up of parents, teachers, support staff and students. Each committee submitted recommendations to the leadership team.





Final Thoughts—for Now.





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

DATE OF MEETING: July 14, 2020

TITLE: Study and Approval of the Adopted Expenditure Budget for Fiscal Year 2020-2021

BACKGROUND:

The State of Arizona requires governing boards to formally approve and adopt a proposed operating budget for the school district. The final enrollment numbers for the current school year from the Arizona Department of Education have not been issued. The District anticipates that the Average Daily Membership (ADM) for the 2020-2021 budget will be 12,360.

The budget being submitted for adoption is identical to the budget proposed on the June 23, 2020 meeting with the exception of the additional Desegregation pages required by state law.

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.

Therefore, the proposed budget represents an estimate and the budget will require a revision in September. The significant changes in budget are listed below:

Cover Page

The property tax rates have been adjusted to reflect assessed valuation changes and the passage of the new override. The exact impact to individual property owners will be determined by how their property values changed relative to the state average. Overall, most home owners will see a slight increase in their property tax bill.

Page 1 of 8

Overall, the Maintenance and Operations budget has increased by \$2,954,044 from the 2019-2020 budget revision number 2. This increase in the total budget is the result of inflation funding and the increased override amount.

Page 3 of 8

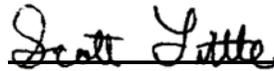
A slight decrease to Proposition 301 revenues is projected. This budget anticipates collections of \$6,384,591 in 2020-2021 and which is significantly lower than the peak collection of \$7,754,546 in fiscal year 2007-2008. Hopefully, the sale tax increases will continue into future years.

The Unrestricted Capital budget assumes a \$920,427 budget reduction from the Legislature. The actual number will not be finalized until May of 2021. It is important to note that the Unrestricted Capital funding formula should provide \$6,052,199 in funding rather than the \$5,131,752 that is available with the Legislative reduction.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approves this adopted budget.

INITIATED BY:



Scott Little, Chief Financial Officer

Date: July 7, 2020



Todd A. Jaeger, J.D., Superintendent

FUND 001 (M&O)

MAINTENANCE AND OPERATION (M&O) FUND

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease				
	Prior FY	Budget FY						Prior FY 2020	Budget FY 2021					
	100 Regular Education													
1000 Instruction	1.	608.00	648.00	23,478,964	7,547,690	775,830	2,180			31,133,883	31,804,664	2.2%	1.	
2000 Support Services														
2100 Students	2.	89.66	89.66	2,314,918	694,476	100,800				3,249,470	3,110,194	-4.3%	2.	
2200 Instructional Staff	3.	54.10	54.10	1,147,833	344,350	76,000	20,570	2,080		1,965,643	1,590,833	-19.1%	3.	
2300 General Administration	4.	11.75	11.75	796,649	238,995	878,470	23,710	26,230		1,564,435	1,964,054	25.5%	4.	
2400 School Administration	5.	91.00	91.00	4,311,856	1,293,557	77,120	680	1,270		5,628,457	5,684,483	1.0%	5.	
2500 Central Services	6.	47.30	47.30	1,852,536	555,761	1,672,500	76,000	4,820		3,739,810	4,161,617	11.3%	6.	
2600 Operation & Maintenance of Plant	7.	216.43	216.43	5,625,387	1,687,616	4,388,200	4,782,320	7,220		15,958,868	16,490,743	3.3%	7.	
2900 Other	8.	0.00	0.00							0	0	0.0%	8.	
3000 Operation of Noninstructional Services	9.	7.50	7.50	213,823	64,147	18,200	135,000			401,353	431,170	7.4%	9.	
610 School-Sponsored Cocurricular Activities	10.	25.00	25.00	143,600	42,100					187,600	185,700	-1.0%	10.	
620 School-Sponsored Athletics	11.	6.00	6.00	252,027	75,608	294,560	141,150	37,570		1,502,750	800,915	-46.7%	11.	
630 Other Instructional Programs	12.	0.00	0.00							0	0	0.0%	12.	
700, 800, 900 Other Programs	13.	0.00	0.00							0	0	0.0%	13.	
Regular Education Subsection Subtotal (lines 1-13)	14.	1,156.74	1,196.74	40,137,593	12,544,300	8,281,680	5,181,610	79,190		65,332,269	66,224,373	1.4%	14.	
200 and 300 Special Education														
1000 Instruction	15.	310.31	310.31	8,923,816	2,677,145	1,057,910	19,770	1,170		11,708,000	12,679,811	8.3%	15.	
2000 Support Services														
2100 Students	16.	61.05	61.05	3,464,502	1,039,351	1,533,256	70,580			4,986,000	6,107,689	22.5%	16.	
2200 Instructional Staff	17.	21.05	21.05	375,790	112,737	400,120	630			795,902	889,277	11.7%	17.	
2300 General Administration	18.	0.00	0.00	133,198	39,959	3,000				151,598	176,157	16.2%	18.	
2400 School Administration	19.	1.00	1.00			25,520				12,000	25,520	112.7%	19.	
2500 Central Services	20.	0.00	0.00			11,200				6,715	11,200	66.8%	20.	
2600 Operation & Maintenance of Plant	21.	1.00	1.00	26,955	8,086	20,020	1,410			48,950	56,471	15.4%	21.	
2900 Other	22.	0.00	0.00							0	0	0.0%	22.	
3000 Operation of Noninstructional Services	23.	0.00	0.00							0	0	0.0%	23.	
Subtotal (lines 15-23)	24.	394.41	394.41	12,924,261	3,877,278	3,051,026	92,390	1,170		17,709,165	19,946,125	12.6%	24.	
400 Pupil Transportation	25.	133.78	133.78	3,422,713	891,089	1,803,480	783,640			6,892,301	6,900,922	0.1%	25.	
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	0.00	0.00	2,662,223	844,167	471,450	47,160	0		0	4,025,000		--	26.
530 Dropout Prevention Programs	27.	2.50	2.50	103,000	20,600		5,812			129,412	129,412	0.0%	27.	
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0		0	0	0.0%	28.	
550 K-3 Reading Program	29.	11.80	11.80	325,392	97,617	4,100	7,620			523,767	434,729	-17.0%	29.	
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	1,699.23	1,739.23	59,575,182	18,275,051	13,611,736	6,118,232	80,360		94,611,914	97,660,561	3.2%	30.	

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

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

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total All Disability Classifications	16,667,665	18,823,986	1.
2. Gifted Education	1,040,000	1,120,639	2.
3. Remedial Education	0		3.
4. ELL Incremental Costs	0		4.
5. ELL Compensatory Instruction	0		5.
6. Vocational and Technical Education (non-CTED)	0		6.
7. Career Education (non-CTED)	0		7.
8. Career Technical Education (CTED)	1,500	1,500	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	17,709,165	19,946,125	9.

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

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

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

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

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	6350	<u>0</u>
All Funds - Federal	6330	<u></u>

FY 2021 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component _____

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

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) _____
 (This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 6810, 6890	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
							Prior FY 2020	Budget FY 2021	
Classroom Site Fund 011 - Base Salary									
100 Regular Education									
1000 Instruction	1.	817,662	204,416				1,119,839	1,022,078	-8.7%
2100 Support Services - Students	2.	30,662	7,666				41,994	38,328	-8.7%
2200 Support Services - Instructional Staff	3.	20,442	5,110				27,996	25,552	-8.7%
Program 100 Subtotal (lines 1-3)	4.	868,766	217,192				1,189,829	1,085,958	-8.7%
200 and 300 Special Education									
1000 Instruction	5.	153,312	38,328				209,969	191,640	-8.7%
2100 Support Services - Students	6.						0	0	0.0%
2200 Support Services - Instructional Staff	7.						0	0	0.0%
Program 200 and 300 Subtotal (lines 5-7)	8.	153,312	38,328				209,969	191,640	-8.7%
Other Programs (Specify) _____									
1000 Instruction	9.						0	0	0.0%
2100 Support Services - Students	10.						0	0	0.0%
2200 Support Services - Instructional Staff	11.						0	0	0.0%
3300 Community Services Operations	12.						0	0	0.0%
Other Programs Subtotal (lines 9-12)	13.	0	0				0	0	0.0%
Total Expenditures (lines 4, 8, and 13)	14.	1,022,078	255,520				1,399,798	1,277,598	-8.7%
Classroom Site Fund 012 - Performance Pay									
100 Regular Education									
1000 Instruction	15.	3,531,762	882,940				4,406,839	4,414,702	0.2%
2100 Support Services - Students	16.	61,806	15,451				77,120	77,257	0.2%
2200 Support Services - Instructional Staff	17.						0	0	0.0%
Program 100 Subtotal (lines 15-17)	18.	3,593,568	898,391				4,483,959	4,491,959	0.2%
200 and 300 Special Education									
1000 Instruction	19.	573,911	143,478				716,111	717,389	0.2%
2100 Support Services - Students	20.	26,488	6,622				33,051	33,110	0.2%
2200 Support Services - Instructional Staff	21.						0	0	0.0%
Program 200 and 300 Subtotal (lines 19-21)	22.	600,399	150,100				749,162	750,499	0.2%
Other Programs (Specify) _____									
1000 Instruction	23.	220,735	55,185				275,428	275,920	0.2%
2100 Support Services - Students	24.						0	0	0.0%
2200 Support Services - Instructional Staff	25.						0	0	0.0%
3300 Community Services Operations	26.						0	0	0.0%
Other Programs Subtotal (lines 23-26)	27.	220,735	55,185				275,428	275,920	0.2%
Total Expenditures (lines 18, 22, and 27)	28.	4,414,702	1,103,676				5,508,549	5,518,378	0.2%
Classroom Site Fund 013 - Other									
100 Regular Education									
1000 Instruction	29.	1,641,334	410,334				2,623,232	2,051,668	-21.8%
2100 Support Services - Students	30.	61,550	15,388				98,371	76,938	-21.8%
2200 Support Services - Instructional Staff	31.	41,033	10,258				65,581	51,291	-21.8%
2310 Support Services - Governing Board	32.							0	0.0%
Program 100 Subtotal (lines 29-32)	33.	1,743,917	435,980	0	0		2,787,184	2,179,897	-21.8%
200 and 300 Special Education									
1000 Instruction	34.	307,750	76,938				491,856	384,688	-21.8%
2100 Support Services - Students	35.						0	0	0.0%
2200 Support Services - Instructional Staff	36.						0	0	0.0%
2310 Support Services - Governing Board	37.							0	0.0%
Program 200 and 300 Subtotal (lines 34-37)	38.	307,750	76,938	0	0		491,856	384,688	-21.8%
530 Dropout Prevention Programs									
1000 Instruction	39.						0	0	0.0%
Other Programs (Specify) _____									
1000 Instruction	40.						0	0	0.0%
2100, 2200 Support Serv. Students & Instructional Staff	41.						0	0	0.0%
2310 Support Services - Governing Board	42.							0	0.0%
3300 Community Services Operations	43.							0	0.0%
Other Programs Subtotal (lines 40-43)	44.	0	0	0	0		0	0	0.0%
Total Expenditures (lines 33, 38, 39, and 44)	45.	2,051,667	512,918	0	0		3,279,040	2,564,585	-21.8%
Total Classroom Site Funds (lines 14, 28, and 45)	46.	7,488,447	1,872,114	0	0	170	10,187,387	9,360,561	-8.1%

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

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

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

FUND 610

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures		Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/Decrease
							Prior FY 2020	Budget FY 2021	
Unrestricted Capital Outlay Override (1)	1.						0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)									
1000 Instruction	2.	2,494,083	1,285,561				2,547,724	3,779,644	48.4%
2000 Support Services									
2100, 2200 Students and Instructional Staff	3.	317,373	795,789				192,946	1,113,162	476.9%
2300, 2400, 2500, 2900 Administration	4.		1,200,000				1,667,206	1,200,000	-28.0%
2600 Operation & Maintenance of Plant	5.						0	0	0.0%
2700 Student Transportation	6.						0	0	0.0%
3000 Operation of Noninstructional Services (5)	7.						0	0	0.0%
4000 Facilities Acquisition and Construction	8.						0	0	0.0%
5000 Debt Service	9.						0	0	0.0%
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	2,811,456	3,281,350	0	0	4,407,876	6,092,806	38.2%

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

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

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

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

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 317,373
6642 Textbooks	2,413,719
6643 Instructional Aids	80,364
673X Furniture and Equipment	585,561
673X Vehicles	200,000
673X Tech Hardware & Software	2,495,789

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

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

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

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

Expenditures		UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES		ADJACENT WAYS		
		Fund 610		Fund 630		Fund 695		Fund 620 (2)		
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
Total Fund Expenditures	1.	4,407,876	6,092,806	14,528,348	6,400,000	0	0	832,869	598,700	1.
Select Object Codes Detail (1)										
6150 Classified Salaries	2.	0	0	0	0	0	0	0	0	2.
6200 Employee Benefits	3.	0	0	0	0	0	0	0	0	3.
6450 Construction Services	4.	0	0	0	0	0	0	0	0	4.
6710 Land and Improvements	5.	0	0	0	0	0	0	832,869	598,700	5.
6720 Buildings and Improvements	6.	0	0	14,528,348	6,400,000	0	0	0	0	6.
673X Furniture and Equipment	7.	371,095	585,561	0	0	0	0	0	0	7.
673X Vehicles	8.	287,434	200,000	0	0	0	0	0	0	8.
673X Technology Hardware & Software	9.	1,366,596	2,495,789	0	0	0	0	0	0	9.
6831, 6832 Redemption of Principal	10.	0	0	0	0	0	0	0	0	10.
6841, 6842, 6850 Interest	11.	0	0	0	0	0	0	0	0	11.
Total (lines 2-11)	12.	2,025,125	3,281,350	14,528,348	6,400,000	0	0	832,869	598,700	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	0	0	14,528,348	6,400,000			0	0	13.
New Construction	14.	0	0	0	0	0	0	832,869	598,700	14.
Other	15.	2,025,125	3,281,350	0	0	0	0	0	0	15.
Total (lines 13-15, must equal line 12)	16.	2,025,125	3,281,350	14,528,348	6,400,000	0	0	832,869	598,700	16.

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

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2021 \$ -

SPECIAL PROJECTS

FEDERAL PROJECTS

1. 100-130 ESEA Title I - Helping Disadvantaged Children
2. 140-150 ESEA Title II - Prof. Dev. and Technology
3. 160 ESEA Title IV - 21st Century Schools
4. 170-180 ESEA Title V - Promote Informed Parent Choice
5. 190 ESEA Title III - Limited Eng. & Immigrant Students
6. 200 ESEA Title VII - Indian Education
7. 210 ESEA Title VI - Flexibility and Accountability
8. 220 IDEA Part B
9. 230 Johnson-O'Malley
10. 240 Workforce Investment Act
11. 250 AEA - Adult Education
12. 260-270 Vocational Education - Basic Grants
13. 280 ESEA Title X - Homeless Education
14. 290 Medicaid Reimbursement
15. 374 E-Rate
16. 378 Impact Aid
17. 300-399 Other Federal Projects (Besides E-Rate & Impact Aid)
18. Total Federal Project Funds (lines 1-17)

STATE PROJECTS

19. 400 Vocational Education
20. 410 Early Childhood Block Grant
21. 420 Ext. School Yr. - Pupils with Disabilities
22. 425 Adult Basic Education
23. 430 Chemical Abuse Prevention Programs
24. 435 Academic Contests
25. 450 Gifted Education
26. 456 College Credit Exam Incentives
27. 457 Results-based Funding
28. 460 Environmental Special Plate
29. 465-499 Other State Projects
30. Total State Project Funds (lines 19-29)
31. Total Special Projects (lines 18 and 30)

INSTRUCTIONAL IMPROVEMENT FUND (020)

1. Teacher Compensation Increases
2. Class Size Reduction
3. Dropout Prevention Programs (M&O purposes)
4. Instructional Improvement Programs (M&O purposes)
5. Total Instructional Improvement Fund (lines 1-4)

		FTE		TOTAL ALL FUNCTIONS	
		Prior FY	Budget FY	Prior FY	Budget FY
6000		63.80	63.80	4,967,300	4,967,300
6000		1.80	1.80	782,159	782,159
6000		0.20	0.20	430,831	430,831
6000		0.00	0.00	0	0
6000		3.00	3.00	105,443	105,443
6000		1.00	1.00	17,802	17,802
6000		0.00	0.00	0	0
6000		43.00	43.00	2,800,737	2,800,737
6000		1.00	1.00	22,379	22,379
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		1.00	1.00	385,489	280,536
6000		0.00	0.00	0	0
6000		0.00	0.00	1,963,411	1,963,411
6000		0.00	0.00	500,000	500,000
6000		0.00	0.00	0	0
6000		8.00	8.00	4,464,587	4,464,587
		122.80	122.80	16,440,138	16,335,185
6000		2.00	2.00	102,173	61,304
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		0.20	0.20	12,338	12,338
6000		0.00	0.00	350,000	350,000
6000		0.00	0.00	700,000	700,000
6000		0.00	0.00	0	0
6000		9.15	9.15	356,108	356,108
		11.35	11.35	1,520,619	1,479,750
		134.15	134.15	17,960,757	17,814,935

		Prior FY	Budget FY
6000		100,000	100,000
6000		100,000	100,000
6000		298,000	298,000
6000		100,000	58,742
		598,000	556,742

OTHER FUNDS

1. 050 County, City, and Town Grants
2. 071 English Language Learner (1)
3. 072 Compensatory Instruction (1)
4. 500 School Plant (2)
5. 510 Food Service
6. 515 Civic Center
7. 520 Community School
8. 525 Auxiliary Operations
9. 526 Extracurricular Activities Fees Tax Credit
10. 530 Gifts and Donations
11. 535 Career & Tech. Ed. & Voc. Ed. Projects
12. 540 Fingerprint
13. 545 School Opening
14. 550 Insurance Proceeds
15. 555 Textbooks
16. 565 Litigation Recovery
17. 570 Indirect Costs
18. 575 Unemployment Insurance
19. 580 Teacherage
20. 585 Insurance Refund
21. 590 Grants and Gifts to Teachers
22. 595 Advertisement
23. 596 Career Technical Education
24. 597 Arizona Industry Credentials Incentive
25. 639 Impact Aid Revenue Bond Building
26. 650 Gifts and Donations-Capital
27. 660 Condemnation
28. 665 Energy and Water Savings
29. 686 Emergency Deficiencies Correction
30. 691 Building Renewal Grant
31. 700 Debt Service
32. 720 Impact Aid Revenue Bond Debt Service
33. 850 Student Activities
34. Other _____

INTERNAL SERVICE FUNDS 950-989

1. 9__ Self-Insurance
2. 955 Intergovernmental Agreements
3. 9__ OPEB
4. 9__ _____

		Prior FY	Budget FY
6000		0	0
6000		0	0
6000		0	0
6000		752,182	752,182
6000		6,000,000	6,000,000
6000		601,337	601,337
6000		100,000	100,000
6000		2,100,000	2,100,000
6000		1,100,000	1,100,000
6000		1,000,000	1,000,000
6000		50,000	50,000
6000		25,000	25,000
6000		0	0
6000		140,000	140,000
6000		59,000	59,000
6000		121,265	121,265
6000		500,000	500,000
6000		56,980	56,980
6000		0	0
6000		0	0
6000		18,000	18,000
6000		0	0
6000		1,281,273	1,281,273
6000			100,000
6000		0	0
6000		445,000	445,000
6000		4,200	4,200
6000		0	0
6000		0	0
6000		4,500,000	4,500,000
6000		16,000,000	16,000,000
6000		0	0
6000			9,500,000
6000		9,500,000	0

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

**CALCULATION OF FY 2021 GENERAL BUDGET LIMIT
 (A.R.S. §15-947.C)**

	A. Maintenance and Operation	B. Unrestricted Capital Outlay
*1. FY 2021 Revenue Control Limit (RCL) (from APOR55 tab, page 4)	\$ <u>78,848,549</u>	\$ <u>0</u>
*2. (a) FY 2021 District Additional Assistance (DAA) (from APOR55 tab, page 5)	\$ <u>6,142,620</u>	
(b) DAA Reduction for State Budget Adjustments (from APOR55 tab, page 5)	<u>934,935</u>	
(c) Total DAA (line 2.a minus 2.b)	\$ <u>5,207,685</u>	<u>4,407,685</u>
*3. FY 2021 Override Authorization (A.R.S. §§15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Calculations page, Calculation of Maximum Override for a District No Longer Eligible for a Small School Adjustment, line 6 and Calculation of Small School Adjustment Phase Down Limit, line 6)		
(a) Maintenance and Operation	<u>7,792,593</u>	
(b) Unrestricted Capital Outlay		
(c) Special Program	<u>2,727,407</u>	
*4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (Up to \$50,000 if no election is chosen for phase down, see Calculations page, Calculation of Small School Adjustment Phase Down Limit, line 6)		
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824) Local (Do not include full-day kindergarten or summer school tuition)		
(a) Individuals and Other Private Sources	<u>2,600</u>	<u>145</u>
(b) Other Arizona Districts	<u>1,800,000</u>	<u>67,000</u>
(c) Out-of-State Districts and Other Governments	<u>35,000</u>	<u>300</u>
State		
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)		
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)		
*7. Increase Authorized by County School Superintendent for Accommodation Schools [not to exceed amount on Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 15(e)] (A.R.S. §15-974.B)		
8. Budget Increase for:		
(a) Desegregation Expenditures (A.R.S. §15-910.G-K)	<u>4,025,000</u>	
* (b) Tuition Out Debt Service (from Calculations page, Calculation of Tuition Out for High School Students, line 5) (A.R.S. §15-910.M)	<u>0</u>	
* (c) Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 13) (A.R.S. §15-943.01)	<u>1,500,000</u>	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)	<u>129,412</u>	
(e) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2019 (A.R.S. §15-910.N)		
* (f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)		
* (g) FY 2020 Performance Pay Unexpended Budget Carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.f) (A.R.S. §15-920)	<u>0</u>	
(h) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)		
* (i) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)		
*9. Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.		
(a) Prior Year Over Expenditures/Resolutions:		
(b) <u>Decrease for Transfer from M&O to Energy and Water Savings Fund</u>		
(c) <u>Increase for Energy and Water Savings Fund Transfer to M&O</u>		
(d) <u>Noncompliance Adjustment</u>		
(e) <u>ADM/Transportation Audit Adjustment</u>		
(f) <u>Other:</u>		
*10. Estimated Allocation of Additional Funding (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)		
11. FY 2021 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)	\$ <u><u>97,660,561</u></u>	
12. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line A.11)		\$ <u><u>4,475,130</u></u>

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

**CALCULATION OF FY 2021 UNRESTRICTED CAPITAL BUDGET LIMIT AND CLASSROOM SITE FUND BUDGET LIMIT
 (A.R.S. §15-947.D and A.R.S. §15-978)**

UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1. FY 2020 Unrestricted Capital Budget Limit (UCBL) (from FY 2020 latest revised Budget, page 8, line A.12)	\$ 4,407,876
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$
3. Adjusted Amount Available for FY 2020 Capital Expenditures (line A.1 + A.2)	\$ 4,407,876
4. Amount Budgeted in Fund 610 in FY 2020 (from FY 2020 latest revised Budget, page 4, line 10)	\$ 4,407,876
5. Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$ 4,407,876
6. FY 2020 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ 2,801,200
7. Unexpended Budget Balance in Fund 610 (line A.5 minus A.6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ 1,606,676
8. Interest Earned in Fund 610 in FY 2020	\$ 11,000
9. Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$
10. Adjustment to UCBL for FY 2021 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable. (a) Prior Year Over Expenditures/Resolutions:	\$
_____	\$
(b) ADM/Transportation Audit Adjustment	\$
(c) Other: _____	\$
11. Amount to be Used for Capital Expenditures (from page 7, line 12)	\$ 4,475,130
12. FY 2021 Unrestricted Capital Budget Limit (lines A.7 through A.11) (1)	\$ 6,092,806

CLASSROOM SITE FUND BUDGET LIMIT

	Fund 011	Fund 012	Fund 013	Total Fund 010
B. 1. FY 2020 Classroom Site Fund Budget Limit (from FY 2020 latest revised Budget, page 8, line B.7)	1,399,798	5,508,549	3,279,040	10,187,387
2. FY 2020 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	1,399,798	2,564,930	3,279,040	7,243,768
3. Unexpended Budget Balance (line B.1 minus B.2)	0	2,943,619	0	2,943,619
4. Interest Earned in the Classroom Site Fund in FY 2020	679	20,922	10,748	32,349
5. FY 2021 Classroom Site Fund Allocation (provided by ADE, based on \$425) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	1,276,918.28	2,553,836.56	2,553,836.56	6,384,591.40
6. Adjustments to FY 2021 Classroom Site Fund Budget Limit (2)				0
7. FY 2021 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (3)	1,277,598	5,518,378	2,564,585	9,360,560

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

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

English Language Learners Supplement	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY							Prior FY 2020	Budget FY 2021	
Expenditures											
English Language Learner Fund 071 (A.R.S. §15-756.04)											
1000 Instruction	1.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	2.	0.00							0	0	0.0%
2200 Instructional Staff	3.	0.00							0	0	0.0%
2300 General Administration	4.	0.00							0	0	0.0%
2400 School Administration	5.	0.00							0	0	0.0%
2500 Central Services	6.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	7.	0.00							0	0	0.0%
2700 Student Transportation	8.	0.00							0	0	0.0%
2900 Other	9.	0.00							0	0	0.0%
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)	10.	0.00	0.00	0	0	0	0	0	0	0	0.0%
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)											
1000 Instruction	11.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	12.	0.00							0	0	0.0%
2200 Instructional Staff	13.	0.00							0	0	0.0%
2300 General Administration	14.	0.00							0	0	0.0%
2400 School Administration	15.	0.00							0	0	0.0%
2500 Central Services	16.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	17.	0.00							0	0	0.0%
2700 Student Transportation	18.	0.00							0	0	0.0%
2900 Other	19.	0.00							0	0	0.0%
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%

Districtwide Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

								Number of individual school budgets		22	
Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease	
	Prior FY	Budget FY						Prior FY	Budget FY		
Expenditures											
511 Desegregation - Regular Education											
1000 Classroom Instruction	1.	57.10	18.69	635,708	202,155	41,340	42,600				
2000 Support Services											
2100 Students	2.	17.25	7.50	397,280	126,335	192,020		795,254	715,635	-10.0%	
2200 Instructional Staff	3.	1.00	1.00	51,434	16,356			56,398	67,790	20.2%	
2300 General Administration	4.	6.00	1.60	59,102	18,794	92,720		285,545	170,616	-40.2%	
2400 School Administration	5.	0.00						0	0	0.0%	
2500 Central Services	6.	0.00	2.25	96,020	28,115			0	124,135	--	
2600 Operation & Maintenance of Plant	7.	0.00		0	0	140,000		0	140,000	--	
2900 Other	8.	0.00						0	0	0.0%	
3000 Operation of Noninstructional Services	9.	0.00						0	0	0.0%	
Subtotal (lines 1-9)	10.	81.35	31.04	1,239,544	391,755	466,080	42,600	0	3,643,961	2,139,979	-41.3%
512 Desegregation - Special Education											
1000 Classroom Instruction	11.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	12.	0.00							0	0	0.0%
2200 Instructional Staff	13.	0.00							0	0	0.0%
2300 General Administration	14.	0.00							0	0	0.0%
2400 School Administration	15.	0.00							0	0	0.0%
2500 Central Services	16.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	17.	0.00							0	0	0.0%
2900 Other	18.	0.00							0	0	0.0%
3000 Operation of Noninstructional Services	19.	0.00							0	0	0.0%
Subtotal (lines 11-19)	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%
513 Desegregation - Pupil Transportation	21.	0.00							0	0	0.0%
514 Desegregation - ELL Incremental Costs											
1000 Classroom Instruction	22.	5.00	28.40	1,140,423	362,655		4,460		110,882	1,507,538	1259.6%
2000 Support Services											
2100 Students	23.	0.00	1.00	22,784	7,245	4,000			0	34,029	--
2200 Instructional Staff	24.	8.70	8.50	259,472	82,512	1,370			270,157	343,354	27.1%
2300 General Administration	25.	0.00					100		0	100	--
2400 School Administration	26.	0.00							0	0	0.0%
2500 Central Services	27.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	28.	0.00							0	0	0.0%
2700 Student Transportation	29.	0.00							0	0	0.0%
2900 Other	30.	0.00							0	0	0.0%
3000 Operation of Noninstructional Services	31.	0.00				177			0	0	0.0%
Subtotal (lines 22-31)	32.	13.70	37.90	1,422,679	452,412	5,370	4,560	0	381,039	1,885,021	394.7%

Districtwide Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY						Prior FY	Budget FY	
Expenditures										
515 Desegregation - ELL Compensatory Instruction										
1000 Classroom Instruction 33.	0.00							0	0	0.0%
2000 Support Services										
2100 Students 34.	0.00							0	0	0.0%
2200 Instructional Staff 35.	0.00							0	0	0.0%
2300 General Administration 36.	0.00							0	0	0.0%
2400 School Administration 37.	0.00							0	0	0.0%
2500 Central Services 38.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant 39.	0.00							0	0	0.0%
2700 Student Transportation 40.	0.00							0	0	0.0%
2900 Other 41.	0.00							0	0	0.0%
3000 Operation of Noninstructional Services 42.	0.00							0	0	0.0%
Subtotal (lines 33-42) 43.	0.00	0.00	0	0	0	0	0	0	0	0.0%
Total M&O Fund Desegregation (lines 10, 20, 21, 32, & 43) (to Budget, page 1, line 26) (1) 44.	95.05	68.94	2,662,223	844,167	471,450	47,160	0	4,025,000	4,025,000	0.0%

(1) In accordance with A.R.S. §15-910(K), the total amount budgeted for desegregation expenditures in the M&O, UCO, and IA Funds cannot exceed the amount budgeted in FY 2009.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$	0
Other (description):	\$	
Other (description):	\$	
Other (description):	\$	

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
65	3	1	69

1. The date that the school district was determined to be out of compliance with Title VI of the Civil Rights Act of 1964 (42 United States Code Section 2000d) and the basis for that determination. A.R.S. §15-910(J)(3)(c) 6/15/1905

2. The initial date that the school district began to levy property taxes to provide funding for desegregation expenses. A.R.S. §15-910(J) (3)(d) 6/15/1905

3. An estimate of when the school district will be in compliance with the court order or administrative agreement. A.R.S. §15-910(J)(3)(r) 7/1/2099

Districtwide Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund	Rentals 6440	Library Books, Textbooks, & Instructional Aids 6641-6643	Property 6700	Redemption of Principal 6831, 6832	Interest 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
							Prior FY	Budget FY	
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction 45.							0	0	0.0%
2000 Support Services 46.							0	0	0.0%
3000 Operation of Noninstructional Services 47.							0	0	0.0%
4000 Facilities Acquisition & Construction 48.							0	0	0.0%
5000 Debt Service 49.							0	0	0.0%
Subtotal (lines 45-49) 50.	0	0	0	0	0	0	0	0	0.0%
512 Desegregation - Special Education									
1000 Classroom Instruction 51.							0	0	0.0%
2000 Support Services 52.							0	0	0.0%
3000 Operation of Noninstructional Services 53.							0	0	0.0%
4000 Facilities Acquisition & Construction 54.							0	0	0.0%
5000 Debt Service 55.							0	0	0.0%
Subtotal (lines 51-55) 56.	0	0	0	0	0	0	0	0	0.0%
513 Desegregation - Pupil Transportation 57.							0	0	0.0%
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction 58.									
2000 Support Services 59.									
3000 Operation of Noninstructional Services 60.									
4000 Facilities Acquisition & Construction 61.									
5000 Debt Service 62.									
Subtotal (lines 58-62) 63.									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 64.							0	0	0.0%
2000 Support Services 65.							0	0	0.0%
3000 Operation of Noninstructional Services 66.							0	0	0.0%
4000 Facilities Acquisition & Construction 67.							0	0	0.0%
5000 Debt Service 68.							0	0	0.0%
Subtotal (lines 64-68) 69.	0	0	0	0	0	0	0	0	0.0%
Total UCO Fund Desegregation (lines 50, 56, 57, 63, & 69) (Include in Fund 610 Budget page 4, lines 2-9) (2) 70.	0	0	0	0	0	0	0	0	0.0%

(2) In accordance with A.R.S. §15-910(K), the total amount budgeted for desegregation expenditures in the M&O, UCO, and IA Funds cannot exceed the amount budgeted in FY 2009.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	21,760	4,850					26,610 1.
2000 Support Services									
2100 Students	2.	0.30	14,572	2,880					17,452 2.
2200 Instructional Staff	3.								0 3.
2300 General Administration	4.								0 4.
2400 School Administration	5.								0 5.
2500 Central Services	6.								0 6.
2600 Operation & Maintenance of Plant	7.								0 7.
2900 Other	8.								0 8.
3000 Operation of Noninstructional Services	9.								0 9.
Subtotal (lines 1-9)	10.	1.30	36,332	7,730	0	0	0		44,062 10.
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0 11.
2000 Support Services									
2100 Students	12.								0 12.
2200 Instructional Staff	13.								0 13.
2300 General Administration	14.								0 14.
2400 School Administration	15.								0 15.
2500 Central Services	16.								0 16.
2600 Operation & Maintenance of Plant	17.								0 17.
2900 Other	18.								0 18.
3000 Operation of Noninstructional Services	19.								0 19.
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation	21.								0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	1.50	80,430	6,310					86,740 22.
2000 Support Services									
2100 Students	23.								0 23.
2200 Instructional Staff	24.								0 24.
2300 General Administration	25.								0 25.
2400 School Administration	26.								0 26.
2500 Central Services	27.								0 27.
2600 Operation & Maintenance of Plant	28.								0 28.
2700 Student Transportation	29.								0 29.
2900 Other	30.				180				0 30.
3000 Operation of Noninstructional Services	31.								0 31.
Subtotal (lines 22-31)	32.	1.50	80,430	6,310	0	0	0		86,740 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		2.80	116,762	14,040	0	0	0		130,802 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
3			3

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832				
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
511 Desegregation - Regular Education									
1000 Classroom Instruction 1.		0.70	13,709	2,850					16,559 1.
2000 Support Services									
2100 Students 2.									0 2.
2200 Instructional Staff 3.									0 3.
2300 General Administration 4.									0 4.
2400 School Administration 5.									0 5.
2500 Central Services 6.									0 6.
2600 Operation & Maintenance of Plant 7.									0 7.
2900 Other 8.									0 8.
3000 Operation of Noninstructional Services 9.									0 9.
Subtotal (lines 1-9) 10.		0.70	13,709	2,850	0	0	0		16,559 10.
512 Desegregation - Special Education									
1000 Classroom Instruction 11.									0 11.
2000 Support Services									
2100 Students 12.									0 12.
2200 Instructional Staff 13.									0 13.
2300 General Administration 14.									0 14.
2400 School Administration 15.									0 15.
2500 Central Services 16.									0 16.
2600 Operation & Maintenance of Plant 17.									0 17.
2900 Other 18.									0 18.
3000 Operation of Noninstructional Services 19.									0 19.
Subtotal (lines 11-19) 20.		0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation 21.									0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction 22.		0.20	8,391	1,510					9,901 22.
2000 Support Services									
2100 Students 23.									0 23.
2200 Instructional Staff 24.									0 24.
2300 General Administration 25.									0 25.
2400 School Administration 26.									0 26.
2500 Central Services 27.									0 27.
2600 Operation & Maintenance of Plant 28.									0 28.
2700 Student Transportation 29.									0 29.
2900 Other 30.					183				0 30.
3000 Operation of Noninstructional Services 31.									0 31.
Subtotal (lines 22-31) 32.		0.20	8,391	1,510	0	0	0		9,901 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		0.90	22,100	4,360	0	0	0		26,460 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
1			1

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832	6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	19,584	5,290					24,874
2000 Support Services									
2100 Students	2.			0					0
2200 Instructional Staff	3.								0
2300 General Administration	4.								0
2400 School Administration	5.								0
2500 Central Services	6.								0
2600 Operation & Maintenance of Plant	7.								0
2900 Other	8.								0
3000 Operation of Noninstructional Services	9.								0
Subtotal (lines 1-9)	10.	1.00	19,584	5,290	0	0	0		24,874
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0
2000 Support Services									
2100 Students	12.								0
2200 Instructional Staff	13.								0
2300 General Administration	14.								0
2400 School Administration	15.								0
2500 Central Services	16.								0
2600 Operation & Maintenance of Plant	17.								0
2900 Other	18.								0
3000 Operation of Noninstructional Services	19.								0
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0
513 Desegregation - Pupil Transportation	21.								0
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	2.13	83,994	30,970					114,964
2000 Support Services									
2100 Students	23.	0.25	5,344	1,603					6,947
2200 Instructional Staff	24.								0
2300 General Administration	25.								0
2400 School Administration	26.								0
2500 Central Services	27.								0
2600 Operation & Maintenance of Plant	28.								0
2700 Student Transportation	29.								0
2900 Other	30.				186				0
3000 Operation of Noninstructional Services	31.								0
Subtotal (lines 22-31)	32.	2.38	89,338	32,573	0	0	0		121,911

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		3.38	108,922	37,863	0	0	0		146,785 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
3			3

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832				
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	19,888	5,966					25,854
2000 Support Services									
2100 Students	2.								0
2200 Instructional Staff	3.								0
2300 General Administration	4.								0
2400 School Administration	5.								0
2500 Central Services	6.								0
2600 Operation & Maintenance of Plant	7.								0
2900 Other	8.								0
3000 Operation of Noninstructional Services	9.								0
Subtotal (lines 1-9)	10.	1.00	19,888	5,966	0	0	0		25,854
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0
2000 Support Services									
2100 Students	12.								0
2200 Instructional Staff	13.								0
2300 General Administration	14.								0
2400 School Administration	15.								0
2500 Central Services	16.								0
2600 Operation & Maintenance of Plant	17.								0
2900 Other	18.								0
3000 Operation of Noninstructional Services	19.								0
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0
513 Desegregation - Pupil Transportation	21.								0
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	2.25	79,929	23,979					103,908
2000 Support Services									
2100 Students	23.	0.50	11,520	2,670					14,190
2200 Instructional Staff	24.								0
2300 General Administration	25.								0
2400 School Administration	26.								0
2500 Central Services	27.								0
2600 Operation & Maintenance of Plant	28.								0
2700 Student Transportation	29.								0
2900 Other	30.				189				0
3000 Operation of Noninstructional Services	31.								0
Subtotal (lines 22-31)	32.	2.75	91,449	26,649	0	0	0		118,098

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		3.75	111,337	32,615	0	0	0		143,952 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
4			4

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832				
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.								0 1.
2000 Support Services									
2100 Students	2.	0.40	17,131	3,390					20,521 2.
2200 Instructional Staff	3.								0 3.
2300 General Administration	4.								0 4.
2400 School Administration	5.								0 5.
2500 Central Services	6.								0 6.
2600 Operation & Maintenance of Plant	7.								0 7.
2900 Other	8.								0 8.
3000 Operation of Noninstructional Services	9.								0 9.
Subtotal (lines 1-9)	10.	0.40	17,131	3,390	0	0	0		20,521 10.
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0 11.
2000 Support Services									
2100 Students	12.								0 12.
2200 Instructional Staff	13.								0 13.
2300 General Administration	14.								0 14.
2400 School Administration	15.								0 15.
2500 Central Services	16.								0 16.
2600 Operation & Maintenance of Plant	17.								0 17.
2900 Other	18.								0 18.
3000 Operation of Noninstructional Services	19.								0 19.
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation	21.								0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	3.00	101,046	30,314					131,360 22.
2000 Support Services									
2100 Students	23.	0.50	9,792	1,980					11,772 23.
2200 Instructional Staff	24.								0 24.
2300 General Administration	25.								0 25.
2400 School Administration	26.								0 26.
2500 Central Services	27.								0 27.
2600 Operation & Maintenance of Plant	28.								0 28.
2700 Student Transportation	29.								0 29.
2900 Other	30.				192				0 30.
3000 Operation of Noninstructional Services	31.								0 31.
Subtotal (lines 22-31)	32.	3.50	110,838	32,294	0	0	0		143,132 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded) Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		3.90	127,969	35,684	0	0	0		163,653 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
4			4

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund		Rentals	Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		6440	6641-6643	6700	6831, 6832	6841, 6842 6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		0	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	36,950	5,875					42,825
2000 Support Services									
2100 Students	2.	0.70	36,008	10,180					46,188
2200 Instructional Staff	3.								0
2300 General Administration	4.								0
2400 School Administration	5.								0
2500 Central Services	6.								0
2600 Operation & Maintenance of Plant	7.								0
2900 Other	8.								0
3000 Operation of Noninstructional Services	9.								0
Subtotal (lines 1-9)	10.	1.70	72,958	16,055	0	0	0		89,013
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0
2000 Support Services									
2100 Students	12.								0
2200 Instructional Staff	13.								0
2300 General Administration	14.								0
2400 School Administration	15.								0
2500 Central Services	16.								0
2600 Operation & Maintenance of Plant	17.								0
2900 Other	18.								0
3000 Operation of Noninstructional Services	19.								0
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0
513 Desegregation - Pupil Transportation	21.								0
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	4.00	172,124	51,637					223,761
2000 Support Services									
2100 Students	23.								0
2200 Instructional Staff	24.	0.50	10,673	2,220					12,893
2300 General Administration	25.								0
2400 School Administration	26.								0
2500 Central Services	27.								0
2600 Operation & Maintenance of Plant	28.								0
2700 Student Transportation	29.								0
2900 Other	30.				195				0
3000 Operation of Noninstructional Services	31.								0
Subtotal (lines 22-31)	32.	4.50	182,797	53,857	0	0	0		236,654

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		6.20	255,755	69,912	0	0	0		325,667 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
6			6

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832				
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	20,608	6,182					26,790 1.
2000 Support Services									
2100 Students	2.	0.50	23,516	6,840					30,356 2.
2200 Instructional Staff	3.								0 3.
2300 General Administration	4.								0 4.
2400 School Administration	5.								0 5.
2500 Central Services	6.								0 6.
2600 Operation & Maintenance of Plant	7.								0 7.
2900 Other	8.								0 8.
3000 Operation of Noninstructional Services	9.								0 9.
Subtotal (lines 1-9)	10.	1.50	44,124	13,022	0	0	0		57,146 10.
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0 11.
2000 Support Services									
2100 Students	12.								0 12.
2200 Instructional Staff	13.								0 13.
2300 General Administration	14.								0 14.
2400 School Administration	15.								0 15.
2500 Central Services	16.								0 16.
2600 Operation & Maintenance of Plant	17.								0 17.
2900 Other	18.								0 18.
3000 Operation of Noninstructional Services	19.								0 19.
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation	21.								0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	1.50	73,913	20,530					94,443 22.
2000 Support Services									
2100 Students	23.								0 23.
2200 Instructional Staff	24.								0 24.
2300 General Administration	25.								0 25.
2400 School Administration	26.								0 26.
2500 Central Services	27.								0 27.
2600 Operation & Maintenance of Plant	28.								0 28.
2700 Student Transportation	29.								0 29.
2900 Other	30.				198				0 30.
3000 Operation of Noninstructional Services	31.								0 31.
Subtotal (lines 22-31)	32.	1.50	73,913	20,530	0	0	0		94,443 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		3.00	118,037	33,552	0	0	0		151,589 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
3			3

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund		Rentals	Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		6440	6641-6643	6700	6831, 6832	6841, 6842 6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		0	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
511 Desegregation - Regular Education									
1000 Classroom Instruction 1.		1.00	19,584	5,770					25,354 1.
2000 Support Services									
2100 Students 2.		0.60	41,184	7,810					48,994 2.
2200 Instructional Staff 3.									0 3.
2300 General Administration 4.									0 4.
2400 School Administration 5.									0 5.
2500 Central Services 6.									0 6.
2600 Operation & Maintenance of Plant 7.									0 7.
2900 Other 8.									0 8.
3000 Operation of Noninstructional Services 9.									0 9.
Subtotal (lines 1-9) 10.		1.60	60,768	13,580	0	0	0		74,348 10.
512 Desegregation - Special Education									
1000 Classroom Instruction 11.									0 11.
2000 Support Services									
2100 Students 12.									0 12.
2200 Instructional Staff 13.									0 13.
2300 General Administration 14.									0 14.
2400 School Administration 15.									0 15.
2500 Central Services 16.									0 16.
2600 Operation & Maintenance of Plant 17.									0 17.
2900 Other 18.									0 18.
3000 Operation of Noninstructional Services 19.									0 19.
Subtotal (lines 11-19) 20.		0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation 21.									0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction 22.									0 22.
2000 Support Services									
2100 Students 23.									0 23.
2200 Instructional Staff 24.									0 24.
2300 General Administration 25.									0 25.
2400 School Administration 26.									0 26.
2500 Central Services 27.									0 27.
2600 Operation & Maintenance of Plant 28.									0 28.
2700 Student Transportation 29.									0 29.
2900 Other 30.					201				0 30.
3000 Operation of Noninstructional Services 31.									0 31.
Subtotal (lines 22-31) 32.		0.00	0	0	0	0	0		0 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded) Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		1.60	60,768	13,580	0	0	0		74,348 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
2			2

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund		Rentals	Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		6440	6641-6643	6700	6831, 6832	6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)	70.	0	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
511 Desegregation - Regular Education									
1000 Classroom Instruction 1.		1.00	19,584	8,220	17,420				45,224 1.
2000 Support Services									
2100 Students 2.		0.90	42,329	11,860					54,189 2.
2200 Instructional Staff 3.									0 3.
2300 General Administration 4.									0 4.
2400 School Administration 5.									0 5.
2500 Central Services 6.									0 6.
2600 Operation & Maintenance of Plant 7.									0 7.
2900 Other 8.									0 8.
3000 Operation of Noninstructional Services 9.									0 9.
Subtotal (lines 1-9) 10.		1.90	61,913	20,080	17,420	0	0		99,413 10.
512 Desegregation - Special Education									
1000 Classroom Instruction 11.									0 11.
2000 Support Services									
2100 Students 12.									0 12.
2200 Instructional Staff 13.									0 13.
2300 General Administration 14.									0 14.
2400 School Administration 15.									0 15.
2500 Central Services 16.									0 16.
2600 Operation & Maintenance of Plant 17.									0 17.
2900 Other 18.									0 18.
3000 Operation of Noninstructional Services 19.									0 19.
Subtotal (lines 11-19) 20.		0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation 21.									0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction 22.		0.60	25,472	4,520					29,992 22.
2000 Support Services									
2100 Students 23.									0 23.
2200 Instructional Staff 24.									0 24.
2300 General Administration 25.									0 25.
2400 School Administration 26.									0 26.
2500 Central Services 27.									0 27.
2600 Operation & Maintenance of Plant 28.									0 28.
2700 Student Transportation 29.									0 29.
2900 Other 30.					204				0 30.
3000 Operation of Noninstructional Services 31.									0 31.
Subtotal (lines 22-31) 32.		0.60	25,472	4,520	0	0	0		29,992 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		2.50	87,385	24,600	17,420	0	0		129,405 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
3			3

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832				
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		0	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
511 Desegregation - Regular Education									
1000 Classroom Instruction 1.									0 1.
2000 Support Services									
2100 Students 2.		0.40	19,429	3,840					23,269 2.
2200 Instructional Staff 3.									0 3.
2300 General Administration 4.									0 4.
2400 School Administration 5.									0 5.
2500 Central Services 6.									0 6.
2600 Operation & Maintenance of Plant 7.									0 7.
2900 Other 8.									0 8.
3000 Operation of Noninstructional Services 9.									0 9.
Subtotal (lines 1-9) 10.		0.40	19,429	3,840	0	0	0		23,269 10.
512 Desegregation - Special Education									
1000 Classroom Instruction 11.									0 11.
2000 Support Services									
2100 Students 12.									0 12.
2200 Instructional Staff 13.									0 13.
2300 General Administration 14.									0 14.
2400 School Administration 15.									0 15.
2500 Central Services 16.									0 16.
2600 Operation & Maintenance of Plant 17.									0 17.
2900 Other 18.									0 18.
3000 Operation of Noninstructional Services 19.									0 19.
Subtotal (lines 11-19) 20.		0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation 21.									0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction 22.		0.20	8,391	1,610					10,001 22.
2000 Support Services									
2100 Students 23.									0 23.
2200 Instructional Staff 24.									0 24.
2300 General Administration 25.									0 25.
2400 School Administration 26.									0 26.
2500 Central Services 27.									0 27.
2600 Operation & Maintenance of Plant 28.									0 28.
2700 Student Transportation 29.									0 29.
2900 Other 30.					207				0 30.
3000 Operation of Noninstructional Services 31.									0 31.
Subtotal (lines 22-31) 32.		0.20	8,391	1,610	0	0	0		10,001 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		0.60	27,820	5,450	0	0	0		33,270 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
1			1

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832	6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
511 Desegregation - Regular Education									
1000 Classroom Instruction 1.		1.00	20,016	4,570					24,586 1.
2000 Support Services									
2100 Students 2.		0.50	24,769	7,040					31,809 2.
2200 Instructional Staff 3.									0 3.
2300 General Administration 4.									0 4.
2400 School Administration 5.									0 5.
2500 Central Services 6.									0 6.
2600 Operation & Maintenance of Plant 7.									0 7.
2900 Other 8.									0 8.
3000 Operation of Noninstructional Services 9.									0 9.
Subtotal (lines 1-9) 10.		1.50	44,785	11,610	0	0	0		56,395 10.
512 Desegregation - Special Education									
1000 Classroom Instruction 11.									0 11.
2000 Support Services									
2100 Students 12.									0 12.
2200 Instructional Staff 13.									0 13.
2300 General Administration 14.									0 14.
2400 School Administration 15.									0 15.
2500 Central Services 16.									0 16.
2600 Operation & Maintenance of Plant 17.									0 17.
2900 Other 18.									0 18.
3000 Operation of Noninstructional Services 19.									0 19.
Subtotal (lines 11-19) 20.		0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation 21.									0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction 22.		2.75	108,594	38,730					147,324 22.
2000 Support Services									
2100 Students 23.		0.50	9,792	2,270					12,062 23.
2200 Instructional Staff 24.									0 24.
2300 General Administration 25.									0 25.
2400 School Administration 26.									0 26.
2500 Central Services 27.									0 27.
2600 Operation & Maintenance of Plant 28.									0 28.
2700 Student Transportation 29.									0 29.
2900 Other 30.					210				0 30.
3000 Operation of Noninstructional Services 31.									0 31.
Subtotal (lines 22-31) 32.		3.25	118,386	41,000	0	0	0		159,386 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		4.75	163,171	52,610	0	0	0		215,781 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
5			5

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund		Rentals	Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		6440	6641-6643	6700	6831, 6832	6841, 6842 6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		0	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	19,584	3,820					23,404
2000 Support Services									
2100 Students	2.								0
2200 Instructional Staff	3.								0
2300 General Administration	4.								0
2400 School Administration	5.								0
2500 Central Services	6.								0
2600 Operation & Maintenance of Plant	7.								0
2900 Other	8.								0
3000 Operation of Noninstructional Services	9.								0
Subtotal (lines 1-9)	10.	1.00	19,584	3,820	0	0	0		23,404
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0
2000 Support Services									
2100 Students	12.								0
2200 Instructional Staff	13.								0
2300 General Administration	14.								0
2400 School Administration	15.								0
2500 Central Services	16.								0
2600 Operation & Maintenance of Plant	17.								0
2900 Other	18.								0
3000 Operation of Noninstructional Services	19.								0
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0
513 Desegregation - Pupil Transportation	21.								0
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	0.40	12,846	1,010					13,856
2000 Support Services									
2100 Students	23.								0
2200 Instructional Staff	24.								0
2300 General Administration	25.								0
2400 School Administration	26.								0
2500 Central Services	27.								0
2600 Operation & Maintenance of Plant	28.								0
2700 Student Transportation	29.								0
2900 Other	30.				213				0
3000 Operation of Noninstructional Services	31.								0
Subtotal (lines 22-31)	32.	0.40	12,846	1,010	0	0	0		13,856

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		1.40	32,430	4,830	0	0	0		37,260 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
2			2

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832				
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	19,200	8,510					27,710
2000 Support Services									
2100 Students	2.								0
2200 Instructional Staff	3.								0
2300 General Administration	4.								0
2400 School Administration	5.								0
2500 Central Services	6.								0
2600 Operation & Maintenance of Plant	7.								0
2900 Other	8.								0
3000 Operation of Noninstructional Services	9.								0
Subtotal (lines 1-9)	10.	1.00	19,200	8,510	0	0	0		27,710
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0
2000 Support Services									
2100 Students	12.								0
2200 Instructional Staff	13.								0
2300 General Administration	14.								0
2400 School Administration	15.								0
2500 Central Services	16.								0
2600 Operation & Maintenance of Plant	17.								0
2900 Other	18.								0
3000 Operation of Noninstructional Services	19.								0
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0
513 Desegregation - Pupil Transportation	21.								0
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	0.10	3,211	560					3,771
2000 Support Services									
2100 Students	23.								0
2200 Instructional Staff	24.								0
2300 General Administration	25.								0
2400 School Administration	26.								0
2500 Central Services	27.								0
2600 Operation & Maintenance of Plant	28.								0
2700 Student Transportation	29.								0
2900 Other	30.				216				0
3000 Operation of Noninstructional Services	31.								0
Subtotal (lines 22-31)	32.	0.10	3,211	560	0	0	0		3,771

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		1.10	22,411	9,070	0	0	0		31,481 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
1			1

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832	6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
511 Desegregation - Regular Education									
1000 Classroom Instruction 1.									0 1.
2000 Support Services									
2100 Students 2.									0 2.
2200 Instructional Staff 3.									0 3.
2300 General Administration 4.									0 4.
2400 School Administration 5.									0 5.
2500 Central Services 6.									0 6.
2600 Operation & Maintenance of Plant 7.									0 7.
2900 Other 8.									0 8.
3000 Operation of Noninstructional Services 9.									0 9.
Subtotal (lines 1-9) 10.		0.00	0	0	0	0	0		0 10.
512 Desegregation - Special Education									
1000 Classroom Instruction 11.									0 11.
2000 Support Services									
2100 Students 12.									0 12.
2200 Instructional Staff 13.									0 13.
2300 General Administration 14.									0 14.
2400 School Administration 15.									0 15.
2500 Central Services 16.									0 16.
2600 Operation & Maintenance of Plant 17.									0 17.
2900 Other 18.									0 18.
3000 Operation of Noninstructional Services 19.									0 19.
Subtotal (lines 11-19) 20.		0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation 21.									0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction 22.									0 22.
2000 Support Services									
2100 Students 23.									0 23.
2200 Instructional Staff 24.									0 24.
2300 General Administration 25.									0 25.
2400 School Administration 26.									0 26.
2500 Central Services 27.									0 27.
2600 Operation & Maintenance of Plant 28.									0 28.
2700 Student Transportation 29.									0 29.
2900 Other 30.					219				0 30.
3000 Operation of Noninstructional Services 31.									0 31.
Subtotal (lines 22-31) 32.		0.00	0	0	0	0	0		0 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		0.00	0	0	0	0	0		0 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
-			-

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund		Rentals	Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		6440	6641-6643	6700	6831, 6832	6841, 6842 6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		0	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	19,584	3,800					23,384 1.
2000 Support Services									
2100 Students	2.	0.50	23,516	6,840					30,356 2.
2200 Instructional Staff	3.								0 3.
2300 General Administration	4.								0 4.
2400 School Administration	5.								0 5.
2500 Central Services	6.								0 6.
2600 Operation & Maintenance of Plant	7.								0 7.
2900 Other	8.								0 8.
3000 Operation of Noninstructional Services	9.								0 9.
Subtotal (lines 1-9)	10.	1.50	43,100	10,640	0	0	0		53,740 10.
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0 11.
2000 Support Services									
2100 Students	12.								0 12.
2200 Instructional Staff	13.								0 13.
2300 General Administration	14.								0 14.
2400 School Administration	15.								0 15.
2500 Central Services	16.								0 16.
2600 Operation & Maintenance of Plant	17.								0 17.
2900 Other	18.								0 18.
3000 Operation of Noninstructional Services	19.								0 19.
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation	21.								0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	0.83	40,679	7,380					48,059 22.
2000 Support Services									
2100 Students	23.	0.75	15,744	3,280					19,024 23.
2200 Instructional Staff	24.								0 24.
2300 General Administration	25.								0 25.
2400 School Administration	26.								0 26.
2500 Central Services	27.								0 27.
2600 Operation & Maintenance of Plant	28.								0 28.
2700 Student Transportation	29.								0 29.
2900 Other	30.				222				0 30.
3000 Operation of Noninstructional Services	31.								0 31.
Subtotal (lines 22-31)	32.	1.58	56,423	10,660	0	0	0		67,083 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded) Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		3.08	99,523	21,300	0	0	0		120,823 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
3			3

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund		Rentals	Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		6440	6641-6643	6700	6831, 6832	6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)	70.	0	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	19,584	7,160					26,744 1.
2000 Support Services									
2100 Students	2.	0.70	31,421	8,950					40,371 2.
2200 Instructional Staff	3.								0 3.
2300 General Administration	4.								0 4.
2400 School Administration	5.								0 5.
2500 Central Services	6.								0 6.
2600 Operation & Maintenance of Plant	7.								0 7.
2900 Other	8.								0 8.
3000 Operation of Noninstructional Services	9.								0 9.
Subtotal (lines 1-9)	10.	1.70	51,005	16,110	0	0	0		67,115 10.
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0 11.
2000 Support Services									
2100 Students	12.								0 12.
2200 Instructional Staff	13.								0 13.
2300 General Administration	14.								0 14.
2400 School Administration	15.								0 15.
2500 Central Services	16.								0 16.
2600 Operation & Maintenance of Plant	17.								0 17.
2900 Other	18.								0 18.
3000 Operation of Noninstructional Services	19.								0 19.
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation	21.								0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	3.00	131,462	32,430					163,892 22.
2000 Support Services									
2100 Students	23.								0 23.
2200 Instructional Staff	24.								0 24.
2300 General Administration	25.								0 25.
2400 School Administration	26.								0 26.
2500 Central Services	27.								0 27.
2600 Operation & Maintenance of Plant	28.								0 28.
2700 Student Transportation	29.								0 29.
2900 Other	30.				225				0 30.
3000 Operation of Noninstructional Services	31.								0 31.
Subtotal (lines 22-31)	32.	3.00	131,462	32,430	0	0	0		163,892 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		4.70	182,467	48,540	0	0	0		231,007 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
5			5

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832				
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	19,200	3,980					23,180
2000 Support Services									
2100 Students	2.								0
2200 Instructional Staff	3.								0
2300 General Administration	4.								0
2400 School Administration	5.								0
2500 Central Services	6.								0
2600 Operation & Maintenance of Plant	7.								0
2900 Other	8.								0
3000 Operation of Noninstructional Services	9.								0
Subtotal (lines 1-9)	10.	1.00	19,200	3,980	0	0	0		23,180
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0
2000 Support Services									
2100 Students	12.								0
2200 Instructional Staff	13.								0
2300 General Administration	14.								0
2400 School Administration	15.								0
2500 Central Services	16.								0
2600 Operation & Maintenance of Plant	17.								0
2900 Other	18.								0
3000 Operation of Noninstructional Services	19.								0
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0
513 Desegregation - Pupil Transportation	21.								0
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	0.33	13,984	2,520					16,504
2000 Support Services									
2100 Students	23.								0
2200 Instructional Staff	24.								0
2300 General Administration	25.								0
2400 School Administration	26.								0
2500 Central Services	27.								0
2600 Operation & Maintenance of Plant	28.								0
2700 Student Transportation	29.								0
2900 Other	30.				228				0
3000 Operation of Noninstructional Services	31.								0
Subtotal (lines 22-31)	32.	0.33	13,984	2,520	0	0	0		16,504

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		1.33	33,184	6,500	0	0	0		39,684 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
1			1

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund									
Expenditures		Rentals 6440	Library Books, Textbooks, & Instructional Aids 6641-6643	Property 6700	Redemption of Principal 6831, 6832	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		0	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	2.00	39,472	13,410					52,882
2000 Support Services									
2100 Students	2.								0
2200 Instructional Staff	3.								0
2300 General Administration	4.								0
2400 School Administration	5.								0
2500 Central Services	6.								0
2600 Operation & Maintenance of Plant	7.								0
2900 Other	8.								0
3000 Operation of Noninstructional Services	9.								0
Subtotal (lines 1-9)	10.	2.00	39,472	13,410	0	0	0		52,882
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0
2000 Support Services									
2100 Students	12.								0
2200 Instructional Staff	13.								0
2300 General Administration	14.								0
2400 School Administration	15.								0
2500 Central Services	16.								0
2600 Operation & Maintenance of Plant	17.								0
2900 Other	18.								0
3000 Operation of Noninstructional Services	19.								0
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0
513 Desegregation - Pupil Transportation	21.								0
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	0.84	29,628	4,510					34,138
2000 Support Services									
2100 Students	23.								0
2200 Instructional Staff	24.								0
2300 General Administration	25.								0
2400 School Administration	26.								0
2500 Central Services	27.								0
2600 Operation & Maintenance of Plant	28.								0
2700 Student Transportation	29.								0
2900 Other	30.				231				0
3000 Operation of Noninstructional Services	31.								0
Subtotal (lines 22-31)	32.	0.84	29,628	4,510	0	0	0		34,138

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		2.84	69,100	17,920	0	0	0		87,020 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
3			3

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund		Rentals	Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		6440	6641-6643	6700	6831, 6832	6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction 1.		1.00	19,200	3,900					23,100 1.
2000 Support Services									
2100 Students 2.									0 2.
2200 Instructional Staff 3.									0 3.
2300 General Administration 4.									0 4.
2400 School Administration 5.									0 5.
2500 Central Services 6.									0 6.
2600 Operation & Maintenance of Plant 7.									0 7.
2900 Other 8.									0 8.
3000 Operation of Noninstructional Services 9.									0 9.
Subtotal (lines 1-9) 10.		1.00	19,200	3,900	0	0	0		23,100 10.
512 Desegregation - Special Education									
1000 Classroom Instruction 11.									0 11.
2000 Support Services									
2100 Students 12.									0 12.
2200 Instructional Staff 13.									0 13.
2300 General Administration 14.									0 14.
2400 School Administration 15.									0 15.
2500 Central Services 16.									0 16.
2600 Operation & Maintenance of Plant 17.									0 17.
2900 Other 18.									0 18.
3000 Operation of Noninstructional Services 19.									0 19.
Subtotal (lines 11-19) 20.		0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation 21.									0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction 22.		0.20	8,391	2,517					10,908 22.
2000 Support Services									
2100 Students 23.									0 23.
2200 Instructional Staff 24.									0 24.
2300 General Administration 25.									0 25.
2400 School Administration 26.									0 26.
2500 Central Services 27.									0 27.
2600 Operation & Maintenance of Plant 28.									0 28.
2700 Student Transportation 29.									0 29.
2900 Other 30.					234				0 30.
3000 Operation of Noninstructional Services 31.									0 31.
Subtotal (lines 22-31) 32.		0.20	8,391	2,517	0	0	0		10,908 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		1.20	27,591	6,417	0	0	0		34,008 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
1			1

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832	6850			
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	20,672	8,140					28,812 1.
2000 Support Services									
2100 Students	2.	1.00	51,440	14,510					65,950 2.
2200 Instructional Staff	3.	1.00	43,934	14,120					58,054 3.
2300 General Administration	4.								0 4.
2400 School Administration	5.								0 5.
2500 Central Services	6.								0 6.
2600 Operation & Maintenance of Plant	7.				26,850				26,850 7.
2900 Other	8.								0 8.
3000 Operation of Noninstructional Services	9.								0 9.
Subtotal (lines 1-9)	10.	3.00	116,046	36,770	26,850	0	0		179,666 10.
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0 11.
2000 Support Services									
2100 Students	12.								0 12.
2200 Instructional Staff	13.								0 13.
2300 General Administration	14.								0 14.
2400 School Administration	15.								0 15.
2500 Central Services	16.								0 16.
2600 Operation & Maintenance of Plant	17.								0 17.
2900 Other	18.								0 18.
3000 Operation of Noninstructional Services	19.								0 19.
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation	21.								0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	4.20	206,496	46,530					253,026 22.
2000 Support Services									
2100 Students	23.	1.00	22,784	7,245					30,029 23.
2200 Instructional Staff	24.	1.00	22,640	4,550					27,190 24.
2300 General Administration	25.								0 25.
2400 School Administration	26.								0 26.
2500 Central Services	27.								0 27.
2600 Operation & Maintenance of Plant	28.								0 28.
2700 Student Transportation	29.								0 29.
2900 Other	30.				237				0 30.
3000 Operation of Noninstructional Services	31.								0 31.
Subtotal (lines 22-31)	32.	6.20	251,920	58,325	0	0	0		310,245 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		9.20	367,966	95,095	26,850	0	0		489,911 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
9			9

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832				
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
511 Desegregation - Regular Education									
1000 Classroom Instruction	1.	1.00	19,584	4,140					23,724
2000 Support Services									
2100 Students	2.								0
2200 Instructional Staff	3.								0
2300 General Administration	4.								0
2400 School Administration	5.								0
2500 Central Services	6.								0
2600 Operation & Maintenance of Plant	7.				70,000				70,000
2900 Other	8.								0
3000 Operation of Noninstructional Services	9.								0
Subtotal (lines 1-9)	10.	1.00	19,584	4,140	70,000	0	0		93,724
512 Desegregation - Special Education									
1000 Classroom Instruction	11.								0
2000 Support Services									
2100 Students	12.								0
2200 Instructional Staff	13.								0
2300 General Administration	14.								0
2400 School Administration	15.								0
2500 Central Services	16.								0
2600 Operation & Maintenance of Plant	17.								0
2900 Other	18.								0
3000 Operation of Noninstructional Services	19.								0
Subtotal (lines 11-19)	20.	0.00	0	0	0	0	0		0
513 Desegregation - Pupil Transportation	21.								0
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	22.	0.40	16,982	2,990					19,972
2000 Support Services									
2100 Students	23.								0
2200 Instructional Staff	24.								0
2300 General Administration	25.								0
2400 School Administration	26.								0
2500 Central Services	27.								0
2600 Operation & Maintenance of Plant	28.								0
2700 Student Transportation	29.								0
2900 Other	30.				240				0
3000 Operation of Noninstructional Services	31.								0
Subtotal (lines 22-31)	32.	0.40	16,982	2,990	0	0	0		19,972

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		1.40	36,566	7,130	70,000	0	0		113,696 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$	_____
Other (description): _____	\$	_____
Other (description): _____	\$	_____
Other (description): _____	\$	_____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
1			1

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832				
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									
	57.								0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Maintenance and Operation (M&O) Fund Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
511 Desegregation - Regular Education									
1000 Classroom Instruction 1.									0 1.
2000 Support Services									
2100 Students 2.									0 2.
2200 Instructional Staff 3.									0 3.
2300 General Administration 4.									0 4.
2400 School Administration 5.									0 5.
2500 Central Services 6.									0 6.
2600 Operation & Maintenance of Plant 7.									0 7.
2900 Other 8.									0 8.
3000 Operation of Noninstructional Services 9.									0 9.
Subtotal (lines 1-9) 10.		0.00	0	0	0	0	0		0 10.
512 Desegregation - Special Education									
1000 Classroom Instruction 11.									0 11.
2000 Support Services									
2100 Students 12.									0 12.
2200 Instructional Staff 13.									0 13.
2300 General Administration 14.									0 14.
2400 School Administration 15.									0 15.
2500 Central Services 16.									0 16.
2600 Operation & Maintenance of Plant 17.									0 17.
2900 Other 18.									0 18.
3000 Operation of Noninstructional Services 19.									0 19.
Subtotal (lines 11-19) 20.		0.00	0	0	0	0	0		0 20.
513 Desegregation - Pupil Transportation 21.									0 21.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction 22.									0 22.
2000 Support Services									
2100 Students 23.									0 23.
2200 Instructional Staff 24.									0 24.
2300 General Administration 25.									0 25.
2400 School Administration 26.									0 26.
2500 Central Services 27.									0 27.
2600 Operation & Maintenance of Plant 28.									0 28.
2700 Student Transportation 29.									0 29.
2900 Other 30.					243				0 30.
3000 Operation of Noninstructional Services 31.									0 31.
Subtotal (lines 22-31) 32.		0.00	0	0	0	0	0		0 32.

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

M&O Fund (Concluded)	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals	
	Prior FY	Budget FY						Prior FY	Budget FY
Expenditures									
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction 33.									0 33.
2000 Support Services									
2100 Students 34.									0 34.
2200 Instructional Staff 35.									0 35.
2300 General Administration 36.									0 36.
2400 School Administration 37.									0 37.
2500 Central Services 38.									0 38.
2600 Operation & Maintenance of Plant 39.									0 39.
2700 Student Transportation 40.									0 40.
2900 Other 41.									0 41.
3000 Operation of Noninstructional Services 42.									0 42.
Subtotal (lines 33-42) 43.		0.00	0	0	0	0	0		0 43.
Total M&O Desegregation (lines 10, 20, 21, 32, & 43) 44.		0.00	0	0	0	0	0		0 44.

Desegregation Revenues A.R.S. §15-910(J)(3)(a), (h) & (j):

Tax Levy:	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____
Other (description): _____	\$ _____

Employees needed to conduct Desegregation activities

Teachers	Administrators	Others	Total
-			-

School-by-School Desegregation Budget, Fiscal Year 2021 [A.R.S. §15-910(J), (K), and (L)]

Unrestricted Capital Outlay (UCO) Fund			Library Books, Textbooks, & Instructional Aids	Property	Redemption of Principal	Interest 6841, 6842 6850	All Other Object Codes (excluding 6900)	Prior FY	Budget FY
Expenditures		Rentals 6440	6641-6643	6700	6831, 6832				
511 Desegregation - Regular Education									
1000 Classroom Instruction	45.								0 45.
2000 Support Services	46.								0 46.
3000 Operation of Noninstructional Services	47.								0 47.
4000 Facilities Acquisition & Construction	48.								0 48.
5000 Debt Service	49.								0 49.
Subtotal (lines 45-49)	50.	0	0	0	0	0	0		0 50.
512 Desegregation - Special Education									
1000 Classroom Instruction	51.								0 51.
2000 Support Services	52.								0 52.
3000 Operation of Noninstructional Services	53.								0 53.
4000 Facilities Acquisition & Construction	54.								0 54.
5000 Debt Service	55.								0 55.
Subtotal (lines 51-55)	56.	0	0	0	0	0	0		0 56.
513 Desegregation - Pupil Transportation									0 57.
514 Desegregation - ELL Incremental Costs									
1000 Classroom Instruction	58.								58.
2000 Support Services	59.								59.
3000 Operation of Noninstructional Services	60.								60.
4000 Facilities Acquisition & Construction	61.								61.
5000 Debt Service	62.								62.
Subtotal (lines 58-62)	63.								63.
515 Desegregation - ELL Compensatory Instruction									
1000 Classroom Instruction	64.								0 64.
2000 Support Services	65.								0 65.
3000 Operation of Noninstructional Services	66.								0 66.
4000 Facilities Acquisition & Construction	67.								0 67.
5000 Debt Service	68.								0 68.
Subtotal (lines 64-68)	69.	0	0	0	0	0	0		0 69.
Total Capital Desegregation (lines 50, 56, 57, 63, & 69)		70.	0	0	0	0	0		0 70.

Instructions

Only those districts that budget expenditures for desegregation, in accordance with A.R.S. §15-910 (J), must complete the required forms for FY 2021.

Districts should use the first work sheet to report all districtwide budgeted expenditures for desegregation activities and magnet programs. The Template work sheet should be used to create school tabs to budget desegregation activities and magnet programs at the school level.

Page	Reference	
Districtwide	Number of Individual School Budgets	Specify the number of individual school budgets, not including the districtwide budget.
Districtwide	Desegregation - ELL Expenditures	Districts budgeting desegregation monies for English Language Learners (ELLs), should budget these monies on the Supplement using program codes 514—Desegregation—ELL Incremental Costs and 515—Desegregation—ELL Compensatory Instruction. Incremental costs are the costs, as previously defined by the ELL Task Force, that are associated with a Structured English Immersion program and that are in addition to the normal costs of conducting programs for English proficient students. Compensatory Instruction programs are those provided in addition to normal classroom instruction, including individual or small group instruction, extended day classes, summer school, or intersession school. Desegregation pupil transportation costs for compensatory instruction should be budgeted under program code 515 rather than program code 513—Desegregation—Pupil Transportation.
Districtwide	M&O Fund Expenditures	M&O Fund expenditures for desegregation should be budgeted by function and object code. The totals for all program expenditures used for maintenance and operation purposes should be entered on Budget, page 1, line 26.
Districtwide	Desegregation Revenues	Total district revenues to fund desegregation activities and magnet programs must be reported in the fields provided. If revenues are from other than a tax levy, a brief description must be provided. If some or all desegregation activities and or magnet programs are funded partially or entirely with state aid, this should be reported on an “Other” line. Also, report the total number of teachers, administrators, and other employees needed to conduct desegregation activities in the table provided and provide responses to the 3 questions.
Districtwide	UCO Fund Expenditures	The capital expenditures recorded for desegregation should also be included in the individual line items for UCO Fund on Budget, page 4.

<p>Template</p>	<p>General</p>	<p>Districts should prepare the school level desegregation budgets using the same guidance as provided for the district level and budget expenditure amounts that it anticipates assigning to each school’s unit code. However, the school level desegregation budgets are not separated by fund and should include all desegregation expenditures budgeted from the M&O and UCO Funds based on the type of expenditure. The allocation of districtwide expenditures to individual schools is not required. Districtwide expenditures are those that relate to the district as a whole and therefore cannot be clearly assigned to a specific school.</p> <p>Total school revenues to fund desegregation activities and magnet programs must be reported in the fields provided. If revenues are from other than a tax levy, a brief description must be provided. If some or all desegregation activities and or magnet programs are funded partially or entirely with state aid, this should be reported on an “Other” line. Also, report the total number of teachers, administrators, and other employees needed to conduct desegregation activities in the table provided.</p> <p>Use the "Add a School" button at the top of the Template page to add schools, as needed. After all applicable school pages have been created, districts should enter the school name and CTDS number in the spaces provided. Districts should then enter budget amounts in the applicable cells throughout each school page.</p> <p>Use the "Delete" button at the top of the Template page to remove the blank worksheet before submitting the file.</p> <p>For questions on the school-by-school desegregation budget, districts should contact the Arizona Department of Education’s (ADE) budget team at SFBudgetTeam@azed.gov.</p>
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