

Final Release: Monday, June 8, 2020 4:00 p.m.

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, June 9, 2020

6:00 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*

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

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

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

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

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

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

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

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

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In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting in the Records Department (Room 114), Wetmore Center, 701 West Wetmore Road, Tucson, Arizona. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible.

If you are in need of special accommodations, please call the Governing Board office: (520) 696-5158

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

DATE OF MEETING: **June 9, 2020**

TITLE: **Superintendent's Report**

BACKGROUND:

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

RECOMMENDATION:

This item is presented for the Board's information.

INITIATED BY:

Date: May 27, 2020

A handwritten signature in black ink, appearing to read "Todd A. Jaeger", is written over a horizontal line.

Todd A. Jaeger, J.D., Superintendent



June 9, 2020

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Superintendent's Report





Graduation



- Individual graduation ceremonies.
- CDC/AZDOH guidelines followed; senior and four family members progressed through a staging process.
- Individual process allowed for professional photos and personal photo ops.
- Not our usual. But differences may influence the future. Feedback from families was overwhelmingly positive.
- Thank you to the Principals and their staff teams who made this happen for our seniors.





Thank You



We want to also thank the Amphi 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 Superintendent and the principals.



▶ **CLASS OF 2020:**
Canyon Del Oro High School



▶ **CLASS OF 2020:**
Ironwood Ridge HS



▶ **CLASS OF 2020:** **Amphi High School**



Promotion



Schools across the District celebrated their fifth- and eighth-grade promotions with various festivities and events. Here we see photos from Wilson K-8, Donaldson Elementary and Cross Middle School.



Child Care Update



- AlphaBest (new vendor) is actively pursuing reopening of child care services.
- Work is underway to license facilities for the new vendor.
- AlphaBest is in communication with parents and is actively hiring staff.
- District issued recent letter to parents and staff in English and Spanish to provide update and contact information. We also included the information in our most recent newsletter and we sent a press release.



Reopening Task Force



- ADE Task Force – Report issued June 1
- District process also underway
- 230 Applicants for Task Force process
- Ten subcommittees – two still to be formed
- Larger Task Force Advisory Panel
- Representative of our community, with greater interest from and participation by employees; AEA members and other employees
- Future surveys of broader public and employee groups
- Meetings underway; Report and Recommendations in Early July



Reopening



- Planning underway to meet predictable/potential needs in a competitive and crowded marketplace
- 4000 ChromeBooks recently ordered to meet student needs
- 700 cameras ordered for teacher classrooms
- Summer PD Institute underway – on-side and at-home learners (hybrid)
- Acquisition of Zoom licensure
- Cabinet/Admin studying issues simultaneously with and through support of Task Force members
- Phase 1 conditions still barring traditional (in-building) summer school and summer extracurricular activities



Governor's Education Roundtable



- Governor Ducey convened a roundtable of 16 K-12 education leaders yesterday (June 8) to discuss reopening and obtain district and charter input.
- I was one of those invited to attend.
- State Superintendent Kathy Hoffman, AZDOH Director Dr. Cara Christ and AZDCS Director Mike Faust also attended.
- I relayed concerns of parents, teachers and staff, as well as District concerns.
- Governor Ducey was very receptive to and understanding of our concerns and voiced support of our needs.





Summer Meals



We are handing out free summer meal at 13 schools sites. We've moved to kit programs, where children get multiple items twice a week. The picture above shows an example of a meal kit.

Approximately 300,000 meals served to date since closure of our schools.



JOIN US FOR
FREE MEALS!
UPDATED SUMMER SCHEDULE
TUESDAYS AND THURSDAYS ONLY
BEGINNING MAY 26TH THROUGH JUNE 30TH

All locations will be closed 5/22 and 5/25

<p>AMPHI HIGH SCHOOL 125 W YAVAPAI RD 10:30 AM-12 PM</p>	<p>AMPHI MIDDLE/PRINCE 315 E PRINCE RD 10:30 AM-12 PM</p>	<p>CDO HIGH SCHOOL 25 W CALLE CONCORDIA 10:30 AM-12 PM</p>
<p>CORONADO K-8 3401 E WILDS RD 10:30 AM-12 PM</p>	<p>DONALDSON ELEMENTARY 2040 W OMAR 10:30 AM-12 PM</p>	<p>EC NASH ELEMENTARY 515 W KELSO ST 10:30 AM-12 PM</p>
<p>FO HOLAWAY ELEMENTARY 3500 N CHERRY AVE 10:30 AM-12 PM</p>	<p>HELEN KEELING ELEMENTARY 2837 N LOS ALTOS 10:30 AM-12 PM</p>	<p>LA CIMA MS 5600 N LA CANADA 10:30 AM-12 PM</p>
<p>LULU WALKER ELEMENTARY 1750 W ROLLER COASTER RD 10:30 AM-12 PM</p>	<p>MESA VERDE ELEMENTARY 1661 W SAGE 10:30 AM-12 PM</p>	<p>RIO VISTA ELEMENTARY 1351 E LIMBERLOST 10:30 AM-12 PM</p>
<p>PAINTED SKY ELEMENTARY 12620 N WOODBURNE AVE 10:30 AM-12 PM</p>		

During emergency closure of Amphitheater Schools, all children will be provided a free breakfast and lunch each day to take home. Children are not required to be present, but are encouraged to attend. **Multiple days of meals will be served each day.** Meals will be available free of charge for anyone 18 and younger regardless of enrollment or free/reduced meal status.

This institution is an equal opportunity provider.



Just Ahead



- Tomorrow: my regular and recurring meeting with Amphi Education Association President Lisa Millerd and Vice President (Support Staff) Robert Wacker; will be sharing an update on the reopening processes and issues and seeking their input
- Tomorrow: Cabinet meeting with focus on reopening
- Communication with community on Task Force progress
- Weekly meeting with area superintendents regarding pandemic and reopening related matters
- Weekly meeting with Pima County Health Department leadership
- First Survey of broader community regarding reopening
- Reminder: District is on Summer Schedule – 4 10-hour workdays (M-Th)



Thank You



Our Food Service Department has 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. For example, in late 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.





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

DATE OF MEETING: June 9, 2020

TITLE: Status of Bond Projects

BACKGROUND:

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

RECOMMENDATION:

For information and discussion only.

INITIATED BY:

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

Jim Burns, Executive Manager, Operational Support

Date: May 29, 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.

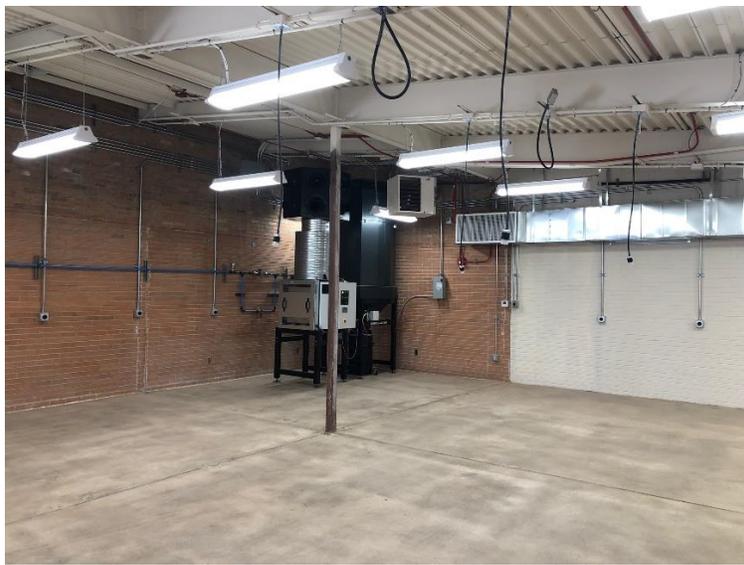
AHS:

Bond Projects

Exterior paint improvements – 100 wing north fascia - construction complete	\$14,127
Asphalt repairs – parking lot & baseball field - 80% complete - remainder to be completed in July	\$18,624
Library renovation - project scope includes: 3 new A/C units, new carpet, lighting upgrades in (2) classrooms - construction in process, new AC units installed, start up 6/2, carpet demo in process, carpet install 6/8	\$348,393

SFB Projects

300 wing – structural evaluation – walk with engineer on 5/13	\$9,910
AHS main gym roof replacement – design grant submitted to SFB	\$2,540
Welding Lab – 800 Bldg – 98% complete – punch list walk 5/29	\$280,857



CDO:

Bond Projects

Main Switchgear Modernization – cable testing 100% complete	\$187,486
- 480 volt switchgear replacement 6/3-6/5	
- 13.8 kV switchgear replacement 6/10-6/12	
T Building – fan coil improvements – contractor ordering materials	\$116,672
Replace main water backflow valve – contractor ordering materials	\$14,374
Replace existing shingles on grounds bldg – await start date	\$7,785

SFB Projects

Campus roofing phase I	\$2,662,679
- Bldg E – 90% complete – Bldg JE – 90% complete	
- Bldg JW – 90% complete – Bldg J – 90% complete	
- Bldg K – 70% complete	
Campus roofing phase II – design document approved by SFB	

Adjacent Ways

Pave fire lane by tennis courts – curb install to be complete 5/29	\$115,443
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IRHS:

Bond Projects

ADA parking lot improvements –	\$77,912
- Concrete removal in process, concrete placement 5/29	
ADA science sinks – faucet replacement – complete	\$15,600
Replace water heater & expansion tank – Bldg B – work complete	\$9,138
Track repairs & resurfacing – work complete	\$130,442
Install double gate for access to softball field – complete	\$2,646
OCR repairs for ADA science tables – demo complete	\$29,544

SFB Projects

SFB 4228 Roofing – Bldg A – 65% complete	\$4,272,241
- Bldg F – 10% complete	



AMS:

Bond Projects

PA System improvements – P.O. received	\$109,382
- new wiring, exterior speakers & new clocks	
- construction 40% complete, underground cables pulled, working on interior cabling	
Maker Space – room 806 B	\$25,877
– flooring complete, paint complete, electric in process	
Weight room to woodshop improvements – floor work in process	\$14,384
800 Bldg – roof sealing – work complete	\$59,764



Copper Creek:

Bond Projects

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

Coronado:

Bond Projects

Lighting replacement – rooms 5-10	\$37,451
- 100% complete	
Exterior lighting fixture replacement	\$16,347
- contractor ordering materials	
Exterior paint improvements – elementary buildings	\$31,530
- work starts 6/2	
Admin Bldg – (2) A/C unit replacements – materials on order	\$20,991
East side security fence re-painting – P.O. issued	\$7,058

SFB Projects

SFB 4854 MPR Bldg roof replacement – 90% complete	\$403,519
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Cross:

Bond Projects

Maker space – room 403	\$17,623
- flooring complete, paint complete, electric in process	

SFB Projects

MPR HVAC replacement	\$252,674
- HVAC and electric rough in, drywall ceiling replacement	
Roof replacement – assessment – report received	\$8,205



Donaldson:

Bond Projects

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

Harelson:

Bond Projects

Mechanical hot water replacement – Phase I – Contractor ordering materials	\$3,120
Maker space – room 7 B – flooring complete, paint complete, electric in process	\$18,962

SFB Projects

SFB 3508/5563 Funhouse roof & HVAC \$577,230
- Electric and HVAC rough in, drywall soffit repairs
- Roof replacement in process



Holaway:

Bond Projects

Maker Space – room 19 – work starts 6/1	\$20,562
West side security fence improvements – 50% complete	\$39,204
Hallway lighting improvements – Contractor ordering materials	\$6,200
Asbestos abatement – Maker Space room – complete	\$3,315

Keeling:

Bond Projects

Carpet replacement room 230 – construction complete \$2,060

La Cima:

Bond Projects

Exterior door replacement - Contractor ordering materials \$3,533

Mesa Verde:

Bond Projects

Re-paint interior MPR – 50% complete \$13,358
- Carpet replacement rooms 13/14 – complete
- Carpet replacement room 10 – complete

SFB Projects

Roof replacement – report in progress \$8,855



Painted Sky:

Bond Projects

Fire alarm replacement design project – 100% complete \$10,651

Prince:

Bond Projects

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

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

Rillito:

Bond Projects

Green House improvements

Sensory room improvements

New front of school sign

New water fountain / bottle filler

SFB Projects

SFB 4850 campus roofing – bid due 5/29

Rio Vista:

Bond Projects

MPR stage floor VCT replacement – construction complete \$3,097

Walker:

Bond Projects

Pre-K building AC replacement – contractor ordering materials \$41,261

Wilson:

Bond Projects

Fire alarm system replacement design project – 100% complete	\$10,651
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*SOMETHING NEW AT EVERY SCHOOL,
EVERY YEAR!*



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

DATE OF MEETING: June 9, 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 June 1, 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: June 1, 2020

Todd A. Jaeger, J.D., Superintendent

6/9/2020

**GOVERNING BOARD MEETING
APPOINTMENTS**

EXHIBIT - 1

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY	COMMENT
Casey	Nancy	Teacher - REACH	CT-RET	Coronado K-8 School	CTT-BA		Replacement	True	Mr. Ball	*\$19,299.84
Casey	Nancy	Teacher - REACH	CT-RET	Nash Elementary	CTT-BA	6 years	Replacement	True	Mr. Hehli	*\$12,866.56
Erickson	Ruth	Teacher - Distance Learning	CT-RET	CDO High School			Rehire		Ms. Bulleigh	*\$8,896.36
Erickson	Ruth	Teacher - Theory of Knowledge	CT-RET	CDO High School			Rehire		Ms. Bulleigh	*\$4,448.18
Landrith	David	Teacher - History	CT-RET	Amphi High School			Rehire		Mr. Lansa	*\$37,630.56
Anderson	Carly	Teacher - Grade 5	CT	Mesa Verde Elementary	CTT-BA	1 year	New	True	Ms. Tracy	*
Bata	Jacqueline	Teacher - Music	CT	Donaldson Elementary	CTT-BA	0 years	Replacement	True	Ms. Letts	*
Brunswick	Samantha	Teacher - Special Education	ICT	Holaway Elementary			Rehire		Mr. Frederiksen	*
Burgess	Meredith	Teacher - Grade 4	CT	Walker Elementary	CTT-BA	0 years	Replacement		Mr. Trimble	*
Faniel	Kia	Teacher - American Sign Lan	CT	Ironwood Ridge High	CTT-MA	0 years	Replacement		Mr. Munger	*
Finch	Richard	Teacher - ED (SPED) Classr	CT	Wilson K-8 School	CTT-BA	0 years	Rehire		Ms. Sullivan	*
Kantor	Maria	Teacher - Spanish Language	CT	Amphi High School	CTT-BA	0 years	Replacement		Mr. Lansa	*
Olander	Jessica	Teacher - Kindergarten	CT	Keeling Elementary	CTT-BA	0 years	New		Ms. Orelup	*
Paulson-Midgley	Tamara	Teacher - Music	CT	Amphi Middle School			Rehire		Ms. Wichers	*
Rudolph	Sequoia	Teacher - Special Education	ICT	Rillito Center	CTT-MA	9 years	Replacement	True	Ms. Kuhn	*
Spurgiesz	Stan	Teacher - English	CT	Amphi High School	CTT-BA	1 year	New Position	True	Mr. Lansa	*
Vadnais	Ashley	Teacher - ELL/SEI	CT	Painted Sky Elementary	CTT-BA		Rehire			*
Begay	Kimberly	Native American Education	ACL-PR	Wetmore Center	PR EX		Rehire			*
Wong	Carlos Gabriel	GEAR UP Coach	CL-PR	Amphi High School	PR EX	6 years	New Position			*
Alvarado	Cindy	Special Education Teaching	/CL	Keeling Elementary	E	N/A	Replacement			*
Atondo-Ballesteros	Perla	Bilingual Community Liaison	CL	La Cima Middle School	E	N/A	Rehire			*
Blaine	Margaret	Native American Tutor/Advis	CL	Wetmore Center	D	N/A	Rehire			*
Cortez	Monique	Instructional Aide - Classroom	CL	Rio Vista Elementary	B	N/A	Rehire			*

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

**GOVERNING BOARD MEETING
APPOINTMENTS**

EXHIBIT - 1

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY	COMMENT
Estudillo	Stephanie	Special Education Teaching /CL		Rio Vista Elementary	E	N/A	Rehire			*
Finch	Richard	Special Education Teaching /CL		Wilson K-8 School	E	N/A	Rescind			*
Gilfillan-Morris	Patricia	Special Education Teaching /CL		Amphi High School	E	N/A	Rehire			*
Jako	Peter	Maintenance Technician II	CL	Facilities Support	J	N/A	Rehire			*
Mantinan	Olga	Preschool Teaching Assistan	CL	Painted Sky Elementary	E	N/A	Rehire			*
Mantinan	Olga	Preschool Aide/Caregiver	CL	Painted Sky Elementary	A	N/A	Rehire			*
Nowak	Linda	Budget Technician	CL	Wetmore Center	L	N/A	Rehire			*
Sanford	Pamela	Special Education Teaching /CL		Rio Vista Elementary	E	N/A	Rehire			*
Santillan	Mary Beth	Homeless Education Liaison	CL	Wetmore Center	P	N/A	Rehire			*
Seeley	Lisa	School Health Assistant	CL	Wilson K-8 School	C	N/A	Replacement			*
Tapia	Arcadia	Administrative Assistant I	CL	Wetmore Center	J	N/A	Rehire			*
Tolano Escalanto	Sergio	Maintenance Technician II	CL	Facilities Support	J	N/A	Rehire			*
Vincent	Shelley	Special Education Teaching /CL		Cross Middle School	E	N/A	Replacement			*

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



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

DATE OF MEETING: June 9, 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 June 1, 2020.

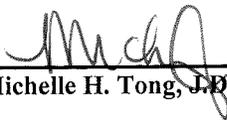
The following job descriptions are being presented for approval:

Chief Financial Officer
Executive Manager of Operational Support

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: June 1, 2020


Todd A. Jaeger, J.D., Superintendent

Job Code 01B
Exempt
CAB-A
Revised: June 2020

CHIEF FINANCIAL OFFICER

QUALIFICATIONS

A. REQUIRED

- Master's degree in Finance, Accounting or related field.
- At least five years related work experience with considerable knowledge in accounting and finance procedures and practices including general ledger methodology.
- At least three years supervisory experience.
- At least three years experience and proficient computer knowledge including spreadsheets, linking, and Microsoft Office software.
- Ability to maintain varied work hours as job dictates.
- Equivalent combination of education/training/experience.

B. DESIRED

- School District accounting and finance experience.
- Experience with state and federal reporting.
- Certified public accountant certification.

SUMMARY

This administrator manages the finance department through planning, organizing, and directing staff in the operations of the school District budget, accounting, payroll, warehousing, purchasing, and student information services. In addition, this administrator is responsible for overseeing the District's technology department.

Reports to: Superintendent

ESSENTIAL FUNCTIONS

- Administers the management of the financial affairs of the schools and District departments, including all accounting operations and personnel.
- Supervises the collection, safekeeping, reporting, and distribution of all funds.
- Administers a controlled budget system for the District.
- Provides monthly accounting of all income and expenditures.
- Analyzes all financial statements.
- Oversees reconciliation of all bank accounts maintained by the Board.
- Continuously audits funds for all programs.
- Prepares reports for the proper staff officials concerning the status of their budgetary accounts to guard against the overspending of any budgeted account. Develops budget guidelines, coordinates preparation of the budget, and assists key administrators in review of the budget.
- Keeps current in finance trends, developments, research, recordkeeping, and legislation/regulations.
- Recommends new accounting methods as desirable and necessary.

- Supervises the District's supporting services through department managers for student information services, purchasing, payroll, warehousing, and accounting.
- Provides technical and organizational leadership and direction for technology and telecommunication systems in the District, including the Enterprise Resource Program and the student information system, and similar District-wide systems.
- Directs the design, development, and evaluation of major software, hardware, technology, and telecommunications purchases or processes for use by staff and students for District business and student instruction.
- Plans, develops implements, maintains, and oversees security of a District-wide area network that permits communication, access, and data retrieval through local and remote systems for District business and student instruction.
- Oversees student enrollment and attendance reporting to appropriate state and federal agencies to address enrollment concurrencies as appropriate.
- Oversees and monitors District compliance with federal Children's Internet Protection Act (CIPA).
- Oversees recruiting, hiring, training, supervising, and evaluation of department staff.
- Ensures departmental operation procedures are centered on customer service.
- Attends all required District meetings (Governing Board, All Team, Cabinet, Principals) and represents District at community financial meetings.
- Prepares and implements the school District budget.
- Complies with and monitors District compliance with Federal, State, and Local legal requirements and advises Superintendent of needed actions.
- Acts as adviser to the Superintendent on all questions relating to the business and financial affairs of the District.
- Coordinates, processes, and controls transfers of budgeted funds as requested by program directors.
- Collaborates with Human Resources staff and salary negotiations team(s) for the purposes of employee compensation.
- Ensures that general, revenue, and appropriations ledgers are managed on an encumbrance basis.
- Preliminarily approves and presents vouchers to Governing Board for final approvals authorizing the expenditures of monies.
- Presents and justifies additional analyses required to understand the budget for Board action.
- Submits claims for refunds on sales and other taxes.
- Projects revenue and expenditures, analyses of program costs and methods of financing, presents prospectus for bond sales, manages investment portfolios, and similar District activities.
- Works with community organizations and citizens in interpreting the financial needs and impact of the school system by providing program and financial data and analyses, through personal appearance, as appropriate.
- Promotes and supports District-wide educational advancement in 21st Century skills.
- Integrates knowledge and skills that are relevant to the 21st Century.
- Performs related duties as assigned.

MENTAL AND PHYSICAL REQUIREMENTS

- Strong statistical and analytical skills for documents and data.
- Ability to meet deadlines with time constraints.
- Ability to communicate with District personnel at all levels.

- Understand and carry out complicated written and oral instructions.
- Work alone and as part of a team.
- Work on several tasks at the same time.
- Close vision work.
- Work is primarily sedentary in nature.

EXECUTIVE MANAGER OF OPERATIONAL SUPPORT

QUALIFICATIONS

A. REQUIRED

- High School Diploma or GED
- Two years of college with coursework related to contracting, construction, building maintenance, human relations, project management, job site and field supervision or the equivalent.
- Minimum of five (5) years supervisory experience, with a minimum of three (3) years supervisory experience in operational support (food service, transportation, facilities)
- Must possess a valid AZ driver's license.
- Equivalent combination of education/training/experience

B. DESIRED

- Bachelor or Masters Degree with coursework related to contracting, construction, building maintenance, project management, job site and field supervision or the equivalent.
- Prior relevant experience in an educational institution.

SUMMARY

The Executive Manager of Operational Support manages the District's support services departments that include Operational Support, Food Services, Transportation, and Facilities Support Services. Other areas of responsibility include construction projects, traffic issues, District security, rental/use of District facilities and Arizona School Facilities Board (SFB) projects.

Reports to: Superintendent

ESSENTIAL FUNCTIONS

- Directs, plans, organizes and coordinates all programs, functions, and activities of the Operational Support Department to fulfill student and staff safety and well being
- Directs the development and administration of budgets, policies, projects and programs to effectively and efficiently deliver high quality services to students and staff
- Communicates a vision and provides department leadership to focus employees so they become proficient and motivated to do their best work
- Hire, discipline, evaluate employee performance, investigate and resolve grievances
- Ensure that department operations conform with local, state, and federal government regulations and other applicable rules and policies
- Develop partnerships with community representatives, external agencies, and other organizations to develop a sense of relevant issues facing the District and to respond as a representative of the District
- Exercise oversight authority and broad discretionary judgment to manage all functions and resources of the department to achieve the department's strategic priorities

ESSENTIAL FUNCTIONS (continued):

- Develops and oversees facility capital plans to develop a strategic plan of capital renewal of facilities
- Manages facilities grant projects, including applications for SFB grants, to ensure that academic facilities meet District standards
- Implements and directs environmental, energy and fuel efficient programs
- Oversees procurement of grants for energy efficiency projects
- Maintains professional knowledge through such means as attending seminars, reviewing professional publications and participating in professional organizations
- Directs architects and engineers in the cost-effective design of school facilities that meet the needs of the District
- Ensures that construction of school facilities is sound and complies with legal requirements
- Directs the maintenance and security of school facilities
- Directs the fleet acquisition and maintenance program
- Reviews and evaluates overall department personnel and program performance
- Resolves management issues relating to policies and operating procedures
- Available to travel, attend and actively participate in District and non-District meetings as required
- Promotes and supports District-wide educational advancement in 21st Century skills
- Integrates knowledge and skills that are relevant to the 21st Century
- Performs other related duties as assigned

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to develop working knowledge and understanding of School Facilities Board (SFB) standards, and oversee SFB and District related projects
- Possesses excellent oral and written communication skills
- Ability to enhance and maintain employee morale
- Patience, tact, and courtesy in dealing with others
- Ability to work under adverse weather conditions
- Ability to follow written and oral instructions
- Ability to kneel, pull, twist, bend and climb
- Ability to interpret written instructions, directions, schematics and reports
- Ability to climb stairs and ladders and work in elevated areas
- Ability to bend, squat, stoop, kneel, twist, crawl and lift one or both arms above shoulder level
- Ability to work in small, cramped, or confined spaces
- Ability to walk on uneven surfaces, if necessary
- Ability to work under adverse conditions involving noise, heat, cold, noxious chemicals, heights, high voltage electricity and all weather and temperature conditions
- Ability to work both indoors and outdoors
- Ability to use hand and power tools
- Ability to operate an automatic or standard transmission motor vehicle

6/9/2020

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Finch	Richard	Teacher - ED (SPED) Classroom	CT	Wilson K-8 School	Rescind	CTT-BA	0 years	*
Howland	Patricia	Teacher - General Science	CT	Wilson K-8 School	Decrease FTE		N/A	*
Howland	Patricia	Teacher - Odyssey of the Mind	CT	Wilson K-8 School	Additional Position		N/A	*
Jacobs	Jessica	Teacher - Literacy Intervention	CT	Innovation Academy	Increase FTE		N/A	*
Pingry	Bonnie	Teacher - ELL/SEI	CT	Holaway Elementary	Increase FTE		N/A	*
Burns	James	Executive Manager of Operations	CL-AD	Wetmore Center	Added Duty	CAB-E	+\$4,200.00	*
Little	Douglas	Chief Financial Officer	CL-AD	Wetmore Center	Added Duty	CAB-A	+\$6,500.00	*
Harding	Vanessa	GEAR UP Assistant	CL	Amphi High School	Promotion	F	+ \$0.73	*
Walker	Natalie	Administrative Assistant I	CL	Wetmore Center	Promotion	J	+ \$0.64	
Altemara-Arnold	Sara	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			*\$25.00 per hour
Alvarez	Kristen	ADDN - Certified Tutor	ADCT	Nash Elementary	Addendum			\$30.00 per hour
Andersen	Jared	ADDN - Curriculum Development	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Atwell	Betty	ADDN - Curriculum Development	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Ayers	Brenda	ADDN - Curriculum Development	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Blayda	Meghan	ADDN - Curriculum Development	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Blount	Denita	ADDN - Curriculum Development	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Bolin	Elizabeth	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			*\$25.00 per hour
Boyd	Kelcy	ADDN - Curriculum Development	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Campbell	Jennifer	ADDN - Curriculum Development	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Campbell	Jennifer	ADDN - Curriculum Development	ADCT	Prince Elementary	Addendum			*\$25.00 per hour

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

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Canez	Jessica	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Cannon	Robert	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum			*\$25.00 per hour
Cliff	Mary	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Daglio	Brett	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Daigle	Joyce	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Daigle	Joyce	ADDN - Certified Tutor	ADCT	Keeling Elementary	Addendum			\$30.00 per hour
Demetriou	Harriet	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum			\$20.00 per hour
Demetriou	Harriet	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Dickson	Mary	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum			*\$25.00 per hour
Dominguez	Lynette	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Emans	Kaylee	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Ewy	Danny	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Ewy	Danny	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Freitag	Oksana	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Fyock	Andrea	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Fyock	Andrea	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum			\$20.00 per hour
Gahn	Courtney	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Gates	Julia	ADDN - Certified Tutor	ADCT	Nash Elementary	Addendum			\$30.00 per hour
Gibson-Sinclair	Jill	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			*\$20.00 per hour
Glavin	Kelsey	ADDN - Certified Tutor	ADCT	Prince Elementary	Addendum			\$30.00 per hour
Glavin	Kelsey	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Glor	Dan	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum			*\$25.00 per hour

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*	2020-2021 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Demotion	Voluntary demotion	CL	Classified
Extension	End date being extended	PR	Professional
Increase FTE	Increase in hours/contract	EL	Elementary
Promotion	Employee receiving a promotion to another position	MS	Middle School
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**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Godkin	Melissa	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		*\$25.00 per hour	
Golden	Brande	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum		*\$25.00 per hour	
Gould	Marni	ADDN - Certified Tutor	ADCT	Wetmore Center	Addendum		\$30.00 per hour	
Gowen	Jean	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		*\$25.00 per hour	
Greenberg	Elyse	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum		\$25.00 per hour	
Greenberg	Elyse	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum		\$20.00 per hour	
Harris	Ellen	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		*\$25.00 per hour	
Hay	Amanda	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		*\$25.00 per hour	
Hodge	Mark	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		*\$25.00 per hour	
Holder	Kayla	ADDN - Certified Tutor	ADCT	Wetmore Center	Addendum		\$30.00 per hour	
Holt	Kris	ADDN - Certified Tutor	ADCT	Prince Elementary	Addendum		\$30.00 per hour	
Holt	Kris	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		*\$25.00 per hour	
Howell	Luke	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		*\$25.00 per hour	
Inbody-Klein	Amy	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum		\$25.00 per hour	
Jackson	Jillian	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		*\$25.00 per hour	
Jech	Allison	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum		\$25.00 per hour	
Jech	Allison	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum		\$20.00 per hour	
Johnson	Gabrielle	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		*\$25.00 per hour	
Kitay	Hillary	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum		*\$25.00 per hour	
Knight	Allison	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		*\$20.00 per hour	
Krater	Caroline	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum		*\$25.00 per hour	
Lang	William	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum		*\$25.00 per hour	

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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
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**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Lange	Matthew	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Lee	Kristina	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Lipich	Brandi	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			*\$20.00 per hour
Lynch	Michelle	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Marnar	Peggy	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			*\$20.00 per hour
Maxon	Shannon	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
McGann	Madelaine	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
McNew	Ann	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Meitner	Nick	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum			*\$25.00 per hour
Mounts	Deborah	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Mounts	Deborah	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Mounts	Brianna	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Mulcahy	Laurie	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Nelson	Tatum	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Owen	Lorraine	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Parham	John	Special Events Worker	ADCT	Amphi High School	Added Duty			\$12.00 per hour
Parkey	Kenda	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Penna	Kelli	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Pincus	Mark	ADDN - Curriculum Developm	ADCT	Ironwood Ridge High	Addendum			*\$25.00 per hour
Post	Trina Kay	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Queiruga	Jennifer	ADDN - Certified Tutor	ADCT	Wetmore Center	Addendum			\$30.00 per hour
Rangel-Procci	Monica	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour

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**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Rathbun	Caitlin	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Ronstadt	Josh	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum			*\$25.00 per hour
Rudd	Amy	ADDN - Certified Tutor	ADCT	Holaway Elementary	Addendum			\$30.00 per hour
Schickling	Martha	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Schiffman	Sandra	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Schroeder	Kimberly	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Schroeder	Marilyn	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Tang	Hoa Thi	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Taouil	Sarah	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum			\$20.00 per hour
Tarbet	Jeremy	ADDN - Curriculum Developm	ADCT	CDO High School	Addendum			*\$25.00 per hour
Thacker	Lynn	ADDN - Certified Tutor	ADCT	Mesa Verde Elementary	Addendum			\$30.00 per hour
Valencia	Brian	Special Events Worker	ADCT	Amphi High School	Added Duty			\$12.00 per hour
Veltre	Cassie	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Welsh	Brian	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
West	Becky	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Wilson	Amy	ADDN - Certified Tutor	ADCT	Keeling Elementary	Addendum			\$30.00 per hour
Wilson	Amy	ADDN - Curriculum Developm	ADCT	Keeling Elementary	Addendum			\$25.00 per hour
Wolfson	Mia	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Wong	Marina	ADDN - Curriculum Developm	ADCT	Donaldson Elementary	Addendum			\$25.00 per hour
Yrrizarry	Alexis	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Zielinski	Megan	ADDN - Curriculum Developm	ADCT	Prince Elementary	Addendum			*\$25.00 per hour
Aguilar Herrera	Cruz Olivia	Cook II	ADCL	Amphi High School	Added Duty			\$12.00 per hour

*	2020-2021 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
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**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Aguirre	Josefina	Cook II	ADCL	Wilson K-8 School	Added Duty			\$12.00 per hour
Anaya	Francis	Food Service Attendant I	ADCL	La Cima Middle School	Added Duty			\$12.00 per hour
Asta	Ronald	Food Service Attendant I	ADCL	Amphi Middle School	Added Duty			\$12.00 per hour
Boyd	Terryl	Food Service Attendant III - Le	ADCL	Wilson K-8 School	Added Duty			\$12.19 per hour
Canupp	Pauline	Food Service Attendant I	ADCL	CDO High School	Added Duty			\$12.00 per hour
Chavez Gonzalez	Dora	Food Service Attendant I	ADCL	Nash Elementary	Added Duty			\$12.00 per hour
Colby	Kimberly	Food Service Attendant I	ADCL	Painted Sky Elementary	Added Duty			\$12.00 per hour
Coronado Medina	Magda	Food Service Attendant I	ADCL	La Cima Middle School	Added Duty			\$12.00 per hour
Cota	Alma	Cook II	ADCL	La Cima Middle School	Added Duty			\$12.65 per hour
Doty	Emily	Food Service Attendant I	ADCL	Cross Middle School	Added Duty			\$12.00 per hour
Duarte	Andrea	Food Service Attendant I	ADCL	Amphi Middle School	Added Duty			\$12.00 per hour
Farmer	Savannah	Food Service Attendant I	ADCL	Walker Elementary	Added Duty			\$12.00 per hour
Feltes	Laura	School Administrative Assistar	ADCL	Painted Sky Elementary	Added Duty			\$14.30 per hour
Field	Lucas	Food Service Attendant I	ADCL	Cross Middle School	Added Duty			\$12.00 per hour
Fimbres	Christine	Clerk II	ADCL	Painted Sky Elementary	Added Duty			\$12.00 per hour
Frazier	Marlena	Food Service Attendant I	ADCL	Amphi Middle School	Added Duty			\$12.00 per hour
Gamez	Griselda	Food Service Attendant I	ADCL	Rio Vista Elementary	Added Duty			\$12.00 per hour
Gonzalez Cuevas	Yolanda	Food Service Attendant III - Le	ADCL	La Cima Middle School	Added Duty			\$12.00 per hour
Gonzalez Medina	Alma	Food Service Attendant I	ADCL	Amphi Middle School	Added Duty			\$12.00 per hour
Granderson	Darla	Food Service Attendant I	ADCL	Coronado K-8 School	Added Duty			\$12.00 per hour
Harwood	Ana	Cook II	ADCL	Donaldson Elementary	Added Duty			\$12.00 per hour
Herfurth	Marilyn	Food Service Attendant I	ADCL	Keeling Elementary	Added Duty			\$12.00 per hour

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

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Hernandez	Iris	Food Service Attendant I	ADCL	Keeling Elementary	Added Duty			\$12.00 per hour
Hoffman	George	Food Service Attendant I	ADCL	Amphi High School	Added Duty			\$12.00 per hour
Holdcroft	Marilyn	Food Service Attendant III - Le	ADCL	Holaway Elementary	Added Duty			\$12.19 per hour
Houston	Juanita	Food Service Attendant I	ADCL	Nash Elementary	Added Duty			\$12.00 per hour
Ibarra De Cortes	Marcela	Cook III	ADCL	CDO High School	Added Duty			\$12.67 per hour
Lewis	Bret	Instructional Technology Spec	ADCL	Prince Elementary	Added Duty			\$12.00 per hour
Lyden	Candelaria	Food Service Attendant I	ADCL	Amphi Middle School	Added Duty			\$12.00 per hour
Marquez	Patricia	Supervisor of Food Service	ADCL	Amphi High School	Added Duty			\$16.00 per hour
Martinsen	Katherine	Food Service Attendant I	ADCL	Rio Vista Elementary	Added Duty			\$12.00 per hour
Meadmore	Rosalie	Food Service Attendant I	ADCL	Walker Elementary	Added Duty			\$12.00 per hour
Merrill	Patti Jo	Supervisor of Food Service	ADCL	Wilson K-8 School	Added Duty			\$16.32 per hour
Mora	Adriana	Food Service Attendant II	ADCL	Wilson K-8 School	Added Duty			\$12.00 per hour
Neumaier	Kathleen	Supervisor of Food Service	ADCL	Coronado K-8 School	Added Duty			\$16.00 per hour
Neyoy	Francisca	Food Service Attendant I	ADCL	La Cima Middle School	Added Duty			\$12.00 per hour
Nosheny	Aaron	Instructional Technology Spec	ADCL	Wetmore Center	Added Duty			\$12.00 per hour
Page	Barbara	Food Service Attendant I	ADCL	Wilson K-8 School	Added Duty			\$12.00 per hour
Pearcy	Cynthia	Clerk II	ADCL	Federal/State Programs	Added Duty			\$12.00 per hour
Pineda	Yanet	Food Service Attendant I	ADCL	Amphi High School	Added Duty			\$12.00 per hour
Plata	Anna	Food Service Attendant I	ADCL	Keeling Elementary	Added Duty			\$12.42 per hour
Polito	Brennan	Food Service Attendant I	ADCL	Walker Elementary	Added Duty			\$12.00 per hour
Ramirez	Martha	Food Service Attendant III - Le	ADCL	Cross Middle School	Added Duty			\$12.19 per hour
Rawn	Melissa	Behavioral Intervention Monito	ADCL	Painted Sky Elementary	Added Duty			\$12.00 per hour

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

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

EXHIBIT - 2

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Richins	Tonnette	Food Service Attendant I	ADCL	Rio Vista Elementary	Added Duty			\$12.00 per hour
Rowin	Kris	Instructional Technology Spec	ADCL	Wetmore Center	Added Duty			\$12.00 per hour
Torres Torija	Edith	Cook II	ADCL	Nash Elementary	Added Duty			\$12.00 per hour
Trent	Starr	Computer Repair Technician	ADCL	Wetmore Center	Added Duty			\$14.70 per hour
Valenzuela	Margarita	Food Service Attendant III - Le	ADCL	Keeling Elementary	Added Duty			\$18.33 per hour
Velazquez	Josefina	Food Service Attendant III - Le	ADCL	Amphi Middle School	Added Duty			\$12.00 per hour
Zack	Catherine	Supervisor of Food Service	ADCL	Holaway Elementary	Added Duty			\$15.69 per hour
Zanes	Raelene	Food Service Attendant II	ADCL	Amphi High School	Added Duty			\$12.00 per hour
Zavala	Olivia	Food Service Attendant I	ADCL	Amphi Middle School	Added Duty			\$12.00 per hour

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



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

DATE OF MEETING: June 9, 2020

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of June 1, 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: June 1, 2020

Todd A. Jaeger, J.D., Superintendent

6/9/2020

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

EXHIBIT - 3

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Abbott	Michael	Custodian I	CL	Amphi High School	04/09/2020	Start Date

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



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

DATE OF MEETING: June 9, 2020

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

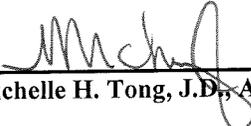
BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of June 1, 2020.

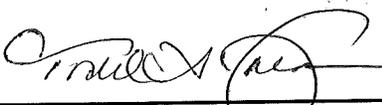
RECOMMENDATION:

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: June 1, 2020


Todd A. Jaeger, J.D., Superintendent

6/9/2020

**GOVERNING BOARD MEETING
SEPARATIONS**

EXHIBIT - 4

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Maxwell	Bernice	Psychologist	CT-PR	Wetmore Center	06/01/2020	Resignation	
Hinds	Jennifer	Assistant Director of Student	CT-AD	Wetmore Center	06/30/2020	Resignation	
Bakken	Carrie	Teacher - Art	CT	Cross Middle School	05/22/2020	Resignation	
Campos	Alessandra	Teacher - Grade 1	CT	Rio Vista Elementary		Rescind	*
Wolf	Frank	Teacher - Physics	CT	Ironwood Ridge High	05/22/2020	Correction	Retirement
Catanzaro	Phyllis	Special Education Teaching	CL	Rillito Center	05/21/2020	Retirement	
Hammonds	Aimee	Special Education Teaching	CL	Keeling Elementary	05/21/2020	Resignation	
Kreutz	Linda	Transportation Attendant	CL	Transportation	05/21/2020	Retirement	
O'Connell	Amanda	Special Education Teaching	CL	Keeling Elementary	05/21/2020	Resignation	
Pacheco	Frankie	Special Education Teaching	CL	Rillito Center	05/21/2020	Resignation	
Pyles	Janet	Special Education Teaching	CL	Amphi Middle School	05/21/2020	Retirement	
Semon	Thaddeus	Computer Systems Operator	CL	Amphi High School	06/03/2020	Resignation	

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

06/09/2020
GOVERNING BOARD MEETING
SEPARATIONS

EXHIBIT 4
Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
McGriffin	David		CT		05/18/2020	Retiring
Sauber	Angela		CT		5/27/2020	
Lennon	Bonnie		CL		05/26/2020	

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AD Administrative
PR Professional
CT Certified
CL Classified



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

DATE OF MEETING: June 9, 2020

TITLE: Approval of Stipend for Coaching Volunteers

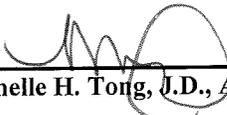
BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of June 1, 2020.

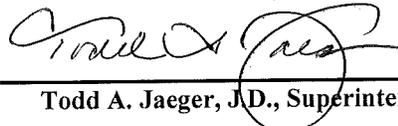
RECOMMENDATION:

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

INITIATED BY:


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

Date: June 1, 2020


Todd A. Jaeger, J.D., Superintendent

6/9/2020

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

EXHIBIT - 5

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Davis	Rachel	Coach - Volleyball Assistant Sprin	Coronado K-8 School	Stipend	\$1,400.00
Nielsen	Kenn	Coach - Soccer Assistant HS	CDO High School	Stipend	\$2,400.00

* 2020-2021 School Year



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

DATE OF MEETING: **June 9, 2020**

TITLE: **Approval of Minutes of Previous Meeting(s)**

BACKGROUND:

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

May 26, 2020

RECOMMENDATION:

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

INITIATED BY:

Karin Smith
Executive Assistant to the Superintendent & Governing Board

Date: May 27, 2020

Todd A. Jaeger, J.D., Superintendent

**Minutes of the Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, May 26, 2020**

A Special public meeting of the Governing Board of the Amphitheater Public Schools was held Tuesday, May 26, 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

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

Ms. Vicki Cox Golder, Vice President – via WebEx Conferencing

Dr. Scott K. Baker, Member – via WebEx Conferencing

Mr. Matthew A. Kopec, Member – *via WebEx Conferencing*

Ms. Susan Zibrat, Member

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

Mr. Todd A. Jaeger, J.D., Superintendent

Dr. Roseanne Lopez

Mr. Michael Bejarano, Associate Superintendent for Secondary Education

Ms. Michelle H. Tong, J.D.

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 to exercise safe social distancing for this Board meeting.

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

PLEDGE OF ALLEGIANCE

President Day asked Dr. Lopez to lead the Pledge.

BOARD MEETING

President Day announced that the next Regular Governing Board meeting would be held on Tuesday, June 9, 2020 at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ in the Leadership & Professional Development Center.

PUBLIC COMMENT¹

Ms. Smith read public comments that were sent in to be read at the Board meeting.

Ms. Rebecca Green's comments were in regards to Consent Agenda Item M., revisions to the Student Code of Conduct. She said the removal of the mandatory long-term suspension for first time drug use and vaping offenders was a positive change. However, she felt more drug education in the schools was needed.

Mr. Lisa Millerd's comments were in regards to her role as the Amphi EA president. She asked for more transparency and meetings with the District leadership team and GB members monthly to address employee concerns.

Ms. Joy Alvo's comments were on behalf of Transportation's pay increase. She noted other companies paying higher wages and Amphi employees leaving the District for these higher paying jobs. With the shortage of drivers there is concerns and would like to be compensated for the increased workload.

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 pulled Consent Agenda Item Q, for further discussion. Ms. Zibrat moved to approve Consent Agenda Items A. – P. President Day 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. Consent Agenda Items A.-P. 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 12, 2020 and July 9, 2019 Board meetings as submitted in Exhibit 6 and 7.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,893,784.26

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

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1303	\$57,309.24	1304	\$166,428.51	1305	\$210,395.48
1306	\$103,702.91	1307	\$271,436.81	1308	\$301,682.22
1309	\$12,863.56	1310	\$668,823.85	1312	\$36,495.64
1313	\$10,809.87	1314	\$38,944.08	1315	\$14,892.09

H. Acceptance of Gifts

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

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

The Governing Board approved the Monthly Status Report for fiscal year 2019-2020 as listed in Exhibit 10.

J. Food Service Pricing for School Year 2020-2021

The Governing Board approved the food service pricing for school year 2020-2021 as listed in Exhibit 11.

K. Approval of Out of State Travel

The Governing Board approved out of state travel requests as listed in Exhibit 12.

L. Approval of Priorities for Submission to the Arizona School Boards Association for its 2021 Political Agenda

The Governing Board approved the Board’s recommendations for the ASBA 2021 Political Agenda as listed in Exhibit 13.

M. Approval of Revisions to the Student Code of Conduct for the 2020-2021 School Year

The Governing Board approved the revisions to the Student Code of Conduct for the 2020 -2021 school year as listed in Exhibit 14.

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

The Governing Board approved the new courses for the 2020-2021 school year as listed in Exhibit 15.

O. Education Innovation and Research (EIR) Grant

The Governing Board approved the EIR Grant as listed in Exhibit 16.

P. Review and Approve Revisions to Placement Schedules for Fiscal Year 2020-2021

The Governing Board approved the revisions to the placement schedules for fiscal year 2020-2021 as listed in Exhibit 17.

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

Superintendent Jaeger explained that this Item is brought before the Board every four years to award a third party vendor to provide before and after school child care and other services to our families within our school facilities. It is again time to award a contract for a third party provider for these services. He noted that CEP has been the Districts provider for many years and originally was part of the school district, called Amphitheater Extension Programs before shifting to Community Extension Programs. In accordance with the Attorney General's Office, the District is required to go through a standard procurement process. He invited Dr. Lopez to provide information regarding this process to the Board and the administrations recommendation for a third party vendor.

Dr. Lopez presented the Board with information regarding the procurement process, which is a sealed process and allows for consideration of factors other than price. Evaluation of offers must be made on basis of criteria stated in the Request for Proposals (RFP); external criteria may not be considered. Offerors know the criterial in advance with substantial amount of time to prepare and submit their proposal. Proposals were reviewed in detail and scoring of five providers was prepared. Criteria for scoring included; program fees, 40 points; extended learning and child care, capacity, record of performance, and financial stability, 35 points; programs offered, 20 points; and contractor's summary and responsiveness of the proposal, 5 points. The top five proposals and scoring were; 1. AlphaBest Education, Inc. (87 points); 2. KCE Champions, LLC (86 points); 3. Right At School, LLC (74 points); 4. Innovation Learning, LLC (69 points); and 5. Community Extension Programs, Inc. (64 points).

The initial evaluation by two principals and Dr. Lopez entailed in-depth discussion of each criteria mentioned above. They all agreed on the final score of each category, this was not an average. Based on the stated criteria, best and final offers were requested from three vendors. Dr. Lopez noted that the District must award a contract to the responsible offeror whose proposal is most advantageous to the school district based on the stated criteria.

AlphaBest Education, Inc., the top proposal, is a strong nationally known company and financially stable. They are currently operating in over 400 schools and 45 districts. They have awards for best provider of child care. They will hire locally, promises to recruit from existing employees of current provider, and offers a comprehensive training program for all staff. They have extensive program offerings for children including rotating themes "zones" (Tech Arts & STEM, Language-World Culture-Literacy with four different languages offered, Arts-Drama-Movement-Music, Fitness, SEL, Project Based Learning, Maker Space, Clubs), and daily homework assistance. They are ready to begin the transition process right away.

Dr. Lopez expressed that this was a very difficult process, one that was not taken lightly. She said that it is sad because of the long-standing provider with CEP, however, the best needs of the students and Amphi families is why the Administration is recommending AlphaBest Education, Inc. for the award of contract.

Superintendent Jaeger noted that his three children grew up in the CEP program and very much values what CEP has brought to our District and community over the last several

years. As Dr. Lopez noted, the District is required to go out every four years and look to see what else is out there for our community. Although the District has received interest in the past, there were none of this quality. He reiterated that the decision could not be based on history, personal gratitude, or a sense of loyalty to an organization that the District has known for many years. Instead, it had to be based on the criteria set forth in the RFP that Dr. Lopez reviewed. Most importantly, and per the procurement code, the District has to make an award that is most advantageous to the District. Therefore, looking at all the criteria, the Administration is recommending approval of Consent Agenda Item Q. as written on the Consent Agenda.

PUBLIC COMMENT¹

President Day noted that there were several speakers on this Item and read the procedures for the Call to the Audience.

Ms. Lindie Hunter, a CEP employee of 30 years spoke to the Board regarding the CEP program. She talked about her children attending the program from kindergarten through high school, including the before and after school care, summer school, camps and intersession classes. As a working mom, she knew her children were provided with the care and commitment of a company that shared her values.

Mr. Bruce Weigold is the Executive Director of Community Extension Programs. He noted that they are not a corporate chain. They are a local non-profit business with a 50 year relationship with Amphi. Because of this relationship, CEP easily creates applications that benefit Amphi families and CEP. Being a local business their doors are open for families to come and meet with the head of the company. He noted that their office is close to many schools and therefore can assist children and staff quickly and easily when needed. He stated no one from the District said that they were dissatisfied with their services or wanted to move in a different direction. He said he was shocked when he learned that the District sent out RFP's. Mr. Weigold stated that the safety of the students and staff come first and just recently, he submitted a 21 page COVID-19 plan for implementation, even though child care services are not required to implement the CDC and AZ Health Services guidelines. He concluded that it is important to keep our children nurtured in a community family-focused non-profit company.

Ms. Darlene Rowe spoke to the Board about the process of looking for a new before and after school program. She asked several questions regarding the process, including if parents, staff and families were notified of the process. She mentioned last year when Bruce Weigold gave a presentation on CEP, the years her son attended the CEP program when he was young, and the great experience it was for him. She hopes this change has our students, their families, and staff's best interest in mind.

Ms. Emily Gallardo is the Director at CEP's Tiny Tinkers and oversees the PAL program at Lu Lu Walker. She spoke to the Board regarding her team of passionate, skilled, and dedicated people. These are people who are in this field because of their love for children and working with a company for their commitment to fostering strong families in our community. She noted the early education that her own daughter received in the program went beyond her expectations. Their Tiny Tinkers programs are 4-star Quality Plus rated programs through Quality First, and the Copper Creek Tiny Tinkers program is NAEYC accredited. Ms. Gallardo noted that their Tiny Tinkers curriculum is emergent and STEM based and they create programs based on

what their children are showing and telling them what they need and want to learn. She would like CEP to continue in the schools.

Ms. Judy Cocuzza has worked for CEP a short time and talked about her training she has received since she started with the company. She said CEP ensures their staff has the training and tools they need to make sure the children are engaged, cared for, and has the experience that will last a lifetime. She said they are child care advocates that provides community support and resources. She talked about her previous job as an afterschool coordinator of a local private charter school. The program was thriving and doing well. When a new director came in making changes including cuts to staffing and programs there was a decline in parent confidence and student's happiness. Student behavior became challenging, enrollment dropped in the programs and families were going elsewhere. She asked the Board to reconsider their vote and look at the importance of the Community Extension Programs.

Mr. Rudulfo (Ilych) Gallardo has worked for CEP fifteen years and feels that CEP and the Harelson community are a part of his identity. He said their focus has always been on promoting a quality learning experience and helping foster strong families. He mentioned CEP's popular summer Stemazing Camps, individualized program rewards and recognitions, and continuous positive feedback from their families. CEP's presence is imbedded in each school's culture and community. Mr. Gallardo doesn't feel that making a change and replacing a company who has been a pillar in our community for 50 years is beneficial.

Ms. Tammy Celey has been a director with CEP at Mesa Verde for the past six years. Her goal as a teacher at CEP is to offer activities to the children that are designed to promote positive learning. The program changed from PAL – Play and Learn to PAL – Purposeful Afterschool Learning. She mentioned that their summer school program, which was field trip based, is now a STEM camp with choices of classes to attend. CEP's purpose is to assist their families.

Ms. Smith asked President Day if she'd like her read public comments that were sent in on this subject.

Ms. Tong communicated to president Day that if there were several repetitive comments that it would be her privilege to hear some, all, or have them included in the minutes of this Board meeting.

President Day asked Ms. Smith to read a few and then list the names of the others for the record.

Ms. Smith read the following public comments that were sent in to be read at the Board meeting.

Ms. Alicia Girard is a NW Tucson Real Estate agent. She mentioned that often times she will give out referrals to the community. She noted that she no longer refers her clients to CEP because of the bad feedback she received from clients. She stated that staff was unprofessional, management was unethical and the treatment towards the parents and children were unacceptable. She highly encourages bringing in a new company.

Ms. Natalie Majchrzak has been a volunteer at CEP since 2016. She is a classroom assistant at the STEMazing camp. She was in the process of applying for a position until schools were closed. When she found out that CEP was being replaced, she wanted

to let the Board know that she feels CEP is a great company. The children love the staff and she feels the same. This year she graduated from IRHS and was sad because of graduation activities being canceled. CEP, friends and family surprised her by decorating the front door of her house as a graduation gift. She feels very lucky to be part of such a wonderful company.

Ms. Heather Opsahl is a parent of two children at Lu Lu Walker. She and her husband have been impressed with the activities planned and how well staff attended to their children. While at work she is comforted to know her children are having fun and learning continues after school. Their oldest son attended STEM camp and enjoyed picking out his own classes. She said that she is hesitant enrolling her children in an afterschool program in fall. Ms. Opsahl asked the Board to keep CEP as the afterschool program.

Ms. Smith then read the names of the others who sent in comments of the same nature. They are: Rebecca Majchrzak, the Cedillo family, Jennifer Skinner, Crissi Petersen, Avril Migoni, Kelly Mollner, Sarah and Deo Diaz, Kate Partridge, Caryn Tate, Simone Gehner, Alison Knight, Jamie and John Wanamaker, Selina Schubart, David and Skye Bennett, Alison Corkery, Gina Russo Goldberg, Harriet Demetriou, Karen Loffredo, Krista Lee, Megan Pratt, Kyle Brown, Janelle Sobol, Jill Spires, Alex Paerson, and Catherine Zac.

President Day asked if there were any discussion or a motion. Ms. Zibrat moved to accept Consent Agenda Q. President Day seconded the motion. Roll call vote in favor - 3: President Day, Vice President Cox Golder, and Ms. Zibrat. Roll call vote opposed - 2: Dr. Baker and Mr. Kopec. Motion passed 3-2. The Governing Board approved the Award of Contract to AlphaBEST Education Inc. as listed in Exhibit 18.

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 6:30 p.m.

Minutes respectfully submitted for Governing Board Approval

June 3, 2020
Date



Karin Smith
Executive Assistant to the Superintendent and Governing Board

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

June 9, 2020
Date



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

DATE OF MEETING: **June 09, 2020**

TITLE: **Approval of Vouchers Totaling and Not Exceeding Approximately \$2,027,111.42
(Final Total)**

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: May 22, 2020

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: June 09, 2020

TITLE: Receipt of April 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: May 27, 2020

Todd A. Jaeger, J.D., Superintendent

**Amphitheater Public Schools
Summary of Activity for All Schools
Auxiliary Account
For the Month Ending April 30, 2020**

Beginning Balance	\$ 2,529,066.98
Plus Deposits	108,333.32
Less Disbursements	<u>(221,061.74)</u>
Ending Book Balance For All Schools	<u><u>\$2,416,338.56</u></u>
Outstanding Deposits	(158,473.63)
Outstanding Checks	<u>13,766.54</u>
Ending Bank Balance For All Schools	<u><u>\$2,271,631.47</u></u>

**Amphitheater Public Schools
Summary of Activity for All Schools
Student Activity Accounts
For Month Ending April 30, 2020**

Beginning Balance	\$ 674,049.40
Plus Deposits	12,086.06
Less Disbursements	<u>(26,567.32)</u>
Ending Book Balance For All Schools	<u><u>\$659,568.14</u></u>
Outstanding Deposits	\$ (12,424.50)
Outstanding Checks	<u>7,198.14</u>
Ending Bank Balance For All Schools	<u><u>\$654,341.78</u></u>

**Amphitheater Public School District #10
Student Activity Account
Schedule of Club Balances
For Month Ending April 30, 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	1,277.16
-Deposits in Transit/+Outstanding Checks	0.00
Amphi Middle School Total	<u>\$9,759.22</u>

Copper Creek Elementary

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

Coronado K-8 Schools

Elementary Student Council	\$4,738.12
Middle School Student Council	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	3,379.01
Odyssey of the Mind	1,577.35
Orchestra	930.57
Running Club	2,872.56
Wrestlers Club	871.70
-Deposits in Transit/+Outstanding Checks	0.00
Coronado Total	<u>\$23,121.84</u>

Cross Middle School

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

**Amphitheater Public School District #10
Student Activity Account
Schedule of Club Balances
For Month Ending April 30, 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	0.00
Mesa Verde Total	\$3,946.90

Nash Elementary

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

**Amphitheater Public School District #10
Student Activity Account
Schedule of Club Balances
For Month Ending April 30, 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	791.55
Painted Sky Total	<u>\$9,539.77</u>

Prince Elementary

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

Rio Vista Elementary

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

Walker

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

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	<u>\$24,534.64</u>

Amphitheater Public School District #10
Student Activity Account
Schedule of Club Balances
For Month Ending April 30, 2020
For Elementary/Middle Schools

Total K-8 Club Balances	<u><u>\$126,056.80</u></u>
Plus: Outstanding Checks	\$467.51
Less: Outstanding Deposits	-1,401.00
Less: NSF/Bk Charges	0.00
Bank Deposit Errors	<u>0.00</u>
Bank Balance	<u><u>\$125,123.31</u></u>
Sweep Account	\$ 125,123.31
	\$0.00

**Amphi High School
Student Activity Account
Schedule of Club Balances
For the Month Ending April 30, 2020**

1001 Student Council	\$ 8,296.10	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	200.20
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	20,407.21	1835 Girls Tennis Club	11.72
1235 FFA - Fair Checks	0.00	1840 Boys Tennis Club	5.58
1240 Fut Comp Scientists of AHS	267.20	1850 Tech Theater Club	380.68
1245 French Club	2,090.70	1860 Trackers - Track/Field	88.38
1255 Photo Club	4,161.41	1900 Volleyball - Girls	3,341.44
1265 Equality Club	240.00	1905 Beach Volleyball Club	2,747.70
1280 Greenhouse Club	62.70	1950 Bookstore - Over/Under	0.00
1290 Wrestling	422.45	1960 VEX Robotics	0.00
1300 Football Club	4,983.00		
1310 Inter Act Club	1,604.24		
1350 Boys Volleyball	109.35		
1470 Girls Soccer	116.76		
1480 Link Crew	\$ 1,529.85		

Amphi High School Total Clubs \$80,992.80

Plus: Outstanding Checks	1,921.15
Less: Outstanding Deposits (Inc CC's)	-536.00
NSF Checks/Void/Stale/Account Adj	0.00
Bank Balance	<u><u>\$82,377.95</u></u>

Sweep Account \$ 82,377.95
\$0.00

**Canyon Del Oro High School
Student Activity Account
Schedule of Club Balances
For the Month Ending April 30, 2020**

1001 Student Council	\$ 49,284.39	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	373.19
1081 Be Kind /Ben's Bell Club	465.64	1575 United Native Nations	-
1083 Biology Club	486.95	1590 Odyssey of the Mind	7,882.16
1084 Bowling Club	318.54	1600 Orchestra Club	2,909.55
1085 Boys Golf	9,372.55	1640 Ping Pong	-
1110 Basketball - Girls	6,618.64	1650 Psychology Club	28.00
1113 Drama Club	6,558.33	1710 Math Club	205.72
1115 Choir	3,790.13	1740 Sign Language Club	3.67
1118 Engineering Club	843.85	1743 Skills USA_Architecture	2,665.56
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
1172 Dance	2,957.96	1780 Spanish Club	841.23
1180 Boys Basketball	2.66	1785 Spiritline/ Cheer	1,831.64
1200 Dream Team	3,448.85	1791 Cross Country	4,233.20
1220 Girls Who Code Club	-	1800 Sports Medicine- HOSA	1,067.73
1224 Entrepreneurship Club	197.00	1830 Swim Club	16,938.22
1225 Environmentalist Club	513.40	1835 Tennis Club - Girls	2,967.89
1227 Yearbook	1,259.39	1840 Tennis Club - Boys	1,265.88
1230 FCA Club	7.00	1860 Track/Field Club	17,586.36
1234 Catering Club	10,948.74	1865 TRI-M Club	810.00
1235 Early Childhood	3,406.55	1880 Unicycle	-
1245 French Club	126.76	1905 Volleyball-Beach	365.00
1255 Photography Club	1,549.51	19401 Young Life	-
1270 German Club	353.95	1950 Bookstore Over/Under	-
1280 Golf - Girls	-		
1290 Wrestling	2,361.76		
1300 Football Club	7,629.14		
1340 LGBTQ+	254.62		
1345 Take-A-Hike Club	133.18		
1350 Boys Volleyball	780.18		

CDO High School Total Clubs \$197,630.64

Plus: Outstanding Checks	3,305.70
Less: Outstanding Deposits Inc CCs	-3,615.00
Deposit Adjustment	-
NSF Checks/Void/Stale/Account Adj	0.00
Bank Balance	<u><u>\$197,321.34</u></u>

Sweep Account \$197,321.34
\$0.00

**Ironwood Ridge High School
Student Activity Account
Schedule of Club Balances
For the Month Ending April 30, 2020**

1001 Student Council	\$ 59,308.71	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	3,238.00	1560 National Honor Society	3,347.76
1085 Boys Golf	205.46	1590 Odyssey of the Mind	-
1090 Colors of IRHS	-	1595 Japanese Club	268.87
1100 Forensic Science Club	-	1600 Van Gogh's Ear	96.85
1105 Young Life	15.00	1605 Club Kindness	-
1110 Girls Basketball	1,493.58	1630 Journalism Club	8,584.70
1113 Drama	16,111.03	1700 Club Green	1,047.69
1115 Choir	3,009.02	1720 Athletic Club	11.14
1140 Chemistry Club	329.00	1740 Pencils of Promise	-
1145 Political Action Club	304.00	1745 Soccer-Boys	1,031.21
1150 Culinary Arts-FCCLA	1,255.61	1750 Robotics Club	195.73
1172 Pomline	504.39	1770 Softball Club	230.01
1180 Boys Basketball	577.98	1777 Project 7	-
1215 Animal Club	-	1780 Spanish Club	46.00
1227 Yearbook club	14,415.43	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	9,833.73
1310 IRHS Spirit Society	-	1910 So. AZ Veterans Heritage Club	1,497.91
1350 Boys Volleyball	5,587.41	1950 Bookstore O/S	-
1360 ILC Club	-		-
1400 HOSA-Bio Science Club	2,009.15		-
1430 Key Club	734.77		-
1440 Sand Volleyball	23,850.64		-

IRHS School Total Clubs **\$254,887.90**

Plus: Outstanding Checks	1,503.78
Less: Outstanding Deposits (Inc CC's)	-6,872.50
NSF Checks/Void/Stale/Account Adj	0.00
Deposit Error/Adjustments	0.00
Bank Balance	<u>\$249,519.18</u>

Sweep Account \$249,519.18

\$0.00



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

DATE OF MEETING: June 09, 2020

TITLE: Acceptance of Gifts

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: May 27, 2020

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations	Exhibit	Board Meeting Date: 06-09-20
Ck in the amount \$1.50	Box Tops Education	Nash Elementary
Ck in the amount \$1,000.00	Joshua & Laura Stine	Mesa Verde Elementary
Ck in the amount \$37.00	Krishna Patel	Wilson K-8
Ck in the amount \$50.00	Krishna Patel	Wilson K-8
Ck in the amount \$50.00	Krishna Patel	Wilson K-8
Ck in the amount \$1,000.00	Oregon Research Behavioral	Nash Elementary
Ck in the amount \$1,000.00	Oregon Research Behavioral	Painted Sky Elementary
Ck in the amount \$1,000.00	Oregon Research Behavioral	Prince Elementary
Ck in the amount \$1,000.00	Oregon Research Behavioral	Walker Elementary



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

DATE OF MEETING: **June 9, 2020**

TITLE: **Approval of Intergovernmental Agreement with the Pima County Joint Technological Education District No. 11**

BACKGROUND:

On November 7, 2006, District voters approved Proposition 400 which permitted Amphitheater’s participation in the formation of a Joint Technological Education District (“JTED”) with other local school districts, pursuant to A.R.S. §15-591, *et seq.*

On May 13, 2008, the Governing Board first approved an intergovernmental agreement (“IGA”) between the District and the JTED. The IGA coordinates and governs the joint exercise of joint and common powers between the JTED and Amphitheater. The IGA is renewed annually, and the current IGA is set to expire on June 30, 2020.

A new document has been prepared for approval by both districts’ governing boards. The new IGA is presented by this item. If approved, this IGA becomes effective on July 1, 2020 and remains in effect for a period of time not to exceed one (1) year, unless terminated sooner.

Counsel has reviewed the agreement and has determined that it is within the power and authority of the Amphitheater Governing Board to enter into the agreement. There are no significant changes to this agreement from the 2019 version. This same general form of agreement will also be entered into by each of the other school districts which formed the JTED.

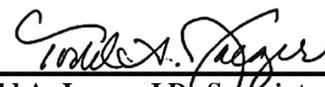
RECOMMENDATION:

This item is presented for the Board’s action. The administration recommends approval of this IGA.

INITIATED BY:


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

Date: June 1, 2020


Todd A. Jaeger, J.D., Superintendent

INTERGOVERNMENTAL AGREEMENT
by and between
JTED
and
SATELLITE
for
Provision of Joint Technical Education Courses

This Intergovernmental Agreement (“Agreement”) is entered into as of the ___ day of _____, 2020, by and between the Pima County Joint Technical Education District, an Arizona joint technical educational district (hereinafter known as “JTED”), and Amphitheater Unified School District No. 10, a political subdivision of the State of Arizona (hereinafter known as “Satellite District”), for the joint exercise of powers pursuant to A.R.S. §11-952 *et seq.*, A.R.S. §15-342 and A.R.S. §15-393;

WHEREAS, the Parties are authorized to enter into this Agreement pursuant to A.R.S. §11-952 and A.R.S. §15-342 and A.R.S. §15-393;

WHEREAS, the Parties want to provide joint technical education courses (“JTE Courses”) as a part of a joint technical education district program (“JTE Program”), as those terms are defined in A.R.S. §15-391, at a satellite location (“Satellite”) designated by the Satellite District, and to operate under a satellite model with the Satellite District continuing to provide the instructors and facilities for such courses;

WHEREAS, the Parties may want to provide JTE Courses and/or JTE Programs at satellite locations designated by Satellite District and to receive classes under the centralized model utilizing video conferencing distance learning (VCDL) technology to deliver classes. Satellite will continue to provide facilities and facilitators for the JTE Courses;

NOW THEREFORE, in consideration of the mutual agreements set forth, the Parties agree as follows:

1. Purpose

The purpose of this Agreement is to establish the terms and conditions under which JTED will provide JTE Courses and a JTE Program which meet the criteria provided in A.R.S. §15-391.

2. Term

This Agreement shall commence and be effective on July 1, 2020, and shall be for a period of one (1) year, with annual review and possible renewal, unless terminated by either Party as provided for in this Agreement. Payment, performance and obligations for any fiscal period are subject to the availability and appropriation of monies.

3. Termination

This Agreement may be terminated by either Party upon written notice to the other Party given no later than thirty (30) days before the end of the semester; provided, however, that termination shall not become effective until the end of the current semester in which notice is given. Unless otherwise agreed in writing by the Parties, all property purchased by a JTED, or by a Satellite with JTED funding, under this Agreement shall remain the property of the JTED and shall be returned to the JTED by the Satellite when no longer in use or upon termination, whichever is sooner. The JTED shall, using the procedures specified in the Uniform System of Financial Records for Arizona School Districts ("USFR"), maintain an inventory of all equipment which the JTED supplies to the Satellite and which is to be returned to the JTED.

4. Requirements under A.R.S. §15-393(L)

A. Financial Provisions and Format for Billing. See Exhibit A.

(1) The services provided by the Parties shall be proportionally calculated in the cost of delivering the service.

(2) Payment for services shall not exceed the cost of the services provided. Unexpended funds remaining at the school year end will be used to decrease the reimbursement allocation in the next school year unless a written plan for the accumulation of funds is requested and approved by the JTED Governing Board.

(3) Payment obligations of JTED under this Agreement are conditioned upon receipt of funds from the State of Arizona or from funds received from tax levies. The obligations of Satellite are conditioned upon the availability to Satellite of funds that may lawfully be used for such purpose.

B. Accountability Provisions. The Parties agree to cooperate as appropriate to ensure compliance of both Parties with required student testing schedules and procedures, reporting, and other requirements of applicable State and Federal law concerning accountability in educational programs. JTED may, at its expense, request an audit or accounting of expenditures by Satellite related to JTE Courses and JTE Programs.

C. Responsibilities.

(1) Responsibilities of JTED.

- a. JTED will manage the joint technical education district.
- b. JTED will be responsible for the content and quality of JTE Courses taught by the Satellite and shall maintain oversight of all JTED Satellite programs.
- c. JTED will establish the standard for the quality of the teachers who instruct JTE Courses in accordance with the requirements of the Arizona Department of Education.
- d. JTED may pay Satellite for providing facilities and instruction for JTED approved classes, or may reimburse other entities for facilities used by the Satellite in which to teach JTE Courses. JTED may distribute all or part of the funds it receives under A.R.S. §15-977 (Proposition 301 - classroom site funds) and A.R.S. §15-979 (Proposition 202 - instructional improvement fund) among the member districts in proportionate shares.
- e. JTED shall provide professional development for Satellite District JTED Courses and JTED Program teachers. The nature, duration, frequency and type of professional development provided by JTED pursuant to this section shall be determined in the sole discretion of JTED, but professional development shall be scheduled in collaboration with the Satellite District.
- f. JTED will adopt rules for admission of students in JTED funded programs. JTED will not approve enrollment, nor provide funds for tuition or fees, for students to attend any career and technical education ("CTE") course at any community college if the same or substantially similar CTE course is offered by the Satellite District, has space availability for the student to take the CTE course within the Satellite District, and the Satellite District will permit the student to take the course if it is offered at a school other than the one in which the student is enrolled, unless the student is already enrolled in the Satellite course. A Satellite District will not approve a student's enrollment in a CTE course offered by a community college under such circumstances unless the CTE Director of the Satellite District authorizes such enrollment in writing and provides such authorization to JTED.
- g. JTED shall provide ongoing evaluation and support services to Satellite District JTE Courses and JTE Programs. The nature, duration, frequency and type of evaluation and support services provided by JTED pursuant to this section shall be determined in the sole discretion of JTED, but JTED will provide advance written notice no less than ten (10) business days before a visit to Satellite District of JTED's visits to Satellite for evaluation and support.

h. JTED will upload Satellite student attendance reports into the ADE SAIS [AzEDS](#) system at least every twenty (20) days unless it has a separate agreement with the Satellite District for the Satellite District to upload the student attendance reports directly into the ADE system.

i. JTED will maintain an itemized listing of goods and services that are provided to Satellite District and which are paid for by the retention of Satellite District student funding, which may include the professional development services and evaluation services required under sections 4(C)(1)(e) and (g), above. JTED shall provide said itemized list to Satellite District within thirty (30) calendar days of receipt of a request for same from Satellite.

j. Within thirty (30) calendar days of approval by JTED's Governing Board, JTED shall submit Satellite District requests for approval or addition of Satellite District JTE Courses or JTE Programs directly to the Career and Technical Education Division of the Arizona Department of Education.

k. JTED shall submit the report required by A.R.S. §15-393.01 in the manner mandated by said statute no later than December 31st of year for which this Agreement is in effect.

l. If Satellite is operating under a traditional block schedule, JTED shall count for the purposes of ADM reporting the first fifty-five (55) minutes of the block as time spent by the student in a JTED program, and allow Satellite District to count the remainder of the block as time spent by the student in Satellite programs.

(2) Responsibilities of Satellite District. Failure of Satellite District to comply with any of the reporting requirements of this Paragraph (2) may result in JTED withholding funds to the Satellite District on a temporary or long-term basis.

a. Attendance data must be reported at least every twenty (20) days by the Satellite District to JTED, unless otherwise agreed by the parties, in order for the site to receive funding as agreed upon in this Agreement. Satellite District and JTED may agree separately in writing for the Satellite District to upload the attendance data directly into the ADE system. Satellite District will be compliant with ADE reporting standards and Satellite District will upload the attendance data. If Satellite is operating under a traditional block schedule, Satellite District shall allow JTED to count the first fifty-five (55) minutes of the block as time spent by the student in a JTED program, and Satellite District shall count the remainder of the block as time spent by the student in Satellite programs.

b. Satellite District will provide the instruction in JTE Courses offered under this Agreement at Satellite through Satellite teachers who shall remain employees of Satellite District and subject to Satellite District's employment policies. However, Satellite may, to the extent permitted under A.R.S. §15-537 and the personnel policies of Satellite District, consult with and consider the input received from JTED in teacher evaluations. If concerns regarding the quality of the program are identified to Satellite District and/or school administration by either the JTED program review process or other means, the Satellite District will confer with JTED regarding recommendations for improvement of the program. If the Satellite and JTED are operating on a centralized model basis, then this provision shall not apply. At the Satellite's request, JTED may provide a teacher or instructional coach or coach a course offered by the Satellite if the Satellite has a new teacher or unfilled position.

c. Satellite District will provide a cost projection and course/program eligibility documents for each potential JTED Course by March 1st of the school year prior to the school year when the JTE Course is to be taught, and will provide the actual cost analysis by November 1st of each year.

d. If Satellite District is participating in Distance Learning CTE classes, see Exhibit B.

e. Satellite District will provide necessary facilities, equipment, supplies, maintenance, property and liability insurance, and instructional staff to conduct the JTE Courses. If the Satellite District uses JTED funds to construct or renovate a facility located on the Satellite District campus or on property owned by the Satellite District, the facility shall, except for occasional other uses mutually agreed upon between the Parties, be used only for career and technical education programs offered by the JTED and must be made available to all qualified students who live within the JTED. In the event the facility is no longer used only for career and technical education programs offered by the JTED, the Satellite District shall, unless the Parties otherwise agree, reimburse the JTED for the depreciated cost of the construction and/or renovation as determined by generally accepted accounting principles.

f. Satellite and Satellite District will be responsible for student discipline. However, Satellite may, to the extent permitted by A.R.S. §15-841 and the student discipline policies of the Satellite District, consult with and consider the concerns of JTED with respect to this issue.

g. Satellite District will insure, repair and maintain all property and equipment purchased by JTED for use in JTE Courses taught by Satellite while in the possession of Satellite. Any equipment purchased by the JTED or with funds provided by the JTED must be ordered, installed or available for use by students no later than two months after the equipment has been purchased. All equipment purchased with JTED funds, without regard to price, shall be tagged and accounted for by the Satellite District. Equipment shall be defined as an article of

nonexpendable personal property with a purchase price of \$200 or greater and a life expectancy of greater than one (1) year. The Satellite District shall make available for audit purposes a complete list of JTED-funded items. The Satellite District will return, or dispose of when mutually agreed upon beforehand, the property and equipment owned by JTED when the property and equipment is no longer used by Satellite for JTE Courses. Disposal of equipment must be in compliance with State regulations, with the equipment first being offered for return to the JTED. The Satellite District will follow State disposal guidelines if the JTED chooses not to receive the equipment back from the Satellite District. In the event Satellite has installed computer software in JTED-owned computers, Satellite may remove such software from the JTED-owned computer prior to removing the computer from the Satellite site.

h. Satellite District agrees that it shall use any monies received pursuant to this Agreement to supplement and not supplant base year career and technical education and JTE Courses and amounts for directly related equipment and facilities. Satellite District agrees that in order to enhance and not supplant career and technical education as required by A.R.S. §15-393(D)(7) and (8), Satellite District will continue to allocate monies at a level equal to what was spent on career and technical educational and vocational programs in the base year to such programs or directly related equipment or facilities during the term of this Agreement. For purposes of this section, the amount spent in the base year shall be determined and adjusted as appropriate based on the definition and discussion in Memo 219 of the State Auditor General.

i. Except the first year a Satellite has joined a JTED, by October 15 of each year, Satellite shall complete and submit to JTED all of the following for the previous fiscal year:

(i) The State Auditor General's Memo 219 worksheet; and

(ii) All supporting documentation used to substantiate the figures reported on the State Auditor General's Memo 219 worksheet.

j. Satellite District will provide a projected new year site budget no later than April 1st of each school year or as budget allocations are available, and a final detailed current year budget with narrative and expenditures using JTED CTE Final Report Form by June 1st of each school year. All previously unexpended JTED funds held in the 596 accounts must be carried forward for use in the new year and included in the budget request to the JTED board.

k. Satellite District will comply with all applicable state, federal and JTED safety procedures and regulations.

l. Satellite District will cooperate with JTED to provide JTED with timely information for purposes of generating the itemized list required in Section 4(C)(2)(i) above and any reports required by A.R.S. §15-393.

m. Satellite District shall provide JTED with any and all documentation requested by JTED for the purposes of generating the report required by A.R.S. §15-393.01 by no later than November 30th of the then current JTED fiscal year. Satellite District shall provide any documentation requested by JTED after November 30th of the then current JTED fiscal year for the purposes of complying with A.R.S. §15-393.01 in a timely manner.

n. Satellite District will receive and utilize as it deems appropriate its proportionate share of all funds, if any, received from the JTED under A.R.S. §15-977 (Proposition 301- Classroom Site Funds) and A.R.S. §15-979 (Proposition 202 – Instructional Improvement Fund), except that all funds received by Satellite District under this paragraph must be used on approved JTED courses or programs.

o. Satellite District will submit to JTED biannual attestations by all Supervisors who supervise Employees funded entirely or in part by JTED stating that said Employees perform only those duties that benefit JTE Courses, JTE Programs, and/or students for the period of time (all or in part) that the Employee is funded by JTED.

p. Satellite District will maintain all birth certificates and shot records for JTED Central Campus students who are also enrolled in the Satellite District. Satellite District will provide JTED access to copies of said records upon request as necessary to carry out the terms of this Agreement and JTED will limit access to such records to employees who have a legitimate interest and a need to know the substance of the particular record.

q. Satellite District will prominently display the JTED logo and the statement “this program is enhanced by JTED” or “Powered by JTED” on every promotional material either in print or in electronic form for public viewing.

r. Satellite District will permit JTED personnel to promote JTED courses and programs that are held at JTED’s central campuses to Satellite District students through in-person and electronic outreach activities at Satellite District. Any such outreach shall be scheduled and coordinated in collaboration with the Satellite District.

D. Type of Instruction. All proposed Satellite courses must be submitted for approval by December 31st of each school year and approved by the JTED Governing Board. All classes that may generate funding must meet the criteria for programs as required by law. All Satellite District teachers are required to follow these criteria. Satellite District shall submit

all requests for approval or addition of Satellite District JTE Courses or JTE Programs directly to JTED.

E. **Quality of Instruction.** JTE Course shall mean a course which is part of a sequence of courses taught as a JTE Program and which meets the criteria identified in A.R.S. §§15-391(3) and (5).

F. **Enrollment.**

(1) JTED will coordinate enrollment and registration with the staff of each Satellite.

(2) Satellite and JTED must approve all enrollments, verifying student eligibility in classes approved by the JTED Governing Board.

(3) Satellite will provide registration and attendance information for JTED students in approved courses consistent with State guidelines and subject to the requirements of the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g, *et seq.*

(4) JTED may collect tuition for adult students, students who have a high school degree or GED, and pupils who are residents of school districts that are not participating in the joint district, pursuant to A.R.S. §15-393(H). The JTED Governing Board will set the tuition rate.

(5) For purposes of this Agreement, a “student” is as defined in A.R.S. §15-393(D)(4). Adults and post-secondary students may enroll in JTE Courses only upon mutual agreement of the Superintendents of both the Satellite District and JTED or their authorized designee. Satellite District shall be responsible to acquire documentation pursuant to A.R.S. §15-828(A).

G. **Transportation Services.** If transportation of students is necessary, or if State law requires transport, then Satellite District resources will be used to provide such transportation.

5. **Cancellation for Conflict of Interest**

Pursuant to A.R.S. §38-511, either Party may, within three (3) years after the execution of this Agreement, cancel it without further penalty or obligation if any person significantly involved in initiating, negotiating, securing, drafting or creating this Agreement is at any time while the Agreement is in effect an employee or agent of any other Party to the Agreement in any capacity or a consultant to any other Party to the Agreement with respect to the subject

matter of the Agreement. A cancellation made pursuant to this provision shall be effective when either Party receives written notice of the cancellation unless the notice specifies a later time.

6. Non-discrimination

The Parties shall comply with Executive Order 2009-09 and all other applicable State and Federal employment laws, rules and regulations, mandating that all persons shall have equal access to employment opportunities, and that no person shall be discriminated against due to race, creed, color, religion, sex, national origin or disability.

7. Insurance

Satellite District and JTED each represent and warrant to the other that it shall at all times retain insurance coverage in compliance with State laws and shall name the other Party as an additional insured.

8. Employees

An employee of any Party to this Agreement who works under the jurisdiction or control of or within the jurisdictional boundaries of another Party to this Agreement pursuant to this Agreement is deemed to be an employee of both public agencies for the purposes of Arizona workers' compensation law and A.R.S. §23-1022. The primary employer shall be solely liable for the payment of workers' compensation benefits.

9. Mutual Indemnification

Each Party (as "Indemnitor") agrees to indemnify, defend and hold harmless the other Parties (as "Indemnitees") from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney fees), hereinafter collectively referred to as "claims," arising out of bodily injury of any person (including death) or property damage, but only to the extent that such claims which result in vicarious/derivative liability to the Indemnitees, are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees or volunteers.

10. Applicable Law

This Agreement shall be governed and interpreted by the laws of the State of Arizona. JTED shall operate under the provisions of A.R.S. Title 15, Ch. 3, Art. 6 (§§15- 391 through 15-396), as amended, and in the event a conflict exists between this Agreement and the laws of the State of Arizona, the laws of the State of Arizona shall control.

11. Record Retention and Inspection

The parties shall retain, and shall contractually require each subcontractor to retain, all books, accounts, reports, files and other records relating to the performance of the IGA for a period of five (5) years after the completion of the IGA and to make such documents open to inspection and audit at reasonable times.

12. Fingerprint Clearance

Each party warrants and agrees that its employees, contractors and subcontractors who may have unsupervised contact with students shall comply with the fingerprinting requirements of A.R.S. §15-512 and that such fingerprint clearance will remain in effect throughout the term of this IGA.

13. Employee Worker Eligibility

By entering into the contract, the parties warrant compliance with A.R.S. § 41-4401, A.R.S § 23-214(A), the Federal Immigration and Nationality Act (FINA), and all other Federal immigration laws and regulations at all times when operating in the State of Arizona. The Satellite District may request verification of compliance from any contractor or subcontractor performing work under this Agreement.

14. Mediation

Neither Party may file a claim against the other without first participating in good faith in mediation with a trained and impartial mediator. The Parties shall equally share the expenses of the mediator; however, each Party shall bear its own cost for presentation before the mediator, including the cost incurred by the Party for representation by an attorney at the mediation, if such representation is desired.

15. Notice

Any notice required or permitted under the terms of this Agreement shall be deemed given or served if sent by certified mail, return receipt requested, postage prepaid, to:

JTED

Address: 2285 W. Master Pieces Drive
Tucson, AZ 85741
Fax: (520) 352-5842

SATELLITE

Address: 701 West Wetmore Road
Tucson, AZ 85705
Fax: (520) 696-5015

16. Counterparts

This Intergovernmental Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement. This Intergovernmental Agreement is effective as of the date first written above.

IN WITNESS HEREOF, the parties sign this Agreement:

Dated this ____ day of June, 2020, upon resolution of the JTED Governing Board approving this Agreement and authorizing its Superintendent to sign below:

Pima County Joint Technical Education District No. 11

By: _____
Kathy Prather
Title: Superintendent

Attorney Approval:

This Agreement has been reviewed pursuant to A.R.S. §11-952 by the undersigned attorney, who has determined that it is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the JTED Governing Board.

By: _____
Legal Counsel for JTED

Dated this ____ day of June, 2020, upon resolution of the District Governing Board of Amphitheater Unified School District No. 10 approving this Agreement and authorizing its Superintendent to sign below:

AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

By: _____
Title: Superintendent

This Agreement has been reviewed pursuant to A.R.S. §11-952 by the undersigned attorney, who has determined that it is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the Amphitheater Unified School District Governing Board.

By: _____
Legal Counsel for Satellite

Exhibit A

Funding

Itemize the services to be provided and the amounts to be allocated for funding of that service, indicating the amount the JTED will contribute to the course and the amount of support required by the Satellite. Itemized services and expenses may include but are not limited to teacher salaries, curriculum, facility usage, utilities, custodial care, and course supplies and equipment.

Exhibit B

Distance Learning CTE Courses

Any Satellite participating in Distance Learning CTE Classes utilizing the JTED Video Conferencing Distance Learning (VCDL) network will present the VCDL course to the JTED to accept as an approved site course, participate in JTED training to acquire usage procedures and instructional strategies, provide appropriate classroom environment and staff, and complete all necessary ADE forms in order for the class enrollment to be reported by the Satellite to JTED.

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

DATE OF MEETING: June 9, 2020

**TITLE: Approval of the Amphitheater Teacher Performance Evaluation (ATPES) for the
2020-2021 School Year**

BACKGROUND:

The Amphitheater Teacher Performance Evaluation System (ATPES) is reviewed annually to ensure alignment with district expectations and compliance with Arizona State Law. The ATPES Committee made up of teachers, administrators, an Amphi EA representative, and a data department representative met during the 2019-2020 school year to discuss possible modifications to the system and to review district policy.

In 2018-2019, the ATPES Committee recommended that the ATPES domains and indicators be aligned with the Danielson Framework. The Danielson Model for teacher evaluation is a well-researched approach to assessing teacher proficiency and includes rubrics for each indicator which assist teachers in improving their practice. The Danielson system is in place in over forty-four (44) states. The State of Arizona utilizes this model in their examples posted by the Arizona Department of Education. In February of 2019 the Governing Board gave approval to procure an evaluation system and the necessary training to make this substantive change. A purchase was completed and training of all administrators and Curriculum and Instruction Support Specialists was conducted by a representative of the Danielson Group from June 3-5, 2019 at Wetmore Center. All teachers were trained on the new evaluation model at their school sites utilizing eight training modules provided by the Danielson Group during the 2019-2020 school year. Feedback from teachers and principals indicates that the transition to the Danielson model for our evaluation system was a success.

The changes to ATPES for the 2020-2021 school year are as follows:

- Dates were changed to align with the 2020-2021 academic calendar.
- A new narrative format was added to the forms section
- The Student Progress data component was “frozen”. We will use student achievement data from the 2018-2019 school year for the 2020-2021 evaluations. The State of Arizona cancelled all Spring 2020 achievement testing and the district cancelled all assessments scheduled for the 4th Quarter due to the COVID-19 pandemic therefore we do not have complete student progress data for 2019-2020.

Alternative Teacher Evaluation System Pilot Program

Finally, the Governor signed a bill late in the 2017-2018 session which allowed districts to put an alternative evaluation system in place for teachers who have earned a Highly Effective label in our district for three consecutive years. The committee proposed that we “pilot” a system which would encourage Highly Effective teachers to be mentors, conduct professional development, etc. in lieu of the full formal evaluation. The principal would still conduct one informal observation and fill out the ATPES form. The pilot program was put into place during the 2018-2019 school year and was selected as the form of evaluation for many Highly Effective teachers. Their reflections on the process and their

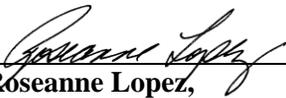
work indicated that the pilot should be continued in 2019-2020. We believe that the two year pilot was successful and recommend that the Alternative Teacher Evaluation System be kept in place as a choice for Highly Effective teachers and the pilot status be removed.

The 2020-2021 ATPES manual (in red and black line) are included with this Governing Board item for review.

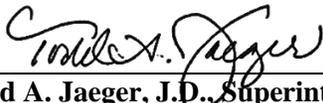
RECOMMENDATION:

It is the recommendation of the administration that the Governing Board approve the revised Amphitheater Teacher Performance Evaluation System (ATPES) for 2020-2021.

INITIATED BY:


Dr. Roseanne Lopez,
Associate Superintendent for Elementary Education

Date: June 1, 2020


Todd A. Jaeger, J.D., Superintendent



AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

*THE FRAMEWORK FOR TEACHING:
DANIELSON MODEL*



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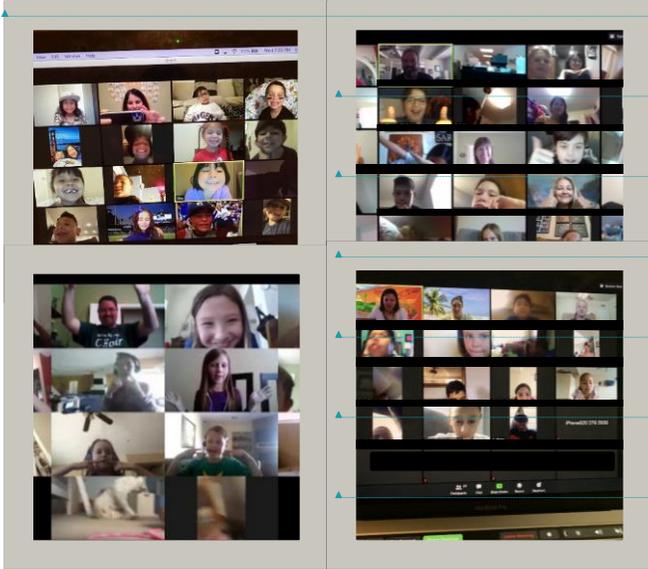
2019-2020

REVISED
Evaluation
System!

Full alignment
with the Danielson
Framework for
Teaching

"The framework gives voice to what all educators know: that teaching is incredibly complex work. It's a thinking person's job."
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AMPHITHEATER
PUBLIC SCHOOLS
701 W Wetmore Rd
Tucson, AZ 85705
www.amphi.com



2020-2021

Full alignment with the Danielson Framework for Teaching

“The framework gives voice to what all educators know: that teaching is incredibly complex work. It’s a thinking person’s job.”- Danielson Group

Amphitheater Teacher Performance Evaluation System

THE FRAMEWORK FOR TEACHING: DANIELSON MODEL



Amphitheater Public Schools
701 W Wetmore Rd
Tucson, AZ 87505

www.amphi.com

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GOVERNING BOARD

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DISTRICT ADMINISTRATION

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

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

Appendix D: Amphitheater Alternative Teacher Performance Evaluation System65

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Amphitheater Public Schools Vision, Mission & Beliefs 32

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our 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 Value

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

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, school staff, and community;
- The school community deserves a safe and caring environment;
- Our actions reflect our values and dedication to meet student needs fairly and equitably;
- Ample resources are essential to accomplish the Mission.

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Amphitheater Public Schools Students *are academically prepared by:*

- Demonstrating proficiency in Reading, Writing, Social Sciences, Science, Mathematics, and the Arts
- Building a foundation of information and skills needed to solve problems, think creatively, and critically, function as a citizen, and collaborate with others
- Demonstrating growth as measured by multiple and varied assessments
- Completing content area coursework and programs
- Demonstrating digital literacy
- Preparing for a college and/or career pathway



Amphitheater Public Schools Students *communicate clearly by:*

- Expressing ideas through the creation of authentic products using a combination of words, symbols, data, behavior, and visual representations to inform, persuade, and entertain others
- Preparing and delivering effective oral and written presentations; fielding questions to demonstrate conceptual understanding and knowledge, with details about the inquiry process
- Practicing communication techniques which share information in multiple formats to **create meaning and foster mutual understanding**
- Listening effectively to decipher meaning, including knowledge, values, attitudes, and intentions



Amphitheater Public Schools Students *demonstrate critical thinking by:*

- Researching, identifying, collecting, and analyzing relevant information in order to make sound judgments and decisions based on effective reasoning
- Applying systems thinking models/processes including the engineering design process, scientific inquiry process, and logic
- Identifying, defining, and examining real-world issues and essential questions
- Reflecting critically on learning experiences, processes, and solutions



Amphitheater Public Schools Students *collaborate with others by:*

- Working productively with others for sustained periods of time to address a need and create high quality products and solutions
- Demonstrating ability to work effectively and respectfully with diverse teams
- Exercising flexibility and willingness to compromise to accomplish a goal
- Assuming shared responsibility for collaborative work, and value the individual contributions made by each team member



Amphitheater Public Schools | 65 *show caring and kindness by:*

- Including all members of the community to foster a sense of belonging
- Being respectful of others' unique strengths, talents, beliefs, and needs
- Recognizing and righting wrongs
- Being helpful and encouraging
- Sharing gratitude and appreciation



Amphitheater Public Schools Students *demonstrate creative thinking by:*

- Using a wide range of techniques to generate and develop ideas
- Demonstrating flexibility, fluency, originality, and elaboration with the courage to explore new and worthwhile ideas
- Elaborating, refining, analyzing, and evaluating their own ideas in order to improve and maximize creative efforts
- Demonstrating inventiveness in work and understand the real-world limits to adopting new ideas
- Viewing failure as an opportunity to learn; understanding that creativity and innovation is a process of small success and frequent mistakes
- Acting on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur



Amphitheater Public Schools Students *evidence good citizenship by:*

- Understanding and preparing for their participation in the democratic process
- Following and supporting community rules
- Communicating effectively in diverse environments and showing cultural understanding and global awareness
- Demonstrating honesty, respect, responsibility, courage, and fairness to build positive relationships
- Serving their community



Amphitheater Public Schools Students *practice problem solving by:*

- Recognizing and thinking through problems strategically and logically
- Persisting in developing relevant and concrete solutions
- Evaluating the effectiveness of solutions and adapting and revising as appropriate
- Knowing and using problem-solving processes
- Applying problem-solving processes to real-world problems in a variety of contexts

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FOREWORD

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The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as criteria in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" which meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq.* and ARS § 15-537, *et seq.*) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, regulations or the content of manual may exist, and state statutes and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

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ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See*, Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. *See* also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (*See*, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019 the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a "model framework" for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage on the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures and contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate[®], Advanced Placement[®]), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment
- No single way of learning or teaching should be prescribed for all teachers.

• The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.

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- An evaluation system should identify and address instructional and professional practices that do not meet district standards.
- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.
- An evaluation system should be understandable and efficient

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation [for the 2019-2020 school year](#). The Danielson model includes a comprehensive and well researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

[The fourth quarter of the 2019-2020 school year presented a new challenge. Schools were closed due to the COVID-19 pandemic. The closure also cancelled all end of year State and local achievement testing which directly affects the student progress component of the evaluation system. The ATPES Committee recommended to "freeze" the data from the 2018-2019 school year. Therefore, the Overall Weighted Average for the 2019-2020 school year will be carried forward and utilized for the 2020-2021 teacher evaluations.](#)

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**Amphitheater Teacher Performance Evaluation System
Danielson Model Domains**

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy
- 1b Demonstrating Knowledge of Students
- Child and adolescent development
 - Learning process
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
 - Students' special need
- 1c Setting Instructional Outcomes
- Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse students
- 1d Demonstrating Knowledge of Resources
- For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students
- 1e Designing Coherent Instruction
- Learning activities

- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning



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Domain 2: The 11 Environment

2a Creating an Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

3a Communicating With Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

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Domain 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues

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- Service to the profession

4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona. The metric used will be the Overall Weighted Average (OWA) described further in this manual.

Classroom OWA: For teachers with a minimum of three years of student progress data in the subject they teach.

School OWA: For all teachers based upon student progress data school-wide.

Other Indicators OWA: Other school level factors taken into consideration such as College and Career Readiness Indicators, School Label, etc.

Amphitheater Teacher Performance Evaluation System

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Domain 1
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Domain 1 Domain 2
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Domain 2
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline	Domain 1

accessible and meaningful for learners to assure mastery of the content.	
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Domain 1 Domain 3
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Domain 1
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Domain 1
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Domain 3
Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Domain 4
Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Domain 4

<http://www.azed.gov/teacherprincipal-evaluation/files/2016/04/arizona-professional-teaching-standards.pdf>

(Web link for Arizona Professional Teaching Standards)

ATPES Inclusion of Student Academic Progress: 202019/20210 Implementation

Student academic progress data is not available in all content areas. As a result, the Arizona State School Board and the Amphitheater School District define two groups of teachers. Group A teachers have valid and reliable student progress data for their student population and content area for a total of three years; Group B teachers do not. As a result, only Group A teachers are evaluated directly on the progress of students in their classroom. Both groups are evaluated on the progress of all students in their school.

For 202019-20210, weights for inclusion of student progress data are: have been changed, due to the passage of SB1070 on May 8, 2019, for student progress data for Group A and Group B teachers as recommended by the ATPES Design Team. The weights are:

Group A teachers--20% of evaluation total based on student progress data:	
Indicators of Quality Teaching (Classroom Observations)	80%
Classroom-level student progress (Classroom OWA)	10%
School-level student progress (School OWA)	5%
School-level other indicators of effectiveness (Other Indicators OWA)	5%

Group B teachers--20% of evaluation total based on student progress data:	
Indicators of Quality Teaching (Classroom Observations)	80%
School-level student progress (School OWA)	15%
School-level other indicators of effectiveness (Other Indicators OWA)	5%

The measures, as appropriate for the grade levels, are:

- School-level student progress (School OWA) (academic growth; 5% for Group A, 15% for Group B teachers)
 - AzMERIT – 2016-2017, 2017-2018, 2018-2019
 - NWEA MAP – 2016-2017, 2017-2018, 2018-2019
 - DIBELS Next – 2016-2017, 2017-2018, 2018-2019

Note: All testing was cancelled for the Spring of 2020. Therefore, 2019-2020 data will not be available.

School-level other indicators of effectiveness (5% for both Groups A and B)

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2018-2019 ADE A-F school accountability label (6.5%; that is, half of the weight of the "Other Indicators")
 Advanced Placement testing and passing rates (high school only)
 College/career readiness (high school only)
 AdvancED
 Student Survey Results

College Ready Indicators (High School)		
Meets all 16 Arizona Board of Regents Program of Study Requirements	Earns a Grand Canyon Diploma or International Baccalaureate Diploma	Passing score on AzMERIT Algebra 2 or ELA 11
Meets cut score ACT English \geq 18, Reading \geq 21, Math \geq 22, Science \geq 20	Meets cut score SAT	Meets cut score \geq 3 on AP exam
Meets cut score \geq 50 on CLEP	Meets cut score on Cambridge A or AS (passing letter grade)	Meets IB cut score \geq 5
Meets cut score on ACCUPLACER English \geq 96, Reading \geq 79, Arithmetic \geq 66	Meets cut score on ALEKS	Meets cut score on COMPASS English \geq 88, Math \geq 81
Meets cut score on Cambridge IGCSE exams	Passes a college level English, Math, Science, Social Studies or Foreign Language course	

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Career Ready Indicators		
Submits the FAFSA is both college and career	Passes a CTE course for which college credit can be earned with an A, B, or C	Completes a CTE course with an A, B, or C
Earns industry recognized credential, certification or license see State Board approved list	CTE sequence and passes technical skills assessment	Meets benchmarks score \geq 35
Meets benchmarks (silver level or higher) for ACT Work Keys	Completes well defined work based learning of at least 120 hours	

School Summary Report Information and Sample

Each school principal receives a School Summary Report at the beginning of the school year. This shows two weighted averages for school-level academic measures—the School Level OWA and the Other Indicators OWA. The School Level Weighted Average is a measure of the academic growth of all students. The Other Indicators OWA includes AZ-Learns labels for the school, and student survey results. High schools include additional measures of school effectiveness in the Other Indicators Average, including Advanced Placement (AP) passing rate and College and Career Readiness indicators. Reports are based on three years of data.

The student progress OWA's are reported on the ATPES evaluation document under Domain 5.

The sample below shows a portion of an elementary report:

Happy Elementary School Summary Report overall weighted average of **3.09**
 sy 2016-17, 2017-18, 2018-19 **Academic Growth Rubrics**

Math
 AzMERIT Growth

2017-18	Grade	cnt	Observed Growth	Observed to Expected Growth Ratio	Ratio w 86% CI	1-4 Rubric
	04	118	5.81	-2.64	0.06	1.00
	05	87	15.56	0.07	1.20	3.00
		stu count:	205			

AzMERIT Passing

2017-18	Grade	cnt	Observed Growth	Observed to Expected Growth Ratio	Ratio w 86% CI	1-4 Rubric
	02	68	30.12	2.13	2.25	4.00
	03	67	14.34	1.15	1.22	3.00
	04	93	13.10	1.13	1.22	3.00
	05	83	11.63	1.12	1.22	3.00
		stu count:	311			

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The Weighted Average for the appropriate content area--Math, Reading, or Overall (both math and reading)—is used to show student progress for Domain 5 on the evaluation instrument. All Classroom Gain History Reports show three years of growth on AzMERIT and/or NWEA depending on the grade taught.

The sample below shows a cut-away portion of a report for a middle-school math teacher.

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Classroom Gain History Report
 Earnest Frank sy 2016-17, 2017-18, 2018-19 Academic Performance Rubric
 TchID# 0000 Current School: My School Overall Weighted Average **3.22**

Math	sy	Classroom Location	Grade	cnt	Observed Growth	Observed to Expected Growth Ratio	Ratio w 86%CI	1-4 Rubric
NWEA								
	2017-18	My School	06	13	8.77	1.25	1.48	3.0
	2017-18	My School	07	102	5.67	0.88	1.03	3.0
	2017-18	My School	08	8	11.13	2.17	2.77	4.0
		sy student count:		123				
	2016-17	My School	06	16	4.44	0.58	0.79	2.0
	2016-17	My School	07	59	5.80	0.95	1.18	3.0
	2016-17	My School	08	3	11.33	2.22	3.24	4.0
		sy student count:		78				
	2015-16	My School	06	10	5.40	0.75	1.16	3.0
	2015-16	My School	07	18	3.83	0.71	1.10	3.0
	2015-16	My School	08	63	5.46	0.85	1.05	3.0
		sy student count:		91				

Math Weighted Average 3.22

Explanation of Terms Used in the School Summary Report and the Classroom Gain History Report

School Overall Weighted Average: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged. The School Overall Weighted Average is also used by the Associate Superintendent for principal evaluation.

Classroom Overall Weighted Average: The Classroom Gain History Report for Group A teachers typically shows three weighted averages—for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught each year.

Cnt: The number of students with a pre and posttest in that assessment for that grade and year.

Observed Growth: The actual average student growth from pretest to posttest.

Observed to Expected Growth Ratio: The actual average student growth for this group of students divided by the expected growth for a similar group of students. For example, 1.8 means the group grew in one year exactly as much as similar Amphi students grew in the past. A 0.5 means they only made half as much progress, and a ratio of 1.5 means they made progress equivalent to 1.5 years.

Ratio with 86% CI: A confidence level (CI) is a statistical adjustment. This adjustment sets up a range that most likely contains the true score. In other words, it allows for a fairer estimate of the group's true average and adjusts for potential measurement errors. In this case, the upper "borderline" scores adjust to the higher rubric range.

1-4 Student Progress Rubric: The Observed to Expected Growth Ratio with 86% CI is compared to four levels of student gains:

- 4 Students made 1.5 years' progress or more
- 3 Students made from 1 to 1.5 years' progress
- 2 Students made from 0.5 to 1 year's progress
- 1 Students made less than 0.5 year's progress

Measures such as AZ-Learns labels that do not show gains set a rubric score of 3 as "expected" performance. Higher performance rates a 4, and lower performance rates a 2 or a 1.

Weighted Average: The rubric score for each measure is weighted by the number of students in that group when it is averaged.

WHAT MAKES UP THE OWA?

Assessments and Measures of Student Academic Progress: Overall Weighted Average (OWA)

<u>Assessment/Measure</u>	<u>Grade Level</u>	<u>School</u>	<u>Classroom</u>
---------------------------	--------------------	---------------	------------------

Growth measures				
NWEA MAP	2-9, fall-spring growth	yes	yes	
AzMERIT pass rate (3 years)	3-12	yes	no	
AzMERIT growth	3-8	yes	yes	
DIBELS Next	K, 1	yes	no	
Other measures of school effectiveness				
ADE A-F school accountability label	All	yes		
District A-F school accountability label	All	yes		
AP testing, passing rates	High school	yes		
College/career readiness	High School	yes		
AdvancED Student Survey Data		yes		

Important:

Due to the COVID-19 pandemic, all student progress data from 2018-2019 will be used for the 2020-2021 evaluation cycle.

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TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-203
Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have three years of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessments, are new teachers with fewer than three years of data, or have too few students with gains to be evaluated on them.

2019/20202020-2021

Group A Teachers	
Indicators of quality teaching (classroom observation)	80 %
Classroom-level student progress (Classroom OWA)	10 %
School-level student progress (School OWA)	5 %
School-level other indicators of effectiveness	5 %
(School AZ-Learns label 6.5%; Other school measures 6.5%)	
Group B Teachers	
Indicators of quality teaching (classroom observation)	80 %
School-level student progress (School OWA)	15 %
School-level other indicators of effectiveness	5 %
(School AZ-Learns label 6.5%; Other school measures 6.5%)	

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher's label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective = 3.117
 Effective = 2.72
 Developing = 2.2
 Ineffective = < 2.2

**TEACHER DESIGNATION LABELS
 AS REQUIRED BY ARS 15-203**

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the [2019/2020](#) [2020-2021](#) school year as required by Arizona State Law:

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or ~~20~~ 3.117
Effective: Final evaluation score between 2.72
Developing: Final evaluation score between 2.2
Ineffective: Final evaluation score below < 2.2

Teacher Performance Classifications:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state

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board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher

A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher

A certificated teacher who:

- has been and is currently employed by the District for the major portion of three (3) consecutive school years, and;
- who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance

An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

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Evaluation

An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation

Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan

A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance

A teacher’s failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation

The teacher’s evaluator will observe various aspects of the teacher’s performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice

Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent

Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District’s intent to dismiss or not to re-employ the teacher.

Probationary Teacher

A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full time employment with the district.

Professional Growth Plan

A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress

Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications

The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and

2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

Training

Evaluators may participate in the district administrative in-service sessions, or, district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

Evaluation Process Steps for Continuing Teachers (Full/Part Time)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.
6. The informal observation(s) is/are to be documented through use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - a. No conference is required for informal visits.
 - b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).
7. One (1) formal observation shall occur prior to April 10 using the following procedures:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.
 - d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.
 - e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: One copy to teacher, One copy to school file, One copy to Director of Human Resources.
9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
11. Professional growth plans may be developed as appropriate.
12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.
13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
 - a. A teacher receives a rating of "1" on any Indicator or Domain
 - b. A teacher receives a rating of "1" on a Domain or the majority of a Domain's indicators
14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator's discretion when a teacher receives a rating of "2" on any indicator or domain.
15. The evaluation of a continuing teacher shall be completed no later than April 10.
16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS-Probationary/Short Term Teachers (Full/Part-time)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15th. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15th.
 - a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - b. No conference is required for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30.
7. The procedure for formal observations is as follows:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

- d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
 9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
 10. Professional growth plans may be developed as appropriate.
 11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
 12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of "1" on any Indicator or Domain or the majority of a Domain's indicators.
 13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator's discretion when a teacher receives a rating of "2" on any Indicator or Domain.
 14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
 15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
 16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Teachers	All Probationary and/or Short Term Teachers (full time/part time)
Beginning of Academic Year	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff. All staff members are informed of their Group A or Group B status.	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.
September 15	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 15 November 20 December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January 15 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ATPES forms due for all teachers	Formal Observation Conference ATPES forms due for all teachers

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the evaluation conference.

EVALUATION OF COMPETENCE

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

Each indicator will be rated according to the rubric scale found in the Danielson Framework.

Rating Scale for Student Progress Data:

Classroom OWA is for Group A teachers only, and is the Classroom Overall Weighted Average (OWA) for the teacher. This is found in the Classroom Gain History Report. The OWA is recorded in Domain 5 of the evaluation form.

School Level OWA is for all teachers, and is the Academic Growth average reported in the School Summary report. This is already filled in on Domain 5 for the ATPES evaluation instrument for each school.

Other Indicators OWA is for all teachers, and is reported in the School Summary report. This is already filled in for the ATPES evaluation instrument for Domain 5 for each school.

The rating scale range for student progress data is 1 to 4. The actual weighted average over a three-year period for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered deficient and will require an improvement plan.**

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

Professional Growth Plan

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in providing assistance to the teacher. This plan can be developed at the evaluation conference or at a later date.

Improvement Plan

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

Lack of Progress on an Improvement Plan

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see regulation GCO-R.

Appendix A

EVALUATION SYSTEM FORMS

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		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
2a	Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> ▪ Teacher interaction with students ▪ Student interaction with students 	1	0
2b	Establishing a Culture for Learning <ul style="list-style-type: none"> ▪ Importance of content ▪ Expectations for learning and achievement ▪ Student pride in work 	1	0
2c	Managing Classroom Procedures <ul style="list-style-type: none"> ▪ Instructional groups ▪ Transitions ▪ Materials and supplies ▪ Non-instructional duties ▪ Supervision of volunteers and paraprofessionals 	1	0
2d	Managing Student Behavior <ul style="list-style-type: none"> ▪ Expectations ▪ Monitoring behavior ▪ Response to misbehavior 	1	0
2e	Organizing Physical Space <ul style="list-style-type: none"> ▪ Safety and accessibility ▪ Arrangement of furniture and resources 	1	0
Domain 2 Overall Averages		1	0.00
		Rating	Weighted Values
DOMAIN 3: Instruction			
3a	Communicating With Students <ul style="list-style-type: none"> ▪ Expectations for learning ▪ Directions and procedures ▪ Explanations of content ▪ Use of oral and written language 	1	0
3b	Using Questioning and Discussion Techniques <ul style="list-style-type: none"> ▪ Quality of questions ▪ Discussion techniques ▪ Student participation 	1	0
3c	Engaging Students in Learning <ul style="list-style-type: none"> ▪ Activities and assignments ▪ Student groups ▪ Instructional materials and resources ▪ Structure and pacing 	1	0
3d	Using Assessment in Instruction <ul style="list-style-type: none"> ▪ Assessment criteria ▪ Monitoring of student learning ▪ Feedback to students ▪ Student self-assessment and monitoring 	1	0
3e	Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> ▪ Lesson adjustment ▪ Response to students ▪ Persistence 	1	0
Domain 3 Overall Averages		1	0

	Rating	Weighted Values	
DOMAIN 4: Professional Responsibilities			
Reflecting on Teaching			
4a	1	▪ Accuracy	0
		▪ Use in future teaching	
Maintaining Accurate Records			
4b	1	▪ Student completion of assignments	0
		▪ Student progress in learning	
		▪ Non-instructional records	
Communicating with Families			
4c	1	▪ About instructional program	0
		▪ About individual students	
		▪ Engagement of families in instructional program	
Participating in a Professional Community			
4d	1	▪ Relationships with colleagues	0
		▪ Participation in school projects	
		▪ Involvement in culture of professional inquiry	
		▪ Service to school	
Growing and Developing Professionally			
4e	1	▪ Enhancement of content knowledge / pedagogical	0
		▪ Receptivity to feedback from colleagues	
		▪ Service to the profession	
Showing Professionalism			
4f	1	▪ Integrity/ethical conduct	0
		▪ Service to students	
		▪ Advocacy	
		▪ Decision-making	
		▪ Compliance with school/district regulation	
Domain 4 Overall Averages		1	0.00
DOMAIN 5: Student Progress Data			
Classroom OWA (Group A only)			
Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time		Classroom Weighted Average	0
School Academic OWA			
Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	3	School Weighted Growth Average	3
School Other OWA			
Other measures of school effectiveness	3	School Weighted Average of Other Measures	3

Weighted Rating Points		0.300
Weighted pnts Summary		
Domain 1	0.00	
Domain 2	0.00	
Domain 3	0.00	
Domain 4	0.00	
Average of all domains	0.00	
Weighted values were used to meet legal requirements regarding weighting of student progress data:		
	Points	Weighted value
	1	0
	2	2
	3	3.2
	4	4
Criteria for effectiveness labels		
	Group A	
	Highly effective	3.117
	Effective	2.72
	Developing	2.20
	Ineffective	0.00
Based on the criteria above, this teacher is classified as		
Ineffective		
Teacher's signature _____	Date _____	
Evaluator's signature _____	Date _____	
Teacher comments (optional):		
Administrator Comments: See Attached Narrative		

PROFESSIONAL DEVELOPMENT PLAN INFORMATION			
Results of evaluation require Needs Improvement Plan*			
Professional Growth Plan attached			
Teacher's signature _____		Date _____	
Evaluator's signature _____		Date _____	
EMPLOYMENT RECOMMENDATION			
<i>(To be initiated by PRINCIPAL at Final Evaluation of the year)</i>			
I RECOMMEND that this employee be offered a contract for the ensuing year.			
I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)			
NOT APPLICABLE (specify reason): _____			
I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.			
Date _____			
*Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.			
Copies to: Human Resources - School - Employee			

Formal Evaluation Narrative Form

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ **School:** _____
Grade Level/Subject: _____ **Evaluator:** _____
Date/Time: _____

DOMAIN 1: Planning and Preparation	<u>Evidence</u>
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • <u>Content knowledge</u> • <u>Prerequisite relationships</u> • <u>Content pedagogy</u> 	<u>Teacher behaviors that positively impact student learning:</u> • _____ <u>Recommendations for continuous improvement include:</u>
1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • <u>Child development</u> • <u>Learning process</u> • <u>Special needs</u> • <u>Student skills, knowledge, and proficiency</u> • <u>Interests and cultural heritage</u> 	
1c Setting Instructional Outcomes <ul style="list-style-type: none"> • <u>Value, sequence, and alignment</u> • <u>Clarity</u> • <u>Balance</u> • <u>Suitability for diverse learners</u> 	
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • <u>For classroom</u> • <u>To extend content knowledge</u> • <u>For students</u> 	
1e Designing Coherent Instruction <ul style="list-style-type: none"> • <u>Learning activities</u> • <u>Instructional materials and resources</u> • <u>Instructional groups</u> • <u>Lesson and unit structure</u> 	
1f Designing Student Assessments <ul style="list-style-type: none"> • <u>Congruence with outcomes</u> • <u>Criteria and standards</u> • <u>Formative assessments</u> • <u>Use for planning</u> 	
DOMAIN 2: The Classroom Environment	
2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • <u>Teacher interaction with students</u> • <u>Student interaction with students</u> 	<u>Teacher behaviors that positively impact student learning:</u> • _____ <u>Recommendations for continuous improvement include:</u>
2b Establishing a Culture for Learning <ul style="list-style-type: none"> • <u>Importance of content</u> • <u>Expectations for learning and achievement</u> • <u>Student pride in work</u> 	
2c Managing Classroom Procedures <ul style="list-style-type: none"> • <u>Instructional groups</u> • <u>Transitions</u> • <u>Materials and supplies</u> • <u>Non-instructional duties</u> • <u>Supervision of volunteers and paraprofessionals</u> 	
2d Managing Student Behaviors <ul style="list-style-type: none"> • <u>Expectations</u> • <u>Monitoring behavior</u> • <u>Response to misbehavior</u> 	
2e Organizing Physical Space <ul style="list-style-type: none"> • <u>Safety and accessibility</u> • <u>Arrangement of furniture and resources</u> 	

DOMAIN 3: Instruction	EVIDENCE
3a Communicating With Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	Teacher behaviors that positively impact student learning: • Recommendations for continuous improvement include:
3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	
3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 	
3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 	
3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • persistence 	
DOMAIN 4: Professional Responsibilities	EVIDENCE
4a Reflecting on Teaching <ul style="list-style-type: none"> • accuracy • use in future teaching 	Teacher behaviors that positively impact student learning: • Recommendations for continuous improvement include:
4b Maintaining Accurate Records <ul style="list-style-type: none"> • student completion of assignments • student progress in learning • non-instructional records 	
4c Communicating with Families <ul style="list-style-type: none"> • about instructional program • about individual students • engagement of families in instructional program 	
4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	
4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	
4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

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**Amphitheater Teacher Performance Evaluation System
The Framework for Teaching: Danielson Model
Narrative Comments**

Teacher: _____ Date: _____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature: _____ Date: _____

**AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
IMPROVEMENT PLAN**

Teacher: _____ School: _____

Grade/Subject: _____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint) Progress Check Dates: Rating: Initials:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

- P Performance meets the expected standard.
Plan may be terminated.
- CP Plan should be continued.
- NP Progress not made as specified in plan.

FINAL ASSESSMENT

Performance Meets Expectations

Performance Does Not Meet Expectations

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Appendix B
FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60 minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

- 1) What content will be addressed in this lesson?
- 2) What are the expected outcomes/objectives?
- 3) How does this lesson fit with previous or future lessons?
- 4) What assessments will be used?

Domain 4

- 1) How do you maintain student records/grades?
- 2) Discuss how you communicate with families?
- 3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?
- 4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES
Optional Listing of Professional Activities

Name: _____ Date: _____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

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**AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
PROFESSIONAL GROWTH PLAN**

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Copies to: Human Resources – School – Employee

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Professional Growth Plan

Name: _____ School: _____

Grade Level/Subject Area: _____ Date: _____

Goal for your own professional growth:			
My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

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Appendix C
Sample Lesson Plan Formats

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5E Lesson Planning Template

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Grade/Course:	Topic:	Lesson # ____ in a series of ____ lessons
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	Interdisciplinary Concepts:	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s)		
Formative Monitoring (Questioning / Discussion):		
Summative Assessment (Quiz / Project / Report):		
Student Self-Reflection:		

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Teacher Name: _____ Date: _____

School: _____ Subject/Grade: _____

Learner Objectives AZCCSS	Teaching Procedures	Materials	Assessment of Learner Progress	Special Needs

Comments

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Lesson 1

Teacher Name: _____ **School:** _____

Subject/Grade: _____

Date: _____

Learning Objective: (What do you want students to know and be able to do? What is the intended learning?)

Arizona College and Career Ready Standards, or other content specific standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

Special Class characteristics: (What modifications will be in place for special needs learners and accelerated learners?)

Closure: (How will the intended learning be summarized by the students?)

Materials and Resources:

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Reading/Language Arts Lesson ⁵⁵ Template (Page 2 of 2)

Language Arts	Duration	Notes:
Materials and Targeted Resources: Instruction: 		
Assessments		
Homework		

Home Link Purpose: involves parents in math education, follows-up to classroom activities	
Connections Purpose: suggestions for additional ways to explore content in other areas	

On-Going Daily Routines (10 minutes for debriefing) 597 29 in Vol. 1 of the Teacher's Guide	
Number of the Day	
Attendance	
Daily Schedule and Monthly Calendar	

Weather/Temperature	
Survey	

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1st-2nd Grade Everyday Math *Regular* Lesson Walk-Through

<p>Assessment Check-in (✓ACI) Daily assessment opportunity, provides expectation of the portion of the standard Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Practice):</p> <p>(✓ACI):</p>
--	--

Part 1: Warm Up (5 minutes)	Tasks for Lesson _____
<p>Mental Math & Fluency Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)</p>	
Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener	
<p>Math Message (5 min) Purpose: introduction to the lesson using a problem new to students</p>	
<p>Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow-up activities</p>	

Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.	
--	--

Summary/Closure (5 minutes)	
------------------------------------	--

Purpose: summarizes learning of Part 2 (the focus activities)	
--	--

Part 3: Practice (10-20 minutes)	
---	--

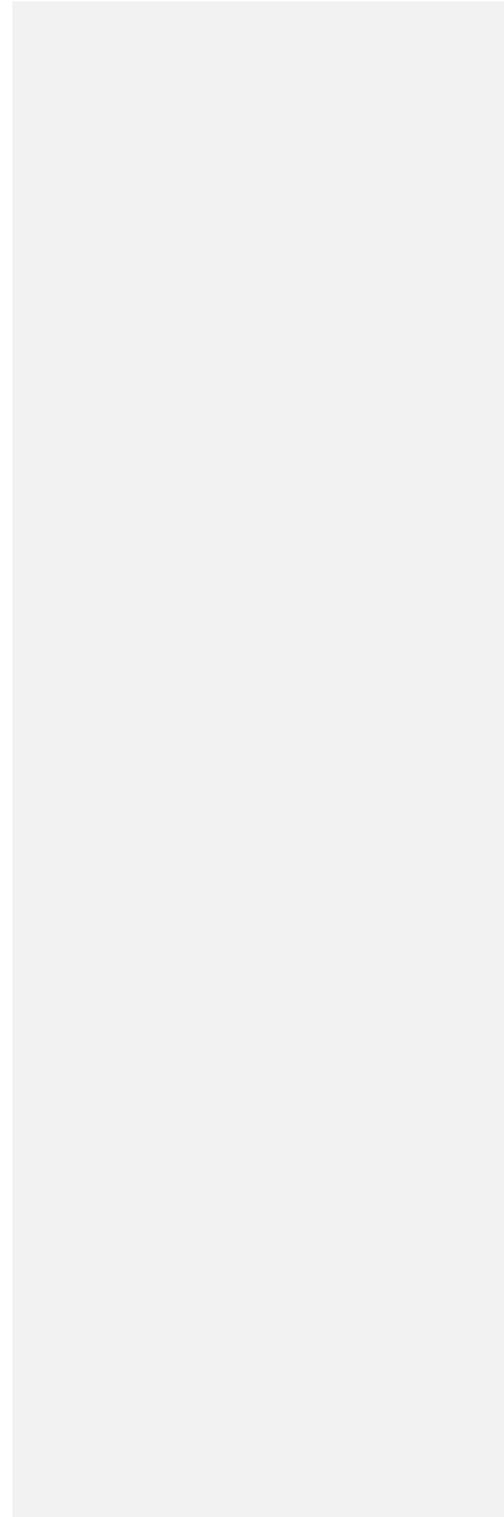
Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner	
--	--

Math Boxes Purpose: reviews skills and concepts students have seen to this point	
---	--

Home Link Purpose: provides practice and informs family about daily learning	
---	--

On-Going Daily Routines (10 minutes for debriefing)	6159
--	------

620



3rd-5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI)	GMC: (Goal for Mathematical Content):
Daily assessment opportunity, provides expectation of the portion of the standard	(SMP) (GMP): (Standards/Goals for Mathematical Content):
Informs your instruction, fair to grade	(✓ACI):

Part 1: Warm Up (5 minutes)		Fill in Tasks below for lesson
Mental Math & Fluency Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)		
Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener		
Math Message (5 min) Purpose: introduction to the lesson using a problem new to students		
Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to		
Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.		
Summary/Closure (5 minutes)		
Purpose: summarizes learning of Part 2 (the focus activities)		
Part 3: Practice (10-20 minutes)		
Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/partner		
Math Boxes: Purpose: reviews skills and concepts students have seen to this point		
Home Link: Purpose: provides practice and informs family about daily learning		

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SIOP Lesson Plan Components

Teacher Name:

School:

Topic:

Class:

Population Description:

Time Frame:

Preparation

AZ State Standards:

Content Objectives:

***Language Objectives:**

***Learning Strategies:**

Key Vocabulary:

Materials:

Higher Order Questions:

Instruction

Building Background: (Links to Experience, Links to Learning, Key Vocabulary Activities)

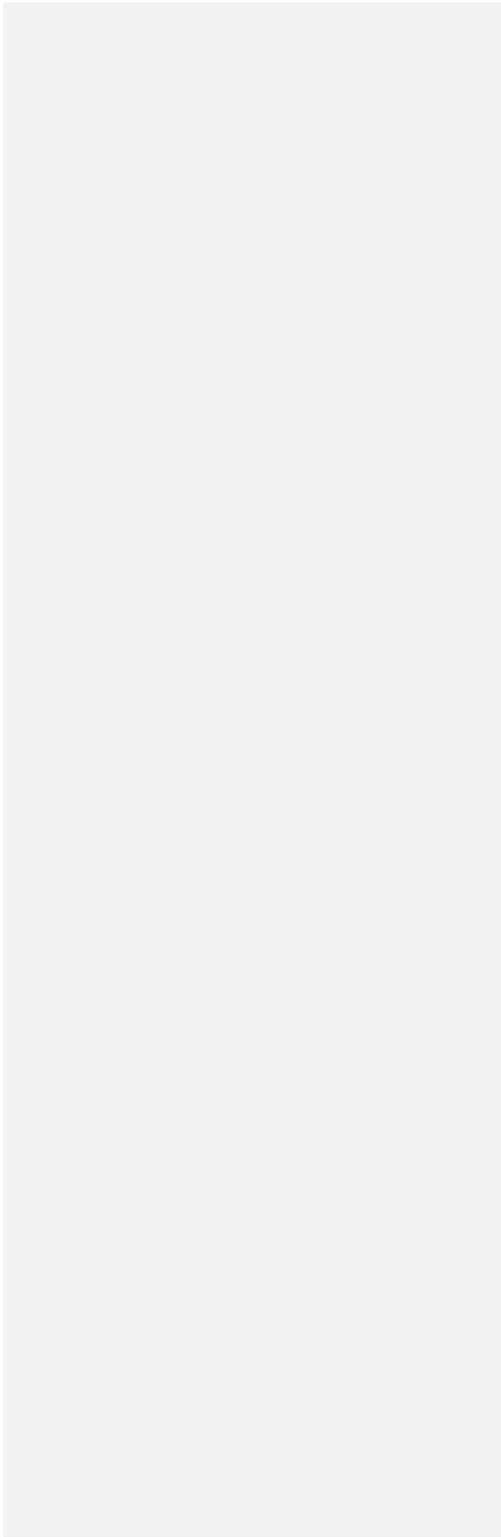
Presentation: (Lesson Delivery)

Practice/Application: (Activities, strategies, and interaction)

Review

Review and Assessment: (Review objectives and vocabulary, assess learning)

Modifications: (What extensions and modifications will you use to meet the needs of all students?)



Appendix D

Amphitheater Alternative Teacher Performance Evaluation System

Pilot Program



**Amphitheater Alternative Teacher Performance Evaluation System
For Consistently Highly Effective Teachers
Pilot Program**

~~(Alternative Evaluation for Consistently Highly Effective Teachers)~~

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the "Alternative Evaluation" system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?

Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?

No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?

The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

Amphitheater Alternative Teacher Evaluation System Pilot Program

Steps to follow:

1. Principal notifies the teacher of their qualification ⁶⁶⁴ the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
 - a. Mentoring a teacher new to the profession (within their first two years) documenting mentoring sessions at least twice per month.
 - b. Mentoring a teacher who is changing grade levels or teaching assignment (e.g., moving from first grade to fifth grade, moving from the regular classroom to special education, implementing an inclusion model, etc.) documenting mentoring sessions at least twice per month.
 - c. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
 - d. Working on a Master's Degree in an area in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of coursework.
 - e. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

1. **Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
2. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Participation Log**

**Professional Growth Documentation and Rating Form
Amphitheater Alternative Teacher Evaluation System**

Name: _____ School: _____

Alternative Evaluation System Year: 1 2 3

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one)			
<p>Mentoring New Instructional Practice Master's Degree</p> <p>Professional Developer</p>			
Objectives:	Activity:	Timeline:	Evidence of Impact:

Teacher's Signature _____ Date: _____
Principal's Signature _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):
Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)
Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)

Administrator Comments:

Teacher Comments:

Principal Signature: _____
Teacher Signature: _____

**Amphitheater Alternative Teacher Evaluation System
Teacher Self-Reflection Form**

Teacher's Name _____ School _____

Date: _____

Reflection on (circle one): **Mentoring** **New Instructional Practice** **Master's Degree Work**
Professional Development

Reflect on your work this year on mentoring, learning a new practice, conducting professional development, or on working on your Master's degree. Include examples of how your work did, or will, connect to student learning, discuss any "aha" moments, and any future actions you propose (one page maximum).

Teacher Alternative Evaluation System

Participation Log

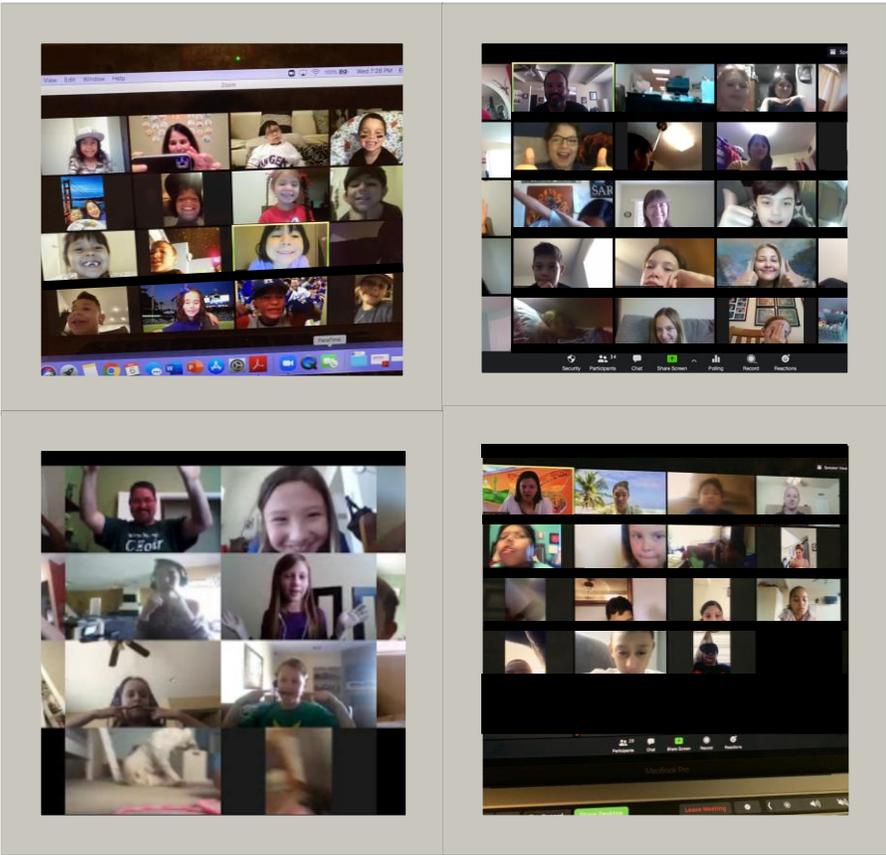
Activity	Date(s)	Notes

Members on the ATPES Committee
2018-2019 2019-2020

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Katherine Engel	Teacher, Amphitheater High School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
Andy Heinemann	Principal, Cross Middle School
Margaret Hervert	Third Grade Teacher, Rio Vista Elementary School
Kris Holt	Instructional Coach, Prince Elementary School
Dianna Kuhn	Principal, Rio Vista Elementary School
David Humphreys	Instructional Support Assistant, Assistant Principal , Amphitheater High School
Dianna Kuhn	Principal, Rio Vista Elementary School
Shannon Langley	SPED Teacher, Amphitheater Middle School
Shannon Langley	SPED Teacher, Amphitheater Middle School
Roseanne Lopez, Ed.D.	Associate Superintendent for Elementary Education, Wetmore Center (Chair)
Renee Lustenberger	Teacher, Cross Middle School
Jay Midyett, Ph.D. Scott MacDonald	Wetmore, Program Assessment and Evaluation Data Analyst
Shannon McKinney	Director of Curriculum and Assessment
Matthew Munger	Principal, Ironwood Ridge High School
Debbie Melde	Math Teacher, Amphitheater Middle School
Christine Sullivan	Principal, Wilson K-8 School

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2020-2021

**Full alignment
with the Danielson
Framework for
Teaching**

**“The framework gives voice
to what all educators know:
that teaching is incredibly
complex work. It’s a
thinking person’s job.”-
Danielson Group**

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TEACHER
PERFORMANCE
EVALUATION SYSTEM**
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Michael Bejarano, Associate Superintendent for Secondary Education
Michelle H. Tong, J.D., Associate to the Superintendent and General Counsel
Scott Little, Chief Financial Officer

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

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Amphitheater Public Schools Vision, Mission & Beliefs

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

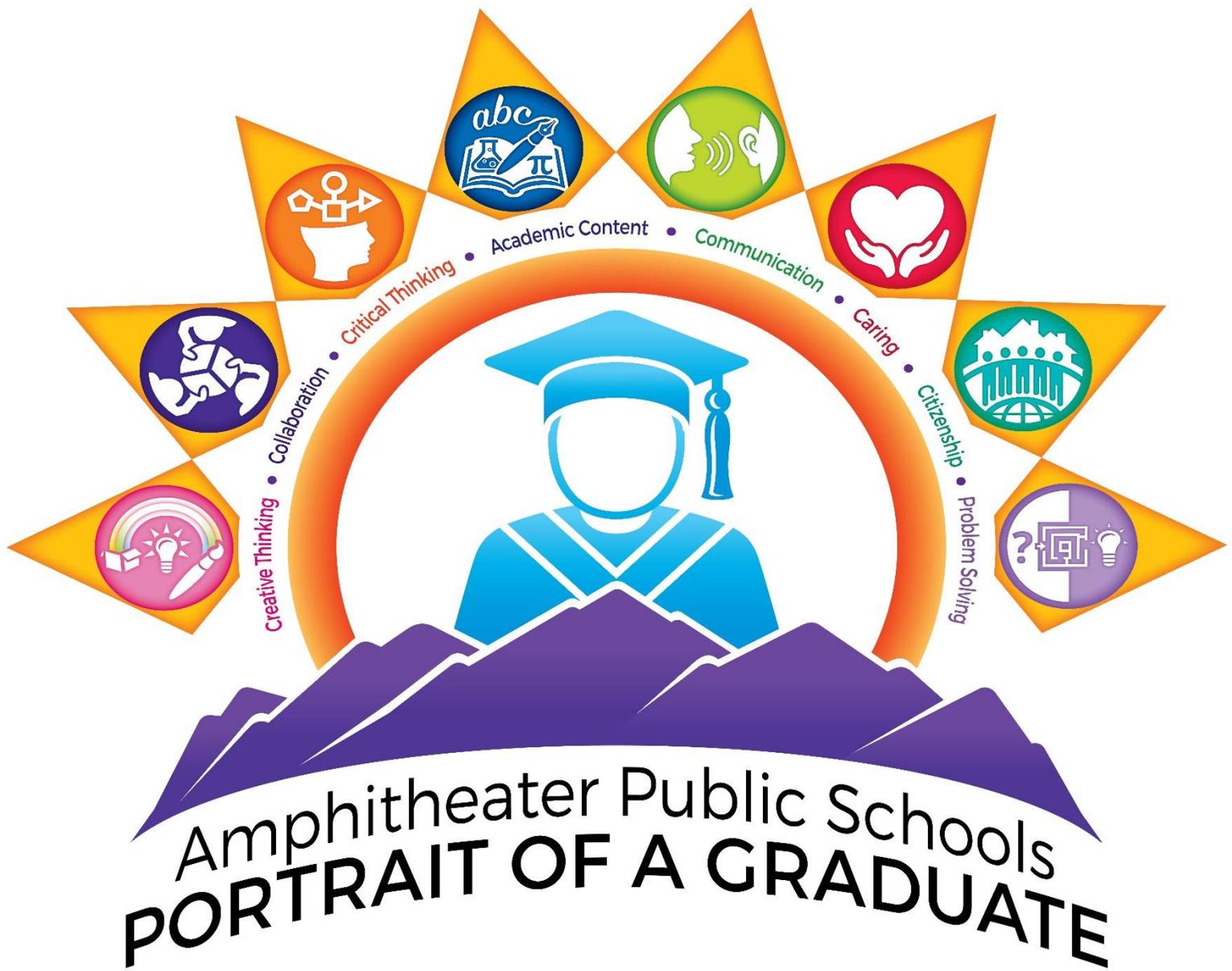
To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

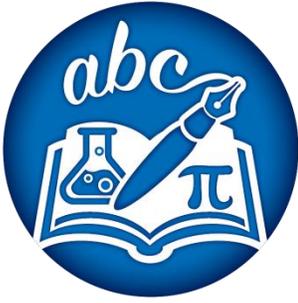
We Value

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

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, school staff, and community;
- The school community deserves a safe and caring environment;
- Our actions reflect our values and dedication to meet student needs fairly and equitably;
- Ample resources are essential to accomplish the Mission.





Amphitheater Public Schools Students *are academically prepared by:*

- Demonstrating proficiency in Reading, Writing, Social Sciences, Science, Mathematics, and the Arts
- Building a foundation of information and skills needed to solve problems, think creatively, and critically, function as a citizen, and collaborate with others
- Demonstrating growth as measured by multiple and varied assessments
- Completing content area coursework and programs
- Demonstrating digital literacy
- Preparing for a college and/or career pathway



Amphitheater Public Schools Students *communicate clearly by:*

- Expressing ideas through the creation of authentic products using a combination of words, symbols, data, behavior, and visual representations to inform, persuade, and entertain others
- Preparing and delivering effective oral and written presentations; fielding questions to demonstrate conceptual understanding and knowledge, with details about the inquiry process
- Practicing communication techniques which share information in multiple formats to create meaning and foster mutual understanding
- Listening effectively to decipher meaning, including knowledge, values, attitudes, and intentions



Amphitheater Public Schools Students *demonstrate critical thinking by:*

- Researching, identifying, collecting, and analyzing relevant information in order to make sound judgments and decisions based on effective reasoning
- Applying systems thinking models/processes including the engineering design process, scientific inquiry process, and logic
- Identifying, defining, and examining real-world issues and essential questions
- Reflecting critically on learning experiences, processes, and solutions



Amphitheater Public Schools Students *collaborate with others by:*

- Working productively with others for sustained periods of time to address a need and create high quality products and solutions
- Demonstrating ability to work effectively and respectfully with diverse teams
- Exercising flexibility and willingness to compromise to accomplish a goal
- Assuming shared responsibility for collaborative work, and value the individual contributions made by each team member



Amphitheater Public Schools Students *show caring and kindness by:*

- Including all members of the community to foster a sense of belonging
- Being respectful of others' unique strengths, talents, beliefs, and needs
- Recognizing and righting wrongs
- Being helpful and encouraging
- Sharing gratitude and appreciation



Amphitheater Public Schools Students *demonstrate creative thinking by:*

- Using a wide range of techniques to generate and develop ideas
- Demonstrating flexibility, fluency, originality, and elaboration with the courage to explore new and worthwhile ideas
- Elaborating, refining, analyzing, and evaluating their own ideas in order to improve and maximize creative efforts
- Demonstrating inventiveness in work and understand the real-world limits to adopting new ideas
- Viewing failure as an opportunity to learn; understanding that creativity and innovation is a process of small success and frequent mistakes
- Acting on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur



Amphitheater Public Schools Students *evidence good citizenship by:*

- Understanding and preparing for their participation in the democratic process
- Following and supporting community rules
- Communicating effectively in diverse environments and showing cultural understanding and global awareness
- Demonstrating honesty, respect, responsibility, courage, and fairness to build positive relationships
- Serving their community



Amphitheater Public Schools Students *practice problem solving by:*

- Recognizing and thinking through problems strategically and logically
- Persisting in developing relevant and concrete solutions
- Evaluating the effectiveness of solutions and adapting and revising as appropriate
- Knowing and using problem-solving processes
- Applying problem-solving processes to real-world problems in a variety of contexts

FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as criteria in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" which meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq.* and ARS § 15-537, *et seq.*) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, regulations or the content of manual may exist, and state statutes and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See*, Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. *See* also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (See, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019 the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a "model framework" for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage on the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures and contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate[®], Advanced Placement[®]), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment
- No single way of learning or teaching should be prescribed for all teachers.

- The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.
- An evaluation system should identify and address instructional and professional practices that do not meet district standards.
- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.
- An evaluation system should be understandable and efficient

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation for the 2019-2020 school year. The Danielson model includes a comprehensive and well researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

The fourth quarter of the 2019-2020 school year presented a new challenge. Schools were closed due to the COVID-19 pandemic. The closure also cancelled all end of year State and local achievement testing which directly affects the student progress component of the evaluation system. The ATPES Committee recommended to "freeze" the data from the 2018-2019 school year. Therefore, the Overall Weighted Average for the 2019-2020 school year will be carried forward and utilized for the 2020-2021 teacher evaluations.

Amphitheater Teacher Performance Evaluation System
Danielson Model Domains

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy

- 1b Demonstrating Knowledge of Students
 - Child and adolescent development
 - Learning process
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
 - Students' special need

- 1c Setting Instructional Outcomes
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse students

- 1d Demonstrating Knowledge of Resources
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students

- 1e Designing Coherent Instruction
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure

- 1f Designing Student Assessments
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
 - Teacher interactions with students, including both words and actions
 - Student interactions with other students, including both words and action
- 2b Establishing a Culture for Learning
 - Importance of content and of learning
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Performance of classroom routines
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e Organizing Physical Space
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

Domain 3: Instruction

- 3a Communicating With Students
 - Expectations for learning
 - Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques
 - Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d Using Assessment in Instruction
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona. The metric used will be the Overall Weighted Average (OWA) described further in this manual.

Classroom OWA: For teachers with a minimum of three years of student progress data in the subject they teach.

School OWA: For all teachers based upon student progress data school-wide.

Other Indicators OWA: Other school level factors taken into consideration such as College and Career Readiness Indicators, School Label, etc.

Amphitheater Teacher Performance Evaluation System

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Domain 1
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Domain 1 Domain 2
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Domain 2
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Domain 1
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Domain 1 Domain 3
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Domain 1
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Domain 1
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Domain 3

<p>Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Domain 4</p>
<p>Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Domain 4</p>

<http://www.azed.gov/teacherprincipal-evaluation/files/2016/04/arizona-professional-teaching-standards.pdf>

(Web link for Arizona Professional Teaching Standards)

ATPES Inclusion of Student Academic Progress Data: 2020/2021 Implementation

Student academic progress data is not available in all content areas. As a result, the Arizona State School Board and the Amphitheater School District define two groups of teachers. Group A teachers have valid and reliable student progress data for their student population and content area for a total of three years; Group B teachers do not. As a result, only Group A teachers are evaluated directly on the progress of students in their classroom. Both groups are evaluated on the progress of all students in their school.

For 2020-2021, weights for inclusion of student progress data are:

Group A teachers--20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observations)	80%
Classroom-level student progress (Classroom OWA)	10%
School-level student progress (School OWA)	5%
School-level other indicators of effectiveness (Other Indicators OWA)	5%

Group B teachers--20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observations)	80%
School-level student progress (School OWA)	15%
School-level other indicators of effectiveness (Other Indicators OWA)	5%

The measures, as appropriate for the grade levels, are:

School-level student progress (School OWA) (academic growth; 5% for Group A, 15% for Group B teachers)

- AzMERIT – 2016-2017, 2017-2018, 2018-2019
- NWEA MAP – 2016-2017, 2017-2018, 2018-2019
- DIBELS Next – 2016-2017, 2017-2018, 2018-2019

Note: All testing was cancelled for the Spring of 2020. Therefore, 2019-2020 data will not be available.

School-level other indicators of effectiveness (5% for both Groups A and B)

- 2018-2019 ADE A-F school accountability label (6.5%; that is, half of the weight of the “Other Indicators”)
- Advanced Placement testing and passing rates (high school only)
- College/career readiness (high school only)
- AdvancED
- Student Survey Results

College Ready Indicators (High School)		
Meets all 16 Arizona Board of Regents Program of Study Requirements	Earns a Grand Canyon Diploma or International Baccalaureate Diploma	Passing score on AzMERIT Algebra 2 or ELA 11
Meets cut score ACT English \geq 18, Reading \geq 21, Math \geq 22, Science \geq 20	Meets cut score SAT	Meets cut score \geq 3 on AP exam
Meets cut score \geq 50 on CLEP	Meets cut score on Cambridge A or AS (passing letter grade)	Meets IB cut score \geq 5
Meets cut score on ACCUPLACER English \geq 96, Reading \geq 79, Arithmetic \geq 66	Meets cut score on ALEKS	Meets cut score on COMPASS English \geq 88, Math \geq 81
Meets cut score on Cambridge IGCSE exams	Passes a college level English, Math, Science, Social Studies or Foreign Language course	

Career Ready Indicators		
Submits the FAFSA is both college and career	Passes a CTE course for which college credit can be earned with an A, B, or C	Completes a CTE course with an A, B, or C
Earns industry recognized credential, certification or license see State Board approved list	CTE sequence and passes technical skills assessment	Meets benchmarks score ≥ 35
Meets benchmarks (silver level or higher) for ACT Work Keys	Completes well defined work based learning of at least 120 hours	

School Summary Report Information and Sample

Each school principal receives a School Summary Report at the beginning of the school year. This shows two weighted averages for school-level academic measures—the School Level OWA and the Other Indicators OWA. The School Level Weighted Average is a measure of the academic growth of all students. The Other Indicators OWA includes AZ-Learns labels for the school, and student survey results. High schools include additional measures of school effectiveness in the Other Indicators Average, including Advanced Placement (AP) passing rate and College and Career Readiness indicators. Reports are based on three years of data.

The student progress OWA's are reported on the ATPES evaluation document under Domain 5.

The sample below shows a portion of an elementary report:

Happy Elementary		School Summary Report				overall weighted average of Academic Growth Rubrics	
		sy 2016-17, 2017-18, 2018-19				3.09	
Math							
AzMERIT Growth							
2017-18	<u>Grade</u>	<u>cnt</u>	<u>Observed Growth</u>	<u>Observed to Expected Growth Ratio</u>	<u>Ratio w 86% CI</u>	<u>1-4 Rubric</u>	
	04	118	5.81	-2.64	0.06	1.00	
	05	87	15.56	0.07	1.20	3.00	
	stu count: 205						
AzMERIT Passing							
2017-18	<u>Grade</u>	<u>cnt</u>	<u>Observed Growth</u>	<u>Observed to Expected Growth Ratio</u>	<u>Ratio w 86% CI</u>	<u>1-4 Rubric</u>	
	02	68	30.12	2.13	2.25	4.00	
	03	67	14.34	1.15	1.22	3.00	
	04	93	13.10	1.13	1.22	3.00	
	05	83	11.63	1.12	1.22	3.00	
	stu count: 311						

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The Weighted Average for the appropriate content area--Math, Reading, or Overall (both math and reading)—is used to show student progress for Domain 5 on the evaluation instrument. All Classroom Gain History Reports show three years of growth on AzMERIT and/or NWEA depending on the grade taught.

The sample below shows a cut-away portion of a report for a middle-school math teacher.

Classroom Gain History Report								
Earnest Frank		sy 2016-17, 2017-18, 2018-19			Academic Performance Rubric			
TchID#	0000	Current School: My School			Overall Weighted Average 3.22			
Math	sy	Classroom Location	Grade	cnt	Observed Growth	Observed to Expected Growth Ratio	Ratio w 86%CI	1-4 Rubric
NWEA								
	2017-18	My School	06	13	8.77	1.25	1.48	3.0
	2017-18	My School	07	102	5.67	0.88	1.03	3.0
	2017-18	My School	08	8	11.13	2.17	2.77	4.0
	sy student count:			123				
	2016-17	My School	06	16	4.44	0.58	0.79	2.0
	2016-17	My School	07	59	5.80	0.95	1.18	3.0
	2016-17	My School	08	3	11.33	2.22	3.24	4.0
	sy student count:			78				
	2015-16	My School	06	10	5.40	0.75	1.16	3.0
	2015-16	My School	07	18	3.83	0.71	1.10	3.0
	2015-16	My School	08	63	5.46	0.85	1.05	3.0
	sy student count:			91				
					Math	Weighted Average	3.22	

Explanation of Terms Used in the School Summary Report and the Classroom Gain History Report

School Overall Weighted Average: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged. The School Overall Weighted Average is also used by the Associate Superintendent for principal evaluation.

Classroom Overall Weighted Average: The Classroom Gain History Report for Group A teachers typically shows three weighted averages—for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught each year.

Cnt: The number of students with a pre and posttest in that assessment for that grade and year.

Observed Growth: The actual average student growth from pretest to posttest.

Observed to Expected Growth Ratio: The actual average student growth for this group of students divided by the expected growth for a similar group of students. For example, a ratio of 1.0 means the group grew in one year exactly as much as similar Amphi students grew in the past. A ratio of 0.5 means they only made half as much progress, and a ratio of 1.5 means they made progress equivalent to 1.5 years.

Ratio with 86% CI: A confidence level (CI) is a statistical adjustment. This adjustment sets up a range that most likely contains the true score. In other words, it allows for a fairer estimate of the group’s true average and adjusts for potential measurement errors. In this case, the upper “borderline” scores adjust to the higher rubric range.

1-4 Student Progress Rubric: The Observed to Expected Growth Ratio with 86% CI is compared to four levels of student gains:

- 4 Students made 1.5 years’ progress or more
- 3 Students made from 1 to 1.5 years’ progress
- 2 Students made from 0.5 to 1 year’s progress
- 1 Students made less than 0.5 year’s progress

Measures such as AZ-Learns labels that do not show gains set a rubric score of 3 as “expected” performance. Higher performance rates a 4, and lower performance rates a 2 or a 1.

Weighted Average: The rubric score for each measure is weighted by the number of students in that group when it is averaged.

WHAT MAKES UP THE OWA?

Assessments and Measures of Student Academic Progress: Overall Weighted Average (OWA)

Assessment/Measure	Grade Level	School	Classroom
Growth measures			
NWEA MAP	2-9, fall-spring growth	yes	yes
AzMERIT pass rate (3 years)	3-12	yes	no
AzMERIT growth	3-8	yes	yes
DIBELS Next	K, 1	yes	no
Other measures of school effectiveness			
ADE A-F school accountability label	All	yes	
District A-F school accountability label	All	yes	
AP testing, passing rates	High school	yes	
College/career readiness	High School	yes	
AdvancED Student Survey Data		yes	

Important:

Due to the COVID-19 pandemic, all student progress data from 2018-2019 will be used for the 2020-2021 evaluation cycle.

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-203 Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have three years of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessments, are new teachers with fewer than three years of data, or have too few students with gains to be evaluated on them.

2020-2021	
Group A Teachers	
Indicators of quality teaching (classroom observation)	80 %
Classroom-level student progress (Classroom OWA)	10 %
School-level student progress (School OWA)	5 %
School-level other indicators of effectiveness	5 %
<small>(School AZ-Learns label 6.5%; Other school measures 6.5%)</small>	
Group B Teachers	
Indicators of quality teaching (classroom observation)	80 %
School-level student progress (School OWA)	15 %
School-level other indicators of effectiveness	5 %
<small>(School AZ-Learns label 6.5%; Other school measures 6.5%)</small>	

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher's label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective =	3.117
Effective =	2.72
Developing =	2.2
Ineffective =	< 2.2

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-203

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the 2020-2021 school year as required by Arizona State Law:

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to	3.117
Effective: Final evaluation score between	2.72
Developing: Final evaluation score between	2.2
Ineffective: Final evaluation score below	< 2.2

Teacher Performance Classifications:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher

A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher

A certificated teacher who:

- has been and is currently employed by the District for the major portion of three (3) consecutive school years, and;
- who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance

An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

Evaluation

An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation

Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan

A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance

A teacher's failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation

The teacher's evaluator will observe various aspects of the teacher's performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice

Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent

Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District's intent to dismiss or not to re-employ the teacher.

Probationary Teacher

A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full time employment with the district.

Professional Growth Plan

A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress

Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications

The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

Training

Evaluators may participate in the district administrative in-service sessions, or, district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

Evaluation Process Steps for Continuing Teachers (Full/Part Time)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.
6. The informal observation(s) is/are to be documented through use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - a. No conference is required for informal visits.
 - b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).
7. One (1) formal observation shall occur prior to April 10 using the following procedures:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.
 - d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.
 - e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: One copy to teacher, One copy to school file, One copy to Director of Human Resources.
9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
11. Professional growth plans may be developed as appropriate.
12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.
13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
 - a. A teacher receives a rating of "1" on any Indicator or Domain
 - b. A teacher receives a rating of "1" on a Domain or the majority of a Domain's indicators
14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator's discretion when a teacher receives a rating of "2" on any indicator or domain.
15. The evaluation of a continuing teacher shall be completed no later than April 10.
16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS-Probationary/Short Term Teachers (Full/Part-time)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15th. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15th.
 - a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - b. No conference is required for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30.
7. The procedure for formal observations is as follows:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

- d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
 9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
 10. Professional growth plans may be developed as appropriate.
 11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
 12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of "1" on any Indicator or Domain or the majority of a Domain's indicators.
 13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator's discretion when a teacher receives a rating of "2" on any Indicator or Domain.
 14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
 15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
 16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Teachers	All Probationary and/or Short Term Teachers (full time/part time)
Beginning of Academic Year	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff. All staff members are informed of their Group A or Group B status.	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.
September 15	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 15 November 20 December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January 15 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ATPES forms due for all teachers	Formal Observation Conference ATPES forms due for all teachers

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the evaluation conference.

EVALUATION OF COMPETENCE

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

Each indicator will be rated according to the rubric scale found in the Danielson Framework.

Rating Scale for Student Progress Data:

Classroom OWA is for Group A teachers only, and is the Classroom Overall Weighted Average (OWA) for the teacher. This is found in the Classroom Gain History Report. The OWA is recorded in Domain 5 of the evaluation form.

School Level OWA is for all teachers, and is the Academic Growth average reported in the School Summary report. This is already filled in on Domain 5 for the ATPES evaluation instrument for each school.

Other Indicators OWA is for all teachers, and is reported in the School Summary report. This is already filled in for the ATPES evaluation instrument for Domain 5 for each school.

The rating scale range for student progress data is 1 to 4. The actual weighted average over a three-year period for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered deficient and will require an improvement plan.**

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

Professional Growth Plan

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in providing assistance to the teacher. This plan can be developed at the evaluation conference or at a later date.

Improvement Plan

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

Lack of Progress on an Improvement Plan

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see regulation GCO-R.

Appendix A

EVALUATION SYSTEM FORMS

		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
2a	Creating an Environment of Respect and Rapport	1	0
	<ul style="list-style-type: none"> Teacher interaction with students Student interaction with students 		
2b	Establishing a Culture for Learning	1	0
	<ul style="list-style-type: none"> Importance of content Expectations for learning and achievement Student pride in work 		
2c	Managing Classroom Procedures	1	0
	<ul style="list-style-type: none"> Instructional groups Transitions Materials and supplies Non-instructional duties Supervision of volunteers and paraprofessionals 		
2d	Managing Student Behavior	1	0
	<ul style="list-style-type: none"> Expectations Monitoring behavior Response to misbehavior 		
2e	Organizing Physical Space	1	0
	<ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and resources 		
Domain 2 Overall Averages		1	0.00
		Rating	Weighted Values
DOMAIN 3: Instruction			
3a	Communicating With Students	1	0
	<ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language 		
3b	Using Questioning and Discussion Techniques	1	0
	<ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation 		
3c	Engaging Students in Learning	1	0
	<ul style="list-style-type: none"> Activities and assignments Student groups Instructional materials and resources Structure and pacing 		
3d	Using Assessment in Instruction	1	0
	<ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring 		
3e	Demonstrating Flexibility and Responsiveness	1	0
	<ul style="list-style-type: none"> Lesson adjustment Response to students Persistence 		
Domain 3 Overall Averages		1	0

		Rating	Weighted Values	
DOMAIN 4: Professional Responsibilities				
4a	Reflecting on Teaching	1		0
	<ul style="list-style-type: none"> ▪ Accuracy ▪ Use in future teaching 			
4b	Maintaining Accurate Records	1		0
	<ul style="list-style-type: none"> ▪ Student completion of assignments ▪ Student progress in learning ▪ Non-instructional records 			
4c	Communicating with Families	1		0
	<ul style="list-style-type: none"> ▪ About instructional program ▪ About individual students ▪ Engagement of families in instructional program 			
4d	Participating in a Professional Community	1		0
	<ul style="list-style-type: none"> ▪ Relationships with colleagues ▪ Participation in school projects ▪ Involvement in culture of professional inquiry ▪ Service to school 			
4e	Growing and Developing Professionally	1		0
	<ul style="list-style-type: none"> ▪ Enhancement of content knowledge / pedagogical ▪ Receptivity to feedback from colleagues ▪ Service to the profession 			
4f	Showing Professionalism	1		0
	<ul style="list-style-type: none"> ▪ Integrity/ethical conduct ▪ Service to students ▪ Advocacy ▪ Decision-making ▪ Compliance with school/district regulation 			
Domain 4 Overall Averages		1		0.00
DOMAIN 5: Student Progress Data				
Classroom OWA (Group A only)				
	Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time		Classroom Weighted Average	0
School Academic OWA				
	Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	3	School Weighted Growth Average	3
School Other OWA				
	Other measures of school effectiveness	3	School Weighted Average of Other Measures	3

Weighted Rating Points		0.300
Weighted prnts Summary		
Domain 1	0.00	
Domain 2	0.00	
Domain 3	0.00	
Domain 4	0.00	
Average of all domains	0.00	
Weighted values were used to meet legal requirements regarding weighting of student progress data:		
	Points	Weighted value
	1	0
	2	2
	3	3.2
	4	4
Criteria for effectiveness labels		
	Group A	
Highly effective	3.117	
Effective	2.72	
Developing	2.20	
Ineffective	0.00	
Based on the criteria above, this teacher is classified as Ineffective		
Teacher's signature _____	Date _____	
Evaluator's signature _____	Date _____	
Teacher comments (optional):		
Administrator Comments: See Attached Narrative		

PROFESSIONAL DEVELOPMENT PLAN INFORMATION			
<input type="checkbox"/>	Results of evaluation require Needs Improvement Plan*		
<input type="checkbox"/>	Professional Growth Plan attached		
Teacher's signature _____		Date _____	
Evaluator's signature _____		Date _____	
EMPLOYMENT RECOMMENDATION			
<i>(To be initiated by PRINCIPAL at Final Evaluation of the year)</i>			
<input type="checkbox"/>	I RECOMMEND that this employee be offered a contract for the ensuing year.		
<input type="checkbox"/>	I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)		
<input type="checkbox"/>	NOT APPLICABLE (specify reason): _____		
<input type="checkbox"/>	I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.		
Date	_____		
*Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.			
Copies to: Human Resources - School - Employee			

Formal Evaluation Narrative Form

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ **School:** _____
Grade Level/Subject: _____ **Evaluator:** _____
Date/Time: _____

DOMAIN 1: Planning and Preparation	Evidence
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 	<p>Teacher behaviors that positively impact student learning:</p> <ul style="list-style-type: none"> • <p>Recommendations for continuous improvement include:</p>
1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 	
1c Setting instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 	
1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	
1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	
DOMAIN 2: The Classroom Environment	EVIDENCE
2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 	<p>Teacher behaviors that positively impact student learning:</p> <ul style="list-style-type: none"> • <p>Recommendations for continuous improvement include:</p>
2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 	
2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 	
2d Managing Student Behaviors <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior 	
2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources 	

DOMAIN 3: Instruction	EVIDENCE
3a Communicating With Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	Teacher behaviors that positively impact student learning: <ul style="list-style-type: none"> • Recommendations for continuous improvement include:
3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	
3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 	
3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 	
3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • persistence 	
DOMAIN 4: Professional Responsibilities	
EVIDENCE	
4a Reflecting on Teaching <ul style="list-style-type: none"> • accuracy • use in future teaching 	Teacher behaviors that positively impact student learning: <ul style="list-style-type: none"> • Recommendations for continuous improvement include:
4b Maintaining Accurate Records <ul style="list-style-type: none"> • student completion of assignments • student progress in learning • non-instructional records 	
4c Communicating with Families <ul style="list-style-type: none"> • about instructional program • about individual students • engagement of families in instructional program 	
4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	
4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	
4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

Amphitheater Teacher Performance Evaluation System
The Framework for Teaching: Danielson Model
Narrative Comments

Teacher: _____ Date: _____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature: _____ Date: _____

**AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
IMPROVEMENT PLAN**

Teacher: _____ School: _____

Grade/Subject: _____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint) Progress Check Dates: Rating: Initials:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

- P Performance meets the expected standard.
Plan may be terminated.
- CP Plan should be continued.
- NP Progress not made as specified in plan.

FINAL ASSESSMENT

Performance Meets Expectations

Performance Does Not Meet Expectations

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources School Employee

Appendix B

FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60 minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

- 1) What content will be addressed in this lesson?
- 2) What are the expected outcomes/objectives?
- 3) How does this lesson fit with previous or future lessons?
- 4) What assessments will be used?

Domain 4

- 1) How do you maintain student records/grades?
- 2) Discuss how you communicate with families?
- 3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?
- 4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES
Optional Listing of Professional Activities

Name: _____ Date: _____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

Copies to: Human Resources - School - Employee

**AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
PROFESSIONAL GROWTH PLAN**

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Copies to: Human Resources – School – Employee

Professional Growth Plan

Name: _____ School: _____

Grade Level/Subject Area: _____ Date: _____

Goal for your own professional growth:			
My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

Appendix C

Sample Lesson Plan Formats

5E Lesson Planning Template

Grade/Course:	Topic:	Lesson # ____ in a series of ____ lessons
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	Interdisciplinary Concepts:	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s)		
Formative Monitoring (Questioning / Discussion):		
Summative Assessment (Quiz / Project / Report):		
Student Self-Reflection:		

Lesson Plan

Teacher Name: _____ Date: _____

School: _____ Subject/Grade: _____

Learner Objectives AZCCSS	Teaching Procedures	Materials	Assessment of Learner Progress	Special Needs

Comments

Lesson Plan

Teacher Name:

School:

Subject/Grade:

Date:

Learning Objective: (What do you want students to know and be able to do? What is the intended learning?)

Arizona College and Career Ready Standards, or other content specific standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

Special Class characteristics: (What modifications will be in place for special needs learners and accelerated learners?)

Closure: (How will the intended learning be summarized by the students?)

Materials and Resources:

Elementary Reading/Language Arts Lesson Plan Template (Page 1 of 2)

Grade Level: _____	Unit: _____	Day: _____
Theme: _____		
Question of the Week: _____		
Text: _____		
Objective		
Standards		
Get Ready to Read	Duration	
Materials and Targeted Resources:		
Instruction:		
Read and Comprehend	Duration	
Materials and Targeted Resources:		
Instruction:		

Reading/Language Arts Lesson Plan Template (Page 2 of 2)

Language Arts	Duration	Notes:
<p>Materials and Targeted Resources:</p> <p>Instruction:</p>		
Assessments		
Homework		

Kindergarten Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Practice):</p> <p>(✓ ACI):</p>
---	---

Part 1: Core Instruction (20-30 minutes)

<p>New Content</p> <p>Purpose:</p> <ul style="list-style-type: none"> ◆ Introduce new concepts, skills and games 	<p>Activity:</p>
--	------------------

Summary/Closure (5 minutes)

<p>Purpose:</p> <p>Can occur to summarize the learning of the focus activity</p>	<p>Activity:</p>
--	------------------

Part 2: Core Instruction Continued (10-20 minutes)

<p>Practice</p> <p>Purpose:</p> <ul style="list-style-type: none"> ◆ Provide distributive practice by revisiting an earlier focus ◆ Essential part of core 	<p>Activity:</p>
<p>Home Link</p> <p>Purpose: involves parents in math education, follows-up to classroom activities</p>	
<p>Connections</p> <p>Purpose: suggestions for additional ways to explore content in other areas</p>	

Number of the Day

Attendance

Daily Schedule and Monthly
Calendar

Weather/Temperature

Survey

1st-2nd Grade Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Practice):</p> <p>(✓ACI):</p>
--	---

Part 1: Warm Up (5 minutes) Tasks for Lesson _____

<p>Mental Math & Fluency</p> <p>Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)</p>	
---	--

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener

<p>Math Message (5 min)</p> <p>Purpose: introduction to the lesson using a problem new to students</p>	
---	--

<p>Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow-up activities</p>	
--	--

<p>Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.</p>	
--	--

Summary/Closure (5 minutes)

<p>Purpose: summarizes learning of Part 2 (the focus activities)</p>	
--	--

Part 3: Practice (10-20 minutes)

<p>Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/partner</p>	
--	--

<p>Math Boxes Purpose: reviews skills and concepts students have seen to this point</p>	
--	--

<p>Home Link Purpose: provides practice and informs family about daily learning</p>	
--	--

On-Going Daily Routines (10 minutes for debriefing)

3rd-5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI)
 Daily assessment opportunity, provides expectation of the portion of the standard
 Informs your instruction, fair to grade

GMC: (Goal for Mathematical Content):
(SMP) (GMP): (Standards/Goals for Mathematical Content):
(✓ACI):

Part 1: Warm Up (5 minutes) Fill in Tasks below for lesson

Mental Math & Fluency Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)	
--	--

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener

Math Message (5 min) Purpose: introduction to the lesson using a problem new to students	
--	--

Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to	
--	--

Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.	
---	--

Summary/Closure (5 minutes)

Purpose: summarizes learning of Part 2 (the focus activities)	
---	--

Part 3: Practice (10-20 minutes)

Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/partner	
---	--

Math Boxes: Purpose: reviews skills and concepts students have seen to this point	
---	--

Home Link: Purpose: provides practice and informs family about daily learning	
---	--

SIOP Lesson Plan Components

Teacher Name:

School:

Topic:

Class:

Population Description:

Time Frame:

Preparation

AZ State Standards:

Content Objectives:

***Language Objectives:**

***Learning Strategies:**

Key Vocabulary:

Materials:

Higher Order Questions:

Instruction

Building Background: (Links to Experience, Links to Learning, Key Vocabulary Activities)

Presentation: (Lesson Delivery)

Practice/Application: (Activities, strategies, and interaction)

Review

Review and Assessment: (Review objectives and vocabulary, assess learning)

Modifications: (What extensions and modifications will you use to meet the needs of all students?)

Appendix D

Amphitheater Alternative Teacher Performance Evaluation System



Amphitheater Alternative Teacher Performance Evaluation System For Consistently Highly Effective Teachers

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the "Alternative Evaluation" system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?

Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?

No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?

The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

Amphitheater Alternative Teacher Evaluation System Pilot Program

Steps to follow:

1. Principal notifies the teacher of their qualification for the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
 - a. Mentoring a teacher new to the profession (within their first two years) documenting mentoring sessions at least twice per month.
 - b. Mentoring a teacher who is changing grade levels or teaching assignment (e.g., moving from first grade to fifth grade, moving from the regular classroom to special education, implementing an inclusion model, etc.) documenting mentoring sessions at least twice per month.
 - c. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
 - d. Working on a Master's Degree in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of coursework.
 - e. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

- 1. Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
- 2. Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
- 3. Participation Log**

**Professional Growth Documentation and Rating Form
Amphitheater Alternative Teacher Evaluation System**

Name: _____

School: _____

Alternative Evaluation System Year: **1** **2** **3**

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one) Mentoring New Instructional Practice Master's Degree Professional Developer			
Objectives:	Activity:	Timeline:	Evidence of Impact:

Teacher's Signature _____ Date: _____
 Principal's Signature _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):
 Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)
 Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)
 Administrator Comments:

Teacher Comments:

Principal Signature: _____
 Teacher Signature: _____

**Amphitheater Alternative Teacher Evaluation System
Teacher Self-Reflection Form**

Teacher's Name _____ School _____

Date: _____

Reflection on (circle one): Mentoring New Instructional Practice Master's
Degree Work
Professional Development

Reflect on you work this year on mentoring, learning a new practice, conducting professional development, or on working on your Master's degree. Include examples of how your work did, or will, connect to student learning, discuss any "aha" moments, and any future actions you propose (one page maximum).

Teacher Alternative Evaluation System

Participation Log

Activity	Date(s)	Notes

Members on the ATPES Committee

2019-2020

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Katherine Engel	Teacher, Amphitheater High School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
Margaret Hervert	Third Grade Teacher, Rio Vista Elementary School
Kris Holt	Instructional Coach, Prince Elementary School
David Humphreys	Assistant Principal, Amphitheater High School
Dianna Kuhn	Principal, Rio Vista Elementary School
Shannon Langley	SPED Teacher, Amphitheater Middle School
Roseanne Lopez, Ed.D.	Associate Superintendent for Elementary Education, Wetmore Center (Chair)
Renee Lustenberger	Teacher, Cross Middle School
Scott MacDonald	Wetmore, Program Evaluation Data Analyst
Shannon McKinney	Director of Curriculum and Assessment
Matthew Munger	Principal, Ironwood Ridge High School
Christine Sullivan	Principal, Wilson K-8 School



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

DATE OF MEETING: **June 9, 2020**

TITLE: **Study of Governing Board Policy JFAA (Admissions of Resident Students) with Accompanying Exhibits and Policy JFAB (Admissions of Nonresident Students) with Accompanying Exhibits**

BACKGROUND:

Administration recommends the proposed revisions to Policy JFAA (Admissions of Resident Students), together with its accompanying exhibits JFAA-EA and JFAA-EB, and to Policy JFAB (Admissions of Nonresident Students), together with its accompanying exhibits JFAB-EA and JFAB-EB. Recommended additions are set forth in blue and recommended deletions are set forth in ~~red strikethrough~~.

These revisions are proposed to maintain consistency with the Arizona Department of Education (ADE) for Arizona Residency Guidelines, which were changed earlier this year. The changes to the exhibits are recommended so the policy exhibits appear similar to forms recommended by the ADE.

RECOMMENDATION:

This item is presented for the Board's study at this time. 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.

INITIATED BY:

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

Date: June 2, 2020

Todd A. Jaeger, J.D., Superintendent

**JFAA ©
ADMISSION OF
RESIDENT STUDENTS**

A student who is a resident of the District and who meets the applicable age requirements established by state law shall be admitted without payment of tuition to the school in the attendance area in which the student resides and may be admitted as a resident transfer student to another school in the District in accordance with the District's open enrollment policy.

The following students are residents of the District:

- A. A student who is in the legal custody of a natural or adoptive parent or other person to whom custody has been granted by a court order and who resides with the parent or other person in the District.
- B. A student who is an emancipated minor and whose place of residence is in the District. When determining whether a minor is emancipated, the Superintendent will consider such factors as whether the student is married, financially independent, and residing away from the family domicile with parental consent.
- C. A student who is eighteen (18) years of age or older and whose place of residence is in the District.
- D. A student who is homeless, and who attended a school in the District at the time of becoming homeless.
- E. A student who resides with a family member living in the District while awaiting the outcome of a legal guardianship or custody proceeding if the family provides written documentary proof in accord with 15-821(D).
- F. A student whose parent is transferred to or is pending transfer to a military installation within this state while on active military duty pursuant to an official military order. The parent shall provide proof of residency in the District to the local education agency within ten (10) days after the arrival date provided on official documentation.

The residency of a student, natural or adoptive parent, or other person to whom custody of the student has been granted by court order shall be based upon evidence of the individual's physical presence and intent to remain in the District. Such evidence of residency may be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. 15-802(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. 15-802 *must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule.* [PROOF OF RESIDENCY IS NOT REQUIRED FOR HOMELESS STUDENTS.](#)

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

A. Valid Arizona driver's license, Arizona identification card

B. Valid Arizona motor vehicle registration

~~C. Valid United States passport~~

[C. Valid Arizona Address Confidentiality Program authorization card.](#)

[A public school shall accept the substitute address as the address of record and shall verify student enrollment eligibility through the secretary of state. The secretary of state shall facilitate the transfer of student records from one school to another.](#)

D. Property deed

E. Mortgage documents

F. Property tax bill

G. Rental agreement or lease (including Section 8 agreement [or off-base military housing](#))

- H. Utility bill (water, electric, gas, cable, phone)
- I. Bank or credit card statement
- J. W-2 wage statement
- K. Payroll stub
- L. Certificate of tribal enrollment ([506 Form](#)) or other identification issued by a recognized Indian tribe [located in Arizona](#).
- M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

[N. Temporary on-base billeting facility \(for military families\)](#)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must ~~complete and sign a form~~ [have an affidavit of shared residency form completed](#) indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence. ([JFAA-EB](#))

Use of and Retention of Documents by Schools

School officials must *retain a copy* of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: April 10, 2018

LEGAL REF.:
 A.R.S.
15-802
15-816 et seq.

15-821

15-823

15-823.01

15-824

41-166

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001,
as amended by the Every Student Succeeds Act (ESSA) of 2015

[42 U.S.C. 11432](#)

CROSS REF.:

IKEB - Acceleration

JFAB - Admission of Nonresident Students

JFABD - Admission of Homeless Students

JFB - Open Enrollment

JG - Assignment of Students to Classes and Grade Levels

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records

EXHIBIT

**ADMISSION OF
RESIDENT STUDENTS**

**ARIZONA RESIDENCY DOCUMENTATION
FORM**

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

~~_____ Valid U.S. passport~~

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment ([506 Form](#)) or other identification issued by a recognized Indian tribe ~~that contains an~~ [in](#) Arizona ~~address~~

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

[Temporary on-base billeting facility \(for military families\)](#)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit. ([JFAA-EB](#))

Signature of Parent/Legal Guardian

Date

~~Reproduction of ADE FORM 2306606 which may be used in lieu of this document.~~

**[Arizona Department of Education](#)
[Arizona Residency Guidelines](#)
[REVISED April 24, 2019](#)**

EXHIBIT

**ADMISSION OF
RESIDENT STUDENTS**

**STATE OF ARIZONA
AFFIDAVIT OF SHARED RESIDENCE**

~~I swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:~~

~~Persons who reside with me:~~

Student Name: _____

Parent/Legal Guardian Name: _____

School Name: _____

School District or Charter Holder: _____

Name of Arizona Resident: _____

I, (resident name) _____, swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with

me: _____

Location of my residence: _____

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

~~_____ Valid U.S. passport~~

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

- _____ Real estate deed or mortgage documents
- _____ Property tax bill
- _____ Residential lease or rental agreement
- _____ Water, electric, gas, cable, or phone bill
- _____ Bank or credit card statement
- _____ W-2 wage statement
- _____ Payroll stub
- _____ Certificate of tribal enrollment ([506 Form](#)) or other identification issued by a recognized Indian tribe ~~that contains an~~ [in](#) Arizona ~~address~~
- _____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

Printed Name of Affiant: _____

Signature of Affiant: _____

Acknowledgement

State of Arizona

County of ~~Pima~~ _____

The foregoing was acknowledged before me this ____ day of _____, 20____,

By _____.

My Commission Expires

_____ Notary Public

~~**Reproduction of ADE FORM 2306606 which may be used in lieu of this document.**~~

Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019

JFAB ©
TUITION / ADMISSION OF
NONRESIDENT STUDENTS

For purposes of open enrollment a "nonresident pupil" means a student who resides in this state and who is enrolled in or is seeking enrollment in a school district other than the school district in which the student resides. A student who is not a resident of the District but is a resident of Arizona who meets the age and other requirements for open enrollment established by state law and District policy shall be admitted to a school without payment of tuition.

A student shall also be admitted to a school *without tuition* payment, if:

A. The student is the child of a United States resident who is not a resident of Arizona, if this is in the best interest of the student and the student is placed with a relative per A.R.S. [15-823](#) and the placement is not to avoid tuition payment.

B. The student is a resident of the United States and evidence indicates that because the parents are homeless or the child is abandoned, as defined in A.R.S. [8-201](#), the child's physical, mental, moral or emotional health is best served by placement with a person who does not have legal custody of the child and who is a resident within the school district, unless it is determined that the placement is solely for the purpose of obtaining an education in this state without payment of tuition. [PROOF OF RESIDENCY IS NOT REQUIRED FOR HOMELESS STUDENTS.](#)

C. The student presents a certificate of educational convenience issued by the County School Superintendent pursuant to A.R.S. [15-825](#).

D. The student is a child of a nonresident teaching or research faculty member of a community college district or state university or a nonresident graduate or undergraduate student of a community college district or state university whose parent's presence at the district or university is of international, national, state, or local benefit.

The District shall admit the following students, *charging tuition* as prescribed in statute:

A. The child of an Arizona resident who is not a resident of the District, if the District provides a high school and the student is a resident of an Arizona common school district that is not in a high school district and that does not offer instruction in the student's grade. Special circumstances may apply in accordance with A.R.S. [15-2041](#) after three hundred fifty (350) students have been admitted.

B. For an Arizona resident who ~~is~~ not a resident of the District, if the district of residence provides only financing for students who are instructed by

another school district and for students from a unified district that does not offer instruction in the student's grade.

C. A pupil who is issued a certificate of educational convenience to attend school in the School District or adjoining the school district to that in which the pupil is placed by an agency of this state or a state or federal court of competent jurisdiction, as provided in A.R.S. [15-825](#).

The District shall admit a pupil who is the resident of a school district that has entered into a voluntary agreement with the District, charging tuition as agreed to in accordance with A.R.S. [15-824](#)(E)(3).

The Governing Board may admit children who are residents of the United States, but who are nonresidents of this state, without payment of tuition if all of the following conditions exist:

A. The child is enrolled in a year-round residential boarding academy located in this state specializing in intensive instruction and skill development in sports, music or acting.

B. The child's parents have executed a current notarized guardianship agreement covering the child while enrolled at the academy, which is a condition of enrollment at the academy and authorizes academy representatives to act on the child's parent's or legal guardian's behalf in making all decisions on a daily basis as to the child's activities and needs for medical, educational and other personal issues.

The District may admit nonresident foreign exchange students without payment of tuition, or as it may otherwise prescribe.

The District shall not include in its student membership count students who are not Arizona residents. Unless authorized by statute, the District is prohibited from obtaining state funding for any student who is not a resident of the state.

"Residence" Defined

The residence of a student is the residence of the person having legal custody of the student, except as provided in A.R.S. [15-823](#) through A.R.S. [15-825](#).

Residency of the parent/guardian or surrogate may be determined by showing the individual's presence and intent to remain in the District. Documentation of residency may be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. [15-802](#)(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. [15-802](#) *must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule.*

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must ~~complete and sign a form~~ [have an affidavit of shared residency form completed](#) indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

A. Valid Arizona driver's license, Arizona identification card

B. Valid Arizona motor vehicle registration

~~C. Valid United States passport~~

[C. Valid Arizona Address Confidentiality Program \(ACP\) authorization card.](#)

[A public school shall accept the substitute address as the address of record and shall verify student enrollment eligibility through the Secretary of State. The Secretary of State shall facilitate the transfer of student records from one school to another.](#)

D. Property deed

E. Mortgage documents

F. Property tax bill

G. Rental agreement or lease (including Section 8 agreement [or off-base military housing](#))

H. Utility bill (water, electric, gas, cable, phone)

I. Bank or credit card statement

J. W-2 wage statement

K. Payroll stub

L. Certificate of tribal enrollment ([506 Form](#)) or other identification issued by a recognized Indian tribe

M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

[N. Temporary on-base billeting facility \(for military families\)](#)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence.

Use of and Retention of Documents by Schools

School officials must *retain a copy* of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: ~~November 15, 2016~~<-- z2AdoptionDate -->

LEGAL REF.:-

A.R.S.-

[8-201](#)

[15-802](#)

[15-816](#) through [15-816.07](#)

[15-821](#)

[15-823](#) through [15-825](#)

[41-166](#)

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001, [as amended by the Every Student Succeeds Act \(ESSA\) of 2015](#)

CROSS REF.:-

IKEB - Acceleration

JFABD - Admission of Homeless Students

JFB - Open Enrollment
JG - Assignment of Students to Classes and Grade Levels
JLCB - Immunizations of Students
JLH - Missing Students
JR - Student Records
JRCA - Request for Transfer of Records

JFAB-EA ©

EXHIBIT

TUITION / ADMISSION OF
NONRESIDENT STUDENTS

ARIZONA RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

~~_____ Valid U.S. passport~~

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment ([506 Form](#)) or other identification issued by a recognized Indian tribe ~~that contains an~~ [in Arizona address](#).

JFAB-EB ©

EXHIBIT

ADMISSION OF
NONRESIDENT STUDENTS

STATE OF ARIZONA
AFFIDAVIT OF SHARED RESIDENCE

Student Name: _____

Parent/Legal Guardian Name: _____

School Name: _____

School District or Charter Holder: _____

Name of Arizona Resident: _____

I, (resident name) _____, swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me: _____

Location of my residence: _____

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

Bank or credit card statement

W-2 wage statement

Payroll stub

Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

Acknowledgement

Printed Name of Affiant: _____

Signature of Affiant: _____

State of Arizona

County of _____

The foregoing was acknowledged before me this _____ day of _____, 20____.

By _____.

My Commission Expires

Notary Public

Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019

~~JFAB-EB ©~~

~~EXHIBIT~~

~~TUITION / ADMISSION OF
NONRESIDENT STUDENTS~~

~~AFFIDAVIT OF SHARED RESIDENCE~~

~~I swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:~~

~~Persons who reside with me:~~

~~_____

_____~~

~~Location of my residence:~~

~~_____
_____~~

~~I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:~~

~~_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration~~

~~_____ Valid U.S. passport~~

~~_____ Real estate deed or mortgage documents~~

~~_____ Property tax bill~~

~~_____ Residential lease or rental agreement~~

~~_____ Water, electric, gas, cable, or phone bill~~

~~_____ Bank or credit card statement~~

~~_____ W-2 wage statement~~

~~_____ Payroll stub~~

~~_____ Certificate of tribal enrollment or other identification issued by a recognized Indian tribe~~

~~_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)~~

~~Printed Name of Affiant: _____~~

~~Signature of Affiant: _____~~

Acknowledgement

State of Arizona
County of Pima

~~The foregoing was acknowledged before me this _____ day of _____, 20____,~~

~~By _____.~~

~~My Commission Expires~~

~~_____~~

~~_____ Notary Public~~

Reproduction of ADE FORM 2306606 which may be used in lieu of this document.