

**REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD**

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

**Tuesday, May 11, 2021**

**6:00 PM**

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

**AMPHITHEATER PUBLIC SCHOOLS**

**MISSION**

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

**We Believe**

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

**We Value**

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

**AGENDA\***

*As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference. Due to pandemic conditions, this meeting will also be audio 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](http://www.amphi.com).*

*The following steps will be taken to ensure the safety of staff and the public. Masks are encouraged for those who are at increased risk of severe illness, but masks are not required. Anyone with a fever, cough or other symptoms of COVID-19 will not be allowed to attend in person. Attendees will be asked to maintain a recommended distance from others.*

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

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

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

<sup>1</sup> 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.

<sup>2</sup> Information items are for discussion only; no action will be taken.

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

<sup>4</sup> Study session items are for discussion only; no action will be taken.

**1. CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER**

Ms. Susan Zibrat, President

**2. PLEDGE OF ALLEGIANCE**

Ironwood Ridge High School Students

**3. RECOGNITION OF STUDENT ART**

Ironwood Ridge High School Students

**4. ANNOUNCEMENT OF DATE AND TIME OF THE NEXT SPECIAL GOVERNING BOARD MEETING**

Tuesday, May 25, 2021 at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center, SE Entrance and Parking.

**5. RECOGNITIONS**

A. Recognition of 2021 SARSEF Winners	4
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C. Recognition of SkillsUSA	21
D. Recognition of Future Business Leaders of America (FBLA)	22
E. Recognition of Careers through Culinary Arts Program (C-CAP) Scholars	23
F. Recognition of Canyon del Oro High School 2021 Academic Decathlon Team	24
G. Presentation of Distinguished Service Award	25

**6. PUBLIC COMMENT<sup>1</sup>**

**7. INFORMATION<sup>2</sup>**

A. Superintendent's Report; Update on Pandemic Conditions and Operations	26
B. Status of Construction Projects	37
C. Periodic Legislative Update	43
D. Projections of Site Staffing and Non-Staffing Allocations	96
E. Academic Coordinators – Position Overview, Progress & Goals	105

**8. CONSENT AGENDA<sup>3</sup>**

A. Approval of Appointment of Administrative Personnel	151
B. Approval of Appointment of Non-Administrative Personnel	159
C. Approval of Personnel Changes	166
D. Approval of Leave(s) of Absence	173
E. Approval of Separation(s) and Termination(s)	175
F. Approval of Stipend for Coaching Volunteers	179
G. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,826,566.33	181
H. Acceptance of Gifts	182
I. Approval to Establish District Services Fund for White Fleet Transportation	184
J. Approval of Out of State Travel	185
K. Approval of Revised Intergovernmental Agreement with Pima County for Additional Preschool Classes	187
L. Approval of School Facilities Board (SFB) Grant for Canyon del Oro High School North Gym Evaporative Cooler Replacements	202

**9. STUDY<sup>4</sup>**

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A. Study of Proposed Revisions to the Student Code of Conduct for the 2021-2022 School Year 212

10. **STUDY/ACTION**

A. Study and Approve Governing Board Policy IKFB (Graduation Exercises) 248  
B. Study and Approval of the Revised Expenditure Budget for Fiscal Year 2020-2021 250  
C. Determination of Proposed Issues for Consideration for the Arizona School Boards Association 2022 Political Agenda 261

11. **PUBLIC COMMENT**<sup>1</sup>

12. **BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS**

13. **ADJOURNMENT**

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

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

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

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**DATE OF MEETING:**      **May 11, 2021**

**TITLE:**            **Recognition of 2021 SARSEF Winners**

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**BACKGROUND:**

Each year the Southern Arizona Research, Science and Engineering Foundation (SARSEF) celebrates young researchers and scientists from grades K-12 at a science fair competition. Winning science fair projects at the school level are selected to compete at the Southern Arizona Research, Science and Engineering Fair (SARSEF). This year, the competitions were held virtually, and more than 2,700 projects from 139 schools were submitted throughout the contest process.

Amphitheater Public Schools had 90 projects from 10 schools across the district advance to the SARSEF competition. A total of 65 projects received special awards or 1<sup>st</sup> or 2<sup>nd</sup> place honors. A full list of winners is enclosed.

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**RECOMMENDATION:**

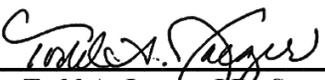
This item is presented for the Governing Board's information and recognition.

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**INITIATED BY:**

  
Michelle Valenzuela, Communications Director

Date: May 3, 2021

  
Todd A. Jaeger, J.B., Superintendent

## **Amphi Academy Online K-5**

### **Frozen Ice Balloon Materials**

Student: Ella Schulzkump

Awards:

- SARSEF Grand Award, 1st Place
- Most Outstanding Exhibit in Materials Science – \$25 check, certificate and award ribbon

Teacher: Brenda Mendez

Category: Chemical Sciences

### **Rocket to the Moon**

Student: Ella Taliaferro

Awards:

- SARSEF Grand Award, 1st Place
- Excellence in Earth and Space Sciences – Lunar Meteorite

Teacher: Brenda Mendez

Category: Physics, Astronomy, and Mathematics

### **Smell This-How Do Different Scents Change a Dog's Behavior?**

Students: Class of 29

Award: SARSEF Grand Award, 2nd Place

Teacher: Angela Hitt

Category: Animal and Plant Sciences

### **A Bird's Best Friend**

Student: Greyson Vann-Pett

Awards:

- Passion for Science Award: In honor of Rachel Tankersley and Tonya Connelly – \$25 check and certificate
- SARSEF Board of Directors Award – \$50 check and certificate
- Scottie Wright Memorial Excellence in Engineering – Award for Creativity and Persistence in Engineering
- The Ruby Memorial Award – \$25 check and certificate

Teacher: Patricia Lindberg

Category: Engineering, Robotics and Computer Sciences

## **Amphitheater High School**

### **Preliminary Study to Identify Changes in Inhibitory Neurotransmitter Receptor Expression Level and Distribution in Retinas From Diabetic Mice**

Student: Mia Hernandez

Awards:

- SARSEF Grand Award: 3rd Place
- Outstanding Research in Immune Deficiencies – \$100 check and certificate

Teacher: None listed

Category: Health and Biomedical Science

## **Canyon del Oro High School**

### **Active Sensing for the Big Brown Bat (*Eptesicus fuscus*) When Faced With Unpredictable Situations**

Students: Zander Bryan Reed Dickey

Award: SARSEF Grand Award, 1st Place

Teacher: Christopher Chen

Category: Animal Science

### **The Feasibility of the Extraction of (2E)-3-phenylprop-2-enal from Cinnamomum cassia Bark Using Water and Aqueous Ethanol as Solvents in Distillation**

Student: Aaron Trinh

Awards:

- SARSEF Grand Award, 1st Place
- ISEF Finalist and UA Scholarship – Trip to the Regeneron ISEF for student plus \$2,500 UA Scholarship

Teacher: Jill Christman

Category: Chemical and Material Science

## **Copper Creek Elementary School**

### **Pollinators in Our Neighborhoods**

Students: Class of 23

Awards:

- SARSEF Grand Award, 1st Place
- Esther Chapman Memorial Award for Curiosity and Plant Science – \$50 check and certificate

Teacher: Tara Wieber

Category: Animal and Plant Sciences

## **Coronado K-8 School**

### **Does The Color Of Food Affect People's Opinion and Taste?**

Student: Gabriella John

Award: SARSEF Board of Directors Award – \$50 check and certificate

Teacher: Lauren Marlatt

Category: Behavioral and Social Science

## **Innovation Academy**

### **I Like to Move It, Move It**

Students: Class of 23

Award: SARSEF Grand Award, 1st Place

Teachers: Susan Steen and Lindsay Baeder

Category: Health and Wellness

### **Nacho Regular Oven**

Student: Grant Douglas

Awards:

- SARSEF Grand Award, 1st Place
- Jasmine's Super Cool Science Kid Award – \$25.00

Teacher: Paula Sotelo

Category: Chemical Sciences

### **Learning to Bloom with Zoom**

Students: Class of 90

Award: SARSEF Grand Award, 1st Place

Teacher: Danielle Swartz

Category: Behavioral and Social Sciences

### **The Super Puzzle Effect**

Students: Class of 27

Award: SARSEF Grand Award, 1st Place

Teacher: Lori Larussa

Category: Behavioral and Social Sciences

### **Mylar Balloon Garden**

Students: Class of 30

Award: SARSEF Grand Award, 1st Place

Teacher: Pam Barrett

Category: Animal and Plant Sciences

### **Improbubble**

Student: Zane Douglas

Award: SARSEF Grand Award, 1st Place

Teacher: Pam Barrett

Category: Engineering, Robotics and Computer Sciences

### **Do you want to know the best way to get rid of weeds?**

Student: Sophia Lococo

Award: SARSEF Grand Award, 2nd Place

Teacher: Lori LaRussa

Category: Earth and Environmental Sciences

### **Healthy, Happy Chickens with Water Conservation**

Student: Savanna Randall

Awards:

- SARSEF Grand Award, 2nd Place
- Bettering Ourselves and Our Planet – \$25 and certificate

Teacher: Lori Larussa

Category: Energy and Environmental Engineering

### **Mites and Tites**

Student: Hermina Redman

Award: Rising Stalagmite Award – \$50 check, SAG T-Shirt, Certificate of Appreciation, and an invitation to present project at general monthly meeting,

Teacher: Pam Barrett

Category: Earth and Environmental Sciences

### **Read My Lips**

Students: Class of 25

Award: SARSEF Grand Award, 1st Place

Teacher: Rachelle Ferris

Category: Behavioral and Social Sciences

### **Response Time: "Reflex"ions**

Students: Class of 20

Award: SARSEF Grand Award, 2nd Place

Teacher: Ashlyn Lehwald

Category: Health and Wellness

### **What Keel for My Sailboat?**

Student: Gauthier Allouis

Awards:

- SARSEF Grand Award, 1st Place
- Naval Excellence in Science Research Award – \$25 Check, Certificate

Teacher: Mabel Rivera

Category: Physics, Astronomy, and Mathematics

### **Race Down the Hill!**

Student: Jude Anderson

Award: SARSEF Grand Award, 2nd Place

Teacher: Rachelle Ferris

Category: Physics, Astronomy, and Mathematics

### **The Social Distancer**

Student: Leopoldo Delgado

Awards:

- SARSEF Grand Award, 1st Place
- TEP Award of Excellence – \$50 Check and Certificate

Teacher: Ashlyn Lehwald

Category: Engineering, Robotics and Computer Sciences

### **Water Cycle! How Evaporation & Condensation Work**

Student: Aaron Eager

Award: SARSEF Grand Award, 1st Place

Teacher: Mabel Rivera

Category: Earth and Environmental Sciences

### **Create to Save**

Student: Ella Fendrick

Award: Vantage West Credit Union Science and Engineering Award – \$25 Target Gift Card

Teacher: Mabel Rivera

Category: Behavioral and Social Sciences

### **Mistletoe Mischief**

Student: Breckyn Koenig

Awards:

- SARSEF Grand Award, 1st Place
- SARSEF Board of Directors Award – \$50 Check and Certificate

Teacher: Mabel Rivera

Category: Animal and Plant Sciences

### **The Problem of the Etch – A- Sketch**

Student: Zoe Larsen

Awards:

- SARSEF Grand Award, 2nd Place
- SARSEF Software Award – \$100 Check and Certificate
- TEP Award of Excellence – \$50 Check and Certificate

Teacher: Mabel Rivera

Category: Engineering, Robotics and Computer Sciences

### **Solar Power Storage**

Student: Parker Serrato

Award: TEP Top Elementary School Project – \$100 Check and Certificate

Teacher: Ashlyn Lehwald

Category: Energy and Environmental Engineering

### **Eggselent Substituted Sugar Cookies**

Student: Drake Taylor

Awards:

- SARSEF Grand Award, 1st Place
- Food Safety Award – Honorable Mention (Sponsored by the Victor P. Smith Endowed Chair in Food Safety Education – Framed Certificate)

Teacher: Mabel Rivera

Category: Chemical Sciences

### **Rockin' Remote Learning Using Online Tools**

Students: Class of 22

Award: SARSEF Grand Award, 2nd Place

Teacher: Mandi Cordell

Category: Behavioral and Social Sciences

### **Good Night. Sleep Tight. Don't Let The Anxiety Bite!**

Student: Audrey Alameda

Awards:

- SARSEF Grand Award, 2nd Place
- AFSP Inspired Young Researcher – \$25 Check and Certificate

Teacher: Mandi Cordell

Category: Health and Wellness

### **Wanna Be Starter Somethin'**

Student: Ellie Carter-Rogel

Award: SARSEF Grand Award, 1st Place

Teacher: Nicki Tilicki

Category: Chemical Sciences

### **What Teaches Better, a Visual or Written Lesson?**

Student: Felix Croy

Award: SARSEF Grand Award, 1st Place

Teacher: Mandi Cordell

Category: Behavioral and Social Sciences

### **Help! I'm Moody and Crashing!**

Student: Talan Freytag

Awards:

- SARSEF Grand Award: 3rd Place
- Two Boo Boos – \$25 check and certificate

Teacher: Mandi Cordell

Category: Health and Wellness

### **Reading Rainbow**

Student: Kalia Lopez

Award: SARSEF Grand Award, 1st Place

Teacher: Mandi Cordell

Category: Health and Wellness

### **Old Dog New Tricks ; Helping my Grandpa**

Student: Adalee Watson

Awards:

- SARSEF Grand Award, 3rd Place
- Junior League of Tucson Future Health and Wellness Leader Award – \$50 check and certificate

Teacher: Mandi Cordell

Category: Health and Wellness

### **Building Our Community – Literally**

Students: Class of 25

Awards:

- SARSEF Grand Award, 2nd Place
- Science of Kindness Award – Ben's Bells gift bag

Teacher: Niki Tilicki

Category: Health and Wellness

### **What Are You Drinking?**

Students: Class of 21

Award: SARSEF Grand Award, 1st Place

Teacher: Niki Tilicki

Category: Chemical Sciences

### **Night or Light**

Students: Class of 23

Award: SARSEF Grand Award, 2nd Place

Teacher: Sabina Vaswani

Category: Behavioral and Social Sciences

### **Kids at Play, Turning a Blind Eye**

Student: Payton Barrett

Award: SARSEF Grand Award, 1st Place

Teacher: Sabina Vaswani

Category: Behavioral and Social Sciences

### **Wheely, Wheely Bad**

Student: Owen Cordell

Awards:

- SARSEF Grand Award, 1st Place
- Caterpillar Foundation's Building Arizona's Future Award – \$250 for a project that builds a better world

Teacher: Sabina Vaswani

Category: Physics, Astronomy, and Mathematics

### **Mask Up, Arizona!**

Student: Matthew D'Ambrosio

Award: SARSEF Grand Award, 2nd Place

Teacher: Elisabeth Gingrich

Category: Health and Wellness

### **Can We Save the Tea?**

Students: Nancy Casanova, Kelsey Glud

Award: SARSEF Grand Award, 2nd Place

Teacher: Niki Tilicki

Category: Chemical Sciences

### **The Cost of Blue Light Reduction**

Student: Josh Moss

Award: SARSEF Grand Award, 1st Place

Teacher: Sabina Vaswani

Category: Health and Wellness

### **Brotherly Love**

Student: Jacob Oller

Award: SARSEF Grand Award, 2nd Place

Teacher: Elisabeth Gingrich

Category: Physics, Astronomy, and Mathematics

### **The Calmer**

Student: Torrence Salyer

Awards:

- SARSEF Grand Award: 2nd Place
- AFSP Inspired Young Researcher – \$25 Check and Certificate

Teacher: Elisabeth Gingrich

Category: Health and Wellness

## **Cross Middle School**

### **How Does Ozone Affect Pathogens Like Bacteria and Mold?**

Students: Hassan Melhem, Lorenzo Lopez

Award: SARSEF Grand Award, 1st Place

Teacher: Alexandria Vaughn

Category: Health and Wellness

7-AP010

**ABCcalc – Reinventing How Woodworkers Calculate Board Footage. (or just “ABCcalc” for short)**

Student: Lucio Castellini

Awards:

- ARSEF Grand Award, 1st Place
- Excellence in Engineering Scholarship – \$500 Scholarship and certificate

Teacher: Alexandria Vaughn

Category: Engineering, Robotics, and Computer Science

**Oreos Contain Palm Oil Which Negatively Affects Orangutans**

Student: Chiara E Kretzer

Awards:

- SARSEF Grand Award, 1st Place
- Excellence in Palm Oil Education – \$25 check and certificate

Teacher: Alexandria Vaughn

Category: Earth and Environmental Science

**Multi-Pack**

Students: Elizabeth Loehr, Brooke Lowe

Award: SARSEF Grand Award, 1st Place

Teacher: Alexandria Vaughn

Category: Health and Wellness

**Do Donkeys Taste the Same as Humans?**

Student: Olive Parisi

- Awards:
- SARSEF Grand Award, 3rd Place
- Pima County Fair's Creativity in Engineering Award – Family pack of 4 admission, 1 parking, and 4, 3 ride cards. (about an \$85.00 Value)

Teacher: Alexandria Vaughn

Category: Animal and Plant Science

**Yeast vs. Sugar**

Student: Brynn Quelland

Award: SARSEF Grand Award, 2nd Place

Teacher: Alexandria Vaughn

Category: Chemical Science

## **Ultraviolet Power**

Student: Camden Wong

Awards:

- SARSEF Grand Award, 1st Place
- TEP Award of Excellence – \$75 Check and Certificate

Teacher: Alexandria Vaughn

Category: Health and Wellness

## **Lulu Walker Elementary School**

### **Birdwatching**

Student: Nicolas A. Kelley

Awards:

- SARSEF Grand Award, 1st Place
- Robin M. Cattler Innovation Award – \$50 Check and certificate
- The Ruby Memorial Award – \$25 Check and certificate

Teacher: Jennifer Powers

Category: Animal and Plant Sciences

### **Hydroponics vs. Soil**

Student: Aurora Shepherd

Award: SARSEF Grand Award, 2nd Place

Teacher: Ms. Newman

Category: Animal and Plant Sciences

### **Effects of Yoga on Student Learning**

Students: Class of 11

Awards:

- SARSEF Grand Award, 1st Place
- ASQ Sponsored Award – \$50 check and certificate

Teacher: Monique Berry-Kelley

Category: Category: Health and Wellness

### **Battery Power**

Students: Class of 20

Award: SARSEF Grand Award, 1st Place

Teacher: Teacher: Meredith Burgess

Category: Energy and Environmental Engineering

### **Amazing Worms**

Students: Class of 4

Award: Pima County Fair's Creativity in Engineering Award – Family pack of 4 admission, 1 parking, and 4, 3 ride cards. (about an \$85.00 Value)

Teacher: Monique Berry-Kelley

Category: Animal and Plant Sciences

### **Burgler Box**

Student: Camdon Carrow

Awards:

- SARSEF Grand Award: 2nd Place
- TEP Award of Excellence – \$50 Check and Certificate

Teacher: Monique Berry-Kelley

Category: Engineering, Robotics and Computer Sciences

### **Adho Mukha Vrksasana Therapy**

Student: Dominic Ramirez

Award: SARSEF Grand Award, 2nd Place

Teacher: Monique Berry-Kelley

Category: Behavioral and Social Sciences

### **Wilson K-8 School**

#### **Paving the Way to Learning! A Class Project to Build a Better Outdoor Learning Space**

Students: Class of 20

Award: SARSEF Grand Award, 1st Place

Teacher: Jocelyn Smerz

Category: Earth and Environmental Sciences

### **Sourdough Science**

Student: Liliana McCally

SARSEF Grand Award, 1st Place

Teacher: Jonelle Richardson

Category: Chemical Sciences

## **Winifred Harelson Elementary School**

### **The "Are We There Yet?"**

Harper Francom

Awards:

- SARSEF Grand Award: 2nd Place
- TEP Award of Excellence – \$50 Check and Certificate

Teacher: Mrs. Klein

Category: Engineering, Robotics and Computer Sciences

### **Bad Kitty T.P. Guard**

Student: Aubree Barrett

Awards:

- SARSEF Grand Award: 3rd Place
- TEP Award of Excellence – \$50 Check and Certificate

Teacher: Ms. Easterling

Category: Engineering, Robotics and Computer Sciences

### **The Tiny Hang Up**

Student: Jady Collins

Awards:

- SARSEF Grand Award: 2nd Place
- TEP Award of Excellence – \$50 Check and Certificate

Teacher: Ms. Easterling

Category: Engineering, Robotics and Computer Sciences

### **Temperature Tantrum**

Students: Class of 29

Award: SARSEF Grand Award, 1st Place

Teacher: Lindsay Wong

Category: Health and Wellness

### **Plant Warfare: Investigating Allelopathy**

Students: Class of 27

Awards:

- SARSEF Grand Award, 1st Place
- Classroom Project: Success in Science – \$25 check and certificate

Teacher: Mrs. Yewell

Category: Animal and Plant Sciences

**Block the Bucks!**

Rilynn Brown, Emmy Sieminiski

Award: Vantage West Credit Union Science and Engineering Award – \$25 Target Gift Card

Teacher: Mrs. Yewell

Category: Engineering, Robotics and Computer Sciences

**The 5-Second Rule — Is it Legit?**

Student: Daniel Moreno

Award: Food Safety Award – Second Place (Sponsored by the Victor P. Smith Endowed Chair in Food Safety Education – \$75 Check and Framed Certificate)

Teacher: Mrs. Yewell

Category: Health and Wellness

**Desperately Seeking Sunlight**

Student: Vivienne Yewell

Award: SARSEF Grand Award: 2nd Place

Teacher: Mrs. Yewell

Category: Animal and Plant Sciences



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

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**DATE OF MEETING:** May 11, 2021

**TITLE:** Recognition of Odyssey of the Mind Teams

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**BACKGROUND:**

Amphitheater Public Schools continues to be the top district in participation and achievement in the Arizona Odyssey of the Mind program. Odyssey of the Mind is an international competition that provides creative problem-solving opportunities for students from kindergarten through college.

Team members apply their creativity to solve long-term problems involving building mechanical devices, building balsa wood structures designed to hold hundreds of pounds, building vehicles that are used to complete tasks, presenting a theatrical performance solving a dilemma, or presenting their own interpretation of literary classics. In addition, teams are scored on “style,” or, the creative way in which they present their solutions.

This year, seven teams earned the right to compete during World Finals being held virtually through May 29, 2021 and in-person on June 11, 2021 and June 12, 2021 in Orlando. The following students and their coaches are to be commended for their dedication and high level of accomplishment in this academic competition.

**School:** Harelson Elementary School  
**Problem 2:** Technical Division 1 (First Place)  
**Coach:** Robyn Yewell  
**Team Members:**  
Jaxyn DeCastro  
Vivienne Yewell  
Emmy Sieminski  
Ava Brown  
Rilynn Brown  
Bijou Linn  
Ben Petersen

**School:** Harelson Elementary School  
**Problem 4:** Structure Division 1 (First Place)  
**Coach:** Robyn Yewell  
**Team members:**  
Bryson Neese  
Vivienne Yewell  
Emmy Sieminski  
Parker Paterson  
Ben Petersen  
Alena Roach  
Daniel Moreno

**School:** Canyon del Oro High School  
**Problem 3:** Classics Division 3 (First Place)  
**Coach:** Cymry and Bill DeBoucher  
**Team Members:**  
Amelia Gephart  
Carter Hollings  
Dylan Kmiec  
Josephine Neumann  
Shanon Tran  
Laurel Beauchamp  
Caden Beauchamp

**School:** Cross Middle School  
**Problem 4:** Structure Division 2 (First Place)  
**Coach:** Robyn Yewell and Leann Calvin  
**Team members:**  
Lewis Calvin  
Gavin Yewell  
Penny Richards  
Carter DaDeppo  
Lizzy Loehr  
Sarah Campion

**School:** Wilson K-8 School  
**Problem 4:** Structure Division 2 (Second Place)  
**Coaches:** Patricia Howland  
**Team members:**  
Mathew Cirelli  
Eden Coleman  
Madison Durazo  
Andrew Garza  
Tatianna Gray  
Morgan Heise  
Kayin Lewis

**School:** Canyon del Oro High School  
**Problem 5:** Performance Division 3 (First Place)  
**Coaches:** Amy Boynton and Steve Merritt  
**Team members:**  
KK Boynton  
Fiona Merritt  
Kaylynn Calvin  
Olivia Keating  
Micaela Wu

**School:** Canyon del Oro High School (Team B)  
**Problem 5:** Leonardo's Workshop (Second Place)  
**Coaches:** Jenny and Haley Basye  
**Team members:**  
Nikki Basye  
Aaron Trinh  
Gabe Thapa  
Sophia Smith  
Makenna Webster  
Alex Imrich

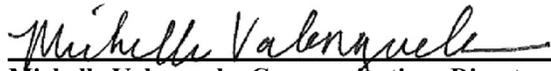
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**RECOMMENDATION:**

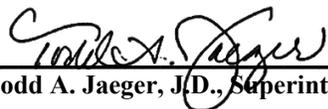
This item is for the Governing Board's information and recognition.

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**INITIATED BY:**

  
Michelle Valenzuela, Communications Director

Date: May 3, 2021

  
Todd A. Jaeger, J.D., Superintendent



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

---

**DATE OF MEETING:** May 11, 2021

**TITLE:** Recognition of SkillsUSA

---

**BACKGROUND:**

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

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

The following student from Canyon del Oro High School finished in 1st place at the SkillsUSA Arizona Championships:

- Architecture **Richie Biocca** (Gold), qualifies for Nationals

SkillsUSA advisor:

**Josh Ronstadt- Construction**

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**RECOMMENDATION:**

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

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**INITIATED BY:**

Tassi Call, Director of 21st Century Education

Date: May 4, 2021

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Todd A. Jaeger, J.D., Superintendent

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

---

**DATE OF MEETING:**      **May 11, 2021**

**TITLE:**            **Recognition of Future Business Leaders of America (FBLA)**

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**BACKGROUND:**

Future Business Leaders of America (FBLA) is a dynamic national student organization that helps young men and women become leaders. The awards recognize and reward excellence in a comprehensive range of business and career-related topics. Each competitive event prepares our students for successful careers in business by providing opportunities to apply classroom concepts in a workforce-simulated competitive environment.

The following students from Canyon del Oro High School won a 1<sup>st</sup> or 2<sup>nd</sup> place in their respective categories at the 2021 FBLA Competition:

- Future Business Leader Event - **Aaron Robinson** (1<sup>st</sup> place)
- Website Design - **Madison McKinney and Aaron Robinson** (2<sup>nd</sup> place)

FBLA – Software Design advisor:  
**Ron Roseman**

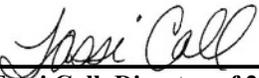
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**RECOMMENDATION:**

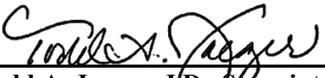
This item is for the Governing Board’s information and recognition.

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**INITIATED BY:**

  
Tassi Call, Director of 21st Century Education

Date: May 4, 2021

  
Todd A. Jaeger, J.D., Superintendent



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

---

**DATE OF MEETING:**      **May 11, 2021**

**TITLE:**            **Recognition of Careers through Culinary Arts Program (C-CAP) Scholars**

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**BACKGROUND:**

Careers through Culinary Arts Program (C-CAP) prepares students for the workplace through chef mentoring, job shadowing, work experience and job skills, and college and career advising. Through a holistic approach to culinary training, students compete for college scholarships.

The following students from Ironwood Ridge High School won college scholarships at the 2021 Careers through Culinary Arts Program (C-CAP) cooking competition:

- **Leo Brant**, \$2,000 to a school of his choice
- **Ahnika Miller**, \$2,000 to a school of her choice

C-CAP – Culinary advisor:  
**Jean Gowen**

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**RECOMMENDATION:**

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

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**INITIATED BY:**

Tassi Call, Director of 21st Century Education

Date: May 4, 2021

Todd A. Jaeger (J.D.), Superintendent



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

---

**DATE OF MEETING:**      **May 11, 2021**

**TITLE:**            **Recognition of Canyon del Oro High School 2021 Academic Decathlon Team**

---

**BACKGROUND:**

The Canyon del Oro High School (CDO) Academic Decathlon Team earned second place at the Arizona Academic Decathlon in March 2021. The team lost to Hamilton High School by just 180 points out of a possible 60,000 points. In an Academic Decathlon competition, a team answers a total of more than 3,000 questions.

The team finished in first place in the regional competition for the 20<sup>th</sup> consecutive year.

In the Academic Decathlon, students match their intellects with students from other schools. They compete in ten categories, including written tests in Art, Economics, Literature, Math, Music, Science, and Social Science. They also write an essay on a curriculum-related topics, deliver both a prepared and impromptu speech, and are interviewed by a panel of judges.

The following students will be recognized as members of the Canyon del Oro High School Academic Decathlon state championship team:

Decathlon Team:

- Erika Ashe**
- Matthew Ceja**
- Sydney Enos**
- Frank Hughes**
- Sean Jacobsen**
- Dylan Kmiec**
- Tarina Lindberg**
- Josephine Neumann**
- Trevor Torres**

Coach:

**Chris Yetman**

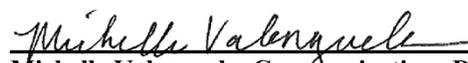
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**RECOMMENDATION:**

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

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**INITIATED BY:**

  
Michelle Valenzuela, Communications Director

Date: May 3, 2021

  
Todd A. Jaeger, J.D., Superintendent



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

---

**DATE OF MEETING:** May 11, 2021

**TITLE:** Presentation of Distinguished Service Award

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**BACKGROUND:**

The Distinguished Service Award was established to recognize employees' initiative, collaboration, loyalty, and contribution to the Amphitheater Public School District. Employees are recognized on a monthly basis during the school year. All Amphitheater employees are eligible to be nominated by their colleagues for this recognition.

We would like to recognize the following individuals for the month of May:

- Rhonda Ellerd, Administrative Assistant, Canyon del Oro High School
- Rachel Morabito, Teacher, Mesa Verde Elementary School

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**RECOMMENDATION:**

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

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**INITIATED BY:**

Michael Bejarano  
Associate Superintendent for Secondary Education

Date: April 28, 2021

Todd A. Jaeger, J.D., Superintendent



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

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**DATE OF MEETING:** May 11, 2021

**TITLE:** Superintendent's Report; Update on Pandemic Conditions and Operations

---

**BACKGROUND:**

The Superintendent will be providing a review of recent and future activities in the District and community. The Superintendent will also review pandemic conditions and data and their impact on school operations.

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**RECOMMENDATION:**

This item is presented for the Board's information.

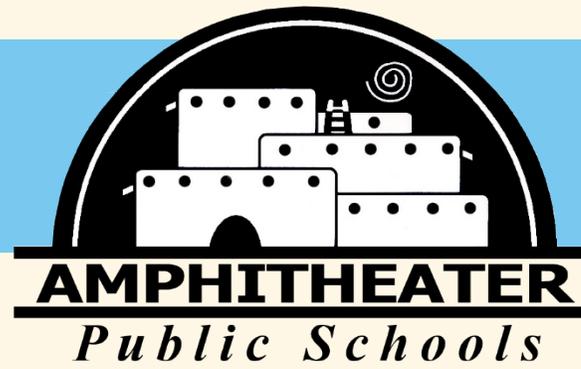
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**INITIATED BY:**

**Date:** May 4, 2021

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Todd A. Jaeger, J.D., Superintendent



May 11, 2021

27

# Superintendent's Report





# End of Year Activities

- Restoration of many traditions since last season
- Mitigation measures still necessary
  - Limitations on in-person guests – commensurate with other districts, colleges and universities
  - Mask requirements – Pima County Ordinance and District Regulation still in effect
- Graduations will be broadcasted live and available as recordings afterward
- Project Grad events will proceed -- celebrations our Seniors deserve!



# Information from Public Health



# Pima County Metrics -- As of 4/29 (Steady)

## Disease Data

Cases over two consecutive weeks (with complete reporting of cases)

Criteria not met Progress Criteria met

Percent Positivity

Progress

COVID-19 like illness

Criteria met

Criteria met

30

## Health Care System Availability

Lab Testing Availability and Utilization

Criteria not met Progress Criteria met

Adequate hospital bed capacity to care for 2X the current COVID cases (+ surge) - Statewide

Criteria met

Sufficient Personal Protective Equipment (PPE) for Emergency Responders

Criteria met

Criteria met

## Public Health Tracking and Investigation

Timely case investigation

Criteria not met Progress Criteria met

Testing of symptomatic contacts within 48 hours

Criteria met

Facilities/support for patients who can't be discharged home - Statewide

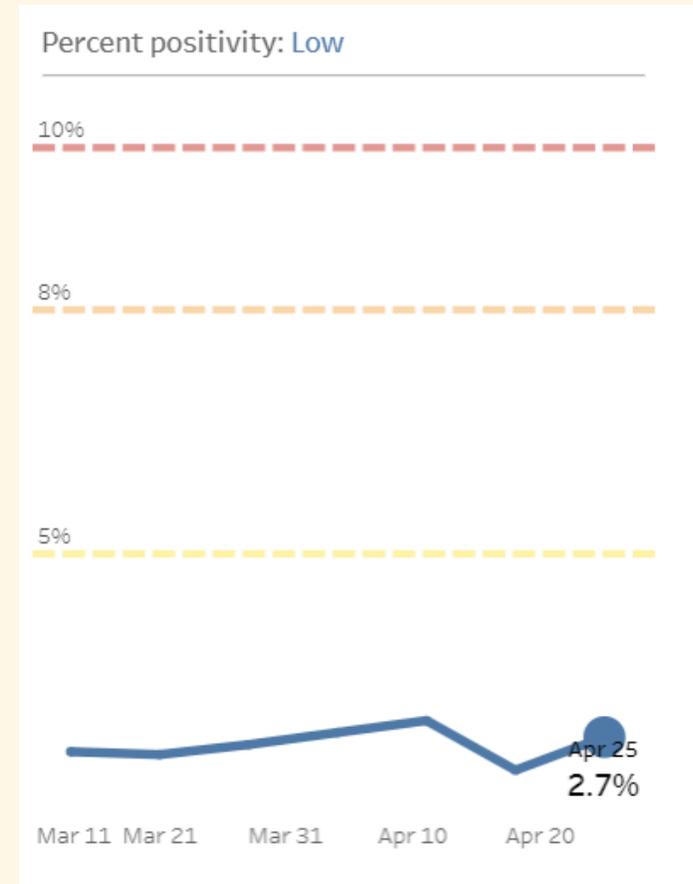
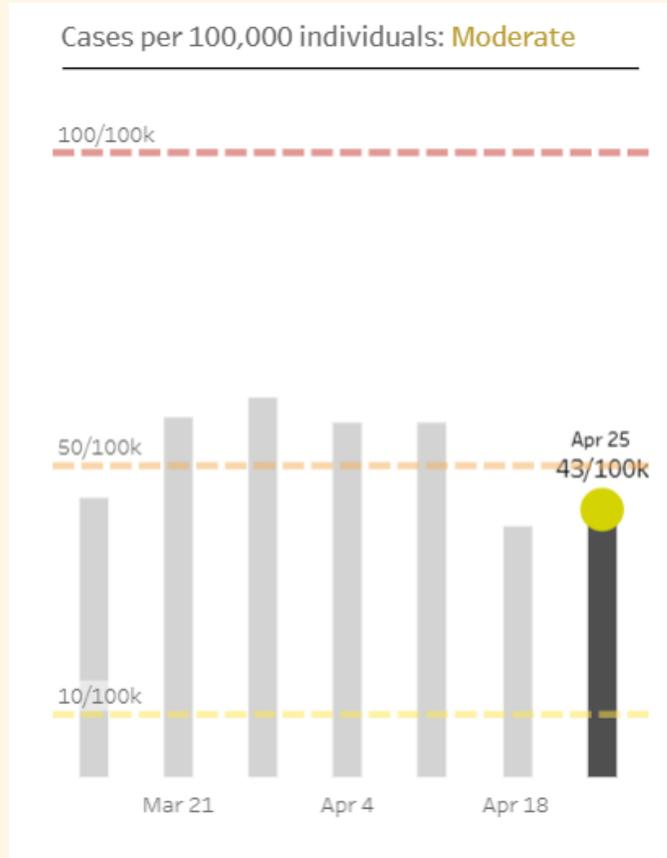
Criteria met

Criteria met



# AZDHS School Guidance For Pima

Week of April 25: Test positivity rate = 2.7%.  
Week of April 18 = 2.3%  
Week of April 11 = 2.9%.

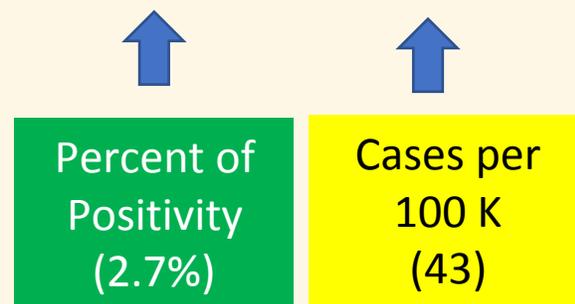


Week of April 25: 43 cases per 100,000 in Pima County.  
Week of April 18: 40 cases  
Week of April 11: 57 cases



# Current Transmission Level: Moderate

Indicator	Low Transmission	Moderate Transmission	Substantial Transmission	High Transmission
Total new cases per 100,000 persons in the last 7 days	0 - 9	10 - 49	50 - 99	≥ 100
Percentage of nucleic acid amplification tests (NAATs) that are positive during the past 7 days	<5.0%	5.0% - 7.9%	8.0% - 9.9%	≥ 10.0%





# AZDHS Recommended Mitigation Strategies



Low Transmission	Moderate Transmission	Substantial Transmission	High Transmission
<b>Key Mitigation Strategies:</b> Universal and correct use of masks; physical distancing <sup>1</sup> ; handwashing and respiratory etiquette <sup>2</sup> ; cleaning and maintaining health facilities; contact tracing in combination with isolation and quarantine.			
<b>Sports and extracurricular activities:</b> physical distancing of 6 feet or more, to the greatest extent possible <sup>3</sup>	<b>Sports and extracurricular activities:</b> physical distancing of 6 feet or more	<b>Sports and extracurricular activities:</b> occur only if they can be held outdoors, with physical distancing of 6 feet or more	<b>Sports and extracurricular activities:</b> virtual only
<b>Diagnostic testing<sup>4</sup>:</b> Symptomatic students, teachers, and staff and close contacts referred for diagnostic testing			
K-12 schools open for full in-person instruction		Elementary schools in hybrid learning mode or reduced attendance <sup>5</sup>	Middle and high schools in virtual instruction unless they can strictly implement all mitigation strategies and have few cases.
		Middle and high schools in hybrid learning mode or reduced attendance	Schools that are already open for in-person instruction with successfully implemented mitigation strategies can remain open, but only if they continue to strictly implement mitigation strategies and have few cases <sup>6</sup>
The items listed below include additional recommendations for schools choosing to perform routine COVID-19 screening testing.			
<b>Screening testing for teachers and staff<sup>7</sup>:</b> Routine screening testing of teachers and staff offered once per week			
<b>Screening testing for students<sup>8</sup>:</b> None	<b>Screening testing for students:</b> Routine screening testing of students offered once per week		
K-12 schools open for full in-person instruction		K-12 schools in hybrid learning mode or reduced attendance	



# AZDHS Recommended Mitigation Strategies



- Implement policies and interventions to promote physical distance between people. Students in classrooms should be at least 3 feet apart.



- Six (6) feet of distance between adults and between adults and students when masks can't be worn, when increased exhalation occurs, and in<sup>34</sup> common areas such as lobbies and auditoriums.



- Implement limits on spectators and attendees for sports, extracurricular activities, and school events consistent with recommendations for masking and physical distancing for each phase.





# Diagnostic Testing -- Symptomatic Staff and Students (with Parental Permission)

- In cooperation with AZDHS, PCHD, and ASU.
- Helps protect against unnecessary lengthy exclusions of symptomatic individuals and close contacts
- 54 tests conducted since we reopened fully
- All results but one (1) have been negative



# Questions?



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

---

**DATE OF MEETING:** May 11, 2021

**TITLE:** Status of Construction Projects

---

**BACKGROUND:**

Administration will present the Governing Board with current information on the status of construction projects funded with School Facility Board and Bond funding.

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**RECOMMENDATION:**

For information and discussion only.

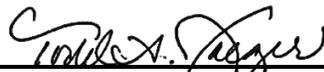
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**INITIATED BY:**

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\_\_\_\_\_  
Jim Burns, Executive Manager, Operational Support

Date: May 4, 2021

  
\_\_\_\_\_  
Todd A. Jaeger, J.D., Superintendent

**Status of Construction Projects**  
**05/11/2021 Governing Board Meeting**

President Zibrat, Vice President Day, 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 wrought iron fence painting - P.O. received \$8,620  
- re-paint fence between Library/Fine Arts and Library/Nurses Bldgs.

**SFB Projects**

300 wing - structural evaluation \$30,795  
- design docs after IRHS weatherization documents  
Main gym roof replacement - 30% complete \$660,070  
Main gym bleacher repair - work scheduled for 5/13 \$8,873  
Bldg. H - water heater replacement – Scheduling \$2,598



**CDO:**

**Bond Projects**

Replacement of existing campus clocks to include:

- new wireless clocks and new clock transmitter
- obtaining cooperative contractor pricing

**SFB Projects**

Campus roofing phase II \$2,398,313

-Bldg. P - 85% complete

-Bldg. O - 60% complete

North gym evaporative cooler replacements - P.O. requested \$16,661



**IRHS:**

**SFB Projects**

Roofing - Bldg. A - 100% complete	\$4,272,241
- Bldg. E - 100% complete	
- Bldg. F - 10% complete	
- Bldg. B - 90% complete	
- Bldg. D - 90% complete	
- Bldg. C - 75% complete	
Weatherization assessment - Bldg. E-F - plan review	\$28,100
Central Plant pump re-build - pump install 5/3	\$6,788



**AMS:**

**Bond Projects**

- Art room improvements - summer 2021
  - including new countertop/sink/backsplash - reviewing contractor pricing
- HVAC replacement - Bldg. 600 south - summer 2021
  - obtaining cooperative contractor pricing

**Copper Creek:**

**Bond Projects**

A/C replacement Kitchen - summer 2021- P.O. received \$26,601

**SFB Projects**

MPR roof - design grant submitted \$3,240

**Cross:**

**Bond Projects**

Campus wide PA improvements to include additional interior/exterior speakers,  
new underground cable, interior cable and wireless clocks summer 2021  
- obtaining cooperative contractor pricing

**SFB Projects**

Roof replacement - design documents approved by SFB \$61,406

**Donaldson:**

**Bond Projects**

AC Replacement - Bldg. K - Library/Admin. Bldg. - P.O. received \$42,412

**El Hogar:**

**Bond Projects**

Carpet replacement Bldg. A - P.O. received - ordering materials \$4,338

HVAC replacement Bldgs. B & D - P.O. received - ordering materials \$42,021

**Harelson:**

**SFB Projects**

Funhouse weatherization - design P.O. issued \$9,890

**Holaway:**

**Bond Projects**

East side security fence improvements - P.O. received \$50,429

Evaluating front office single point of entry and  
- Main Switchgear replacement - June 2022

**La Cima:**

**SFB Projects**

Music room HVAC blower replacement - blower shipping 4/30 \$2,919

**Mesa Verde:**

**SFB Projects**

Roof replacement - construction BRG grant submitted \$1,027,351

**Painted Sky:**

**Bond Projects**

Exterior security fence painting phase 2 - summer 2021  
- reviewing contractor pricing

**Rillito:**

**SFB Projects**

Buildings A & D weatherization - design grant submitted \$4,010

**Wilson:**

**Bond Projects**

Fire alarm system replacement - 40% complete - currently working \$699,552  
- Academic 1<sup>st</sup> level conduit install- 95%  
- Academic 2<sup>nd</sup> level conduit install- 50%

Carpet installed in classrooms 657 & 661 - P.O. issued \$9,554  
- remove VCT - contractor ordering materials - await scheduling

*SOMETHING NEW AT EVERY SCHOOL,  
EVERY YEAR!*



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

---

**DATE OF MEETING:** May 11, 2021

**TITLE:** Periodic Legislative Update

---

**BACKGROUND:**

This item permits the Governing Board to review and discuss the status of K-12 education-related legislation proposed in the first regular session of the Fifty-fifth Arizona legislature this year. The attachment provided with this item identifies the currently proposed legislation.

Information updated/added since the Board's April 13, 2021 review is noted in **BLUE**. Information deleted pursuant to Committee amendment is in **RED**.

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**RECOMMENDATION:**

This item is presented for the Board's information only at this time. No action is required.

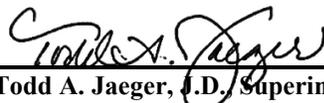
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**INITIATED BY:**

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

Date: April 30, 2021

  
Todd A. Jaeger, J.D., Superintendent

## HOUSE BILLS

### **HB2005:**

#### **TECH CORRECTION; EDUCATION; FEDERAL FUNDS**

Minor change in Title 15 (Education) related to disbursement of federal funds. Apparent striker bus.

*First sponsor:* Rep. Cobb (R - Dist 5)

Status: 2/16 withdrawn from House com and further referred to House appro.

### **HB2011:**

#### **SCHOOL BUILDINGS; OPENING WINDOWS**

Any new school construction or any renovation of a school building that requires windows to be replaced is required to include windows that open.

*First sponsor:* Rep. Kavanagh (R - Dist 23)

Status: 1/12 referred to House educ.

### **HB2015:**

#### **APPROPRIATIONS; PRESCHOOL DEVELOPMENT GRANTS**

Appropriates the following amounts from the general fund in the following fiscal years to the Department of Education to distribute to preschool development grants to eligible providers: \$7.5 million in FY2021-22, \$15 million in FY2022-23, and \$22.5 million in FY2023-24. The legislature intends that the monies first be used to replace federal monies that are no longer available to eligible providers who participated in the preschool development grants program in FY2018-19 or FY2019-20.

*First sponsor:* Rep. Sierra (D - Dist 19)

Status: 3/2 referred to Senate appro. 2/24 passed House 42-17; ready for Senate. 2/16 from House rules okay. 1/21 from House appro do pass.

### **HB2017:**

#### **APPROPRIATION; STEM; LEARNING; WORKFORCE DEVELOPMENT**

Appropriates \$3 million from the general fund in FY2021-22 to the Arizona Commerce Authority to administer a grant program charged with cultivating STEM learning and STEM workforce development opportunities in Arizona. The legislature intends that the appropriation be considered ongoing funding in future years. By December 31, 2021, the Authority is required to report to the Legislature on distribution of grant monies.

*First sponsor:* Rep. Udall (R - Dist 25)

Status: 4/1 from Senate appro do pass. 3/24 from Senate educ do pass. 2/24 referred to Senate appro, educ. 2/16 from House rules okay. 1/21 from House appro do pass.

### **HB2018:**

#### **SCHOOLS; AUDITS; FINANCIAL RECORDS; BUDGETS**

School districts and charter schools are required to send a copy of audit reports to the county school superintendent and the Department of Education. The Dept. is required to make the audit reports available on its website. School district and charter school governing boards are required to publicly accept all audits and compliance questionnaires by roll call vote. If a school district fails to establish and maintain the uniform system of financial records, the Auditor General is required to report that district to the State Board of Education, in addition to the Dept., and is required to detail the deficiencies in writing in the report.

*First sponsor:* Rep. Udall (R - Dist 25)

Status: 2/12 signed by Governor. 2/4 substituted in Senate for identical bill 1164. Passed Senate 29-0; ready for Governor. 1/28 passed House 58-0; ready for Senate.

**HB2020:****SCHOOLS; CHILD CARE; REDUCED FEES**

A public school that provides or contracts for childcare services is permitted to reduce the fee a public school employee pays for the childcare services if the cost the public school pays for those services is not grossly disproportionate to the total consideration received from the employee.

*First sponsor:* Rep. Udall (R - Dist 25)

Status: 3/24 signed by Governor. 3/17 passed Senate 28-1; ready for Governor. 3/9 from Senate rules okay. 3/3 from Senate educ do pass. 2/18 referred to Senate educ. 1/28 passed House 41-17; ready for Senate.

**HB2021:****COLLEGE COURSE CREDIT; DUAL ENROLLMENT**

For high school graduation requirements being fulfilled by a college course, the school board is authorized to award up to 1 Carnegie unit for each three semester hours of credit that the student earns in an appropriate college course. High school freshmen and sophomores are permitted to enroll in dual enrollment courses for college credit.

*First sponsor:* Rep. Udall (R - Dist 25)

Status: 3/25 retained on Senate COW calendar. 3/9 from Senate rules okay. 3/3 from Senate educ do pass. 2/18 referred to Senate educ. 1/28 passed House 58-0; ready for Senate.

**HB2022:****SCHOOLS; RESOURCES; SERVICES; CONSOLIDATION GRANTS**

The Department of Education is required to conduct a five-year Resource and Service Consolidation Grant Program. County school superintendents are eligible to apply for a grant to consolidate resources and develop new services for all school districts, charter schools, county free library districts, municipal libraries, nonprofit and public libraries, tribal libraries, private schools, tribal schools, juvenile detention centers, and jails within the jurisdiction of the county school superintendent or superintendents. The Dept. is required to award grants by February 1, 2022, and to disburse grant monies each year for five consecutive years or until the Dept. determines that the consolidation proposal is self-sufficient, whichever is sooner. The Program self-repeals July 1, 2027. Appropriates \$10 million from the general fund in FY2021-22 to the Dept. for the Program.

*First sponsor:* Rep. Udall (R - Dist 25)

Status: 3/10 from Senate educ do pass. 2/24 referred to Senate educ, appro. 2/18 House COW approved with flr amend #4336. 1/21 from House appro do pass.

**HB2023:****SCHOOLS; EMPLOYEES; EMPLOYMENT; DISCIPLINE**

The Department of Education is required to investigate written complaints alleging that a "noncertificated person" (defined as a school district or charter school employee who does not possess a teaching certificate and meets other specified requirements) has engaged in immoral or unprofessional conduct. The State Board of Education is authorized to review a complaint to determine whether to take disciplinary action against a noncertificated person who has engaged in immoral or unprofessional conduct, including prohibiting the person's employment at a school district or charter school for up to five years. Before employing a certificated or noncertificated person, school districts and charter schools are required to conduct a search of the educator information system that is maintained by the Dept. on the prospective employee. School districts and charter schools are prohibited from employing in a position that requires a valid fingerprint clearance card either a certificated person whose certificate has been suspended, surrendered or revoked and not subsequently reinstated, or a noncertificated person who has been prohibited from employment at a school district or charter school by the Board under this legislation.

*First sponsor:* Rep. Udall (R - Dist 25)

Status: 2/5 signed by Governor. 1/28 passed House 58-0; ready for Senate. Substituted for identical bill 1061, passed Senate 29-0; ready for Governor

**HB2024:****CTEDS; INTERNSHIPS; FUNDING**

A student enrolled in an internship course as part of a career technical education district (CTED) program is no longer excluded from the student count of the CTED for that course for the purposes of school funding statutes.

*First sponsor:* Rep. Udall (R - Dist 25)

Status: 3/10 from Senate educ do pass. 2/18 referred to Senate educ. 1/28 passed House 58-0; ready for Senate.

**HB2032:****PUBLIC SCHOOLS; INNOVATION PLANS**

Public schools are authorized to submit an innovation plan to the Superintendent of Public Instruction. The State Board of Education is required to prescribe requirements for an innovation plan, which must include specified provisions, including a description of the innovative practices the school would like to implement and a plan for implementation. In its innovation plan, a school is permitted to request an exemption from instructional hours requirements or any rules or policies that may hinder the full implementation of the plan, with some exceptions. The Superintendent is required to transmit the innovation plan to the Board within 60 days, with a recommendation for approval or resubmission. The Board is required to approve or reject an innovation plan within 60 days after receiving it. Approval is valid for five years, with options for extension and revocation. The Department of Education is required to develop a plan to evaluate schools of innovation, including performance measures and data required. The Dept. is required to compile the evaluation data in an annual report and to submit the report to the Governor and the Legislature by September 1 of each year. Schools are prohibited from penalizing a student who previously attended a school of innovation and transfers to another school. The Board is required to adopt rules to implement this legislation.

*First sponsor:* Rep. Udall (R - Dist 25)

Status: 2/2 House educ held. 1/12 referred to House educ.

**HB2051:****PROCUREMENT; INFORMATION DISCLOSURE; BIDDERS**

During competitive sealed bidding to award state contracts, the Director of the Department of Administration is required to provide a question and answer period for bidders and interested parties to submit written questions and for the Director to provide written responses. The Director is required to provide in writing all questions and answers to all bidders and interested parties outside of the procurement process.

*First sponsor:* Rep. Kavanagh (R - Dist 23)

Status: [4/1 from Senate appro with amend #4976](#). 2/18 referred to Senate gov. 2/4 passed House 58-0; ready for Senate. 1/20 House gov-elect do pass.

**HB2055:****CAREER, TECHNICAL EDUCATION; PROJECTS FUND**

The list of authorized uses of monies in a school district's permanent career and technical education projects fund is expanded to include expenses related to an approved Department of Education career and technical student organization, including costs associated with events, conferences or competitions. All purchases made from career and technical education projects funds are required to comply with State Board of Education regulations, including provisions relating to procurement practices.

*First sponsor:* Rep. Kaiser (R - Dist. 15)

Status: 3/24 signed by Governor. 3/17 passed Senate 30-0; ready for Governor. 3/9 from Senate rules okay. 3/3 from Senate educ do pass. 2/18 referred to Senate educ. 1/28 passed House 57-2; ready for Senate.

**HB2060:****SCHOOLS; PLEDGE; QUIET REFLECTION**

Modifies requirements for school districts and charter schools relating to the Pledge of Allegiance to the U.S. flag (Pledge). For kindergarten and grades 1 through 4, students are required to recite the Pledge unless the student is excused at the request of a parent. For grades 4 through 12, school districts and charter schools are no longer required to set aside a specific time each day for students to recite the Pledge and are instead required to set aside a specific time each day for students to engage in quiet reflection and moral reasoning for at least one minute. Students are required to engage in quiet reflection and moral reasoning during this time unless excused at the request of a parent. Previously, school districts and charter schools were required to set aside a specific time each day for "those students who wish" to recite the Pledge.

*First sponsor:* Rep. Fillmore (R - Dist. 16)

Status: 2/23 from House rules okay. 2/18 from House gov-elect do pass. 1/14 referred to House educ.

**HB2061:****CTEDS; NONPROFITS; POSTSECONDARY INSTITUTIONS; AGREEMENTS**

The list of entities that may enter into agreements to provide administrative, operational and educational services and facilities for a Career Technical Education District (CTED) Board is expanded to include a nonprofit organization that is devoted to vocational training or a public or private postsecondary institution.

*First sponsor:* Rep. Fillmore (R - Dist. 16)

Status: 3/31 [Senate appro held](#). 3/24 withdrawn from Senate educ and further referred to Senate appro. 3/17 referred to Senate educ. 1/28 passed House 59-0; ready for Senate.

**HB2062:****STUDENT APPRENTICESHIP PROGRAM; TAX CREDITS**

Establishes the Arizona Student Apprenticeship Pilot Program in the Department of Education to provide job training and economic opportunity to high school students in Arizona. Any employer in Arizona may apply to participate in the Program, and requirements for employers and students to participate in the Program are specified. Participating employees are required to designate at least 10 percent of wages to a separate interest-bearing account opened on behalf of the employee by the participating employer. For tax years beginning with 2022, participating employers are allowed an individual or corporate income tax credit for each participant who successfully completes the Program requirements prescribed by the Dept. The amount of the credit is equal to the amount the employer deposited in the separate interest-bearing accounts and disbursed to participant employees during the tax year. Tax credit requirements are listed. The Program terminates on January 1, 2028. Appropriates \$400,000 from the general fund in FY2021-22 to the Dept. for the Program.

*First sponsor:* Rep. Fillmore (R - Dist. 16)

Status: 1/14 referred to House ways-means, appro.

**HB2063:****SCHOOLS; STUDENT PROMOTIONS**

~~Teachers are required, instead of allowed, School district governing board policies must require, instead of authorize, teachers~~ to retain a student in a kindergarten program or grades 1 through 4 if the student does not meet the criteria prescribed by the State Board of Education, subject to review by the school board. Some exceptions, including for English learners and special education students. **AS PASSED HOUSE** ~~grade in common school and to fail a student in a course in high school if the student does not meet the criteria prescribed by the board, subject to review by the board.~~

*First sponsor:* Rep. Fillmore (R - Dist. 16)

Status: 3/24 withdrawn from Senate educ and further referred to Senate appro. 3/2 referred to Senate educ. 2/24 passed House 31-29; ready for Senate. 2/18 from House rules okay. 1/14 referred to House educ.

**HB2064:****PERSONAL FINANCE COURSE; REQUIREMENT; APPROPRIATION**

The State Board of Education is required, instead of permitted, to require a separate personal finance course for students to graduate from high school. School district governing boards are required to approve a personal finance course that would fulfill a mathematics course required to high school graduation, instead of being permitted to do so. Appropriates \$1 million from the general fund in FY2021-22 to the Department of Education for distribution to school districts and charter schools to provide personal finance courses.

*First sponsor:* Rep. Fillmore (R - Dist. 16)

Status: 1/14 referred to House educ, appro.

**HB2065:****MEDICAL FREEDOM; PARENTAL RIGHTS**

Students are no longer prohibited from attending school without submitting documentary proof of required immunizations to the school administrator. Schools are prohibited from requiring a student to receive the recommended immunizations and from refusing to admit or otherwise penalizing a student because that student has not received the recommended immunizations. If a parent chooses to have the student immunized, the parent is required to submit documentary proof to the school administrator to verify that the pupil has received the recommended immunizations if an outbreak occurs. A student who lacks documentary proof of immunization may be excluded from school only if the student lacks an immunization for which there is an active case of a disease that the immunization is intended to prevent in that student's school and if the Department of Health Services or a local health department has declared an outbreak of that disease for an area that includes the student's school.

*First sponsor:* Rep. Fillmore (R - Dist. 16)

Status: 1/14 referred to House hel-hu ser, educ.

**HB2105:****SCHOOL HEALTH PROGRAM; APPROPRIATION**

Establishes the School Health Program within the Arizona Department of Education (ADE) to promote and enhance healthy and effective learning environments for all students by supporting the costs of placing school nurses and school psychologists on school campuses. School districts and charter schools may apply to participate in the Program for up to three fiscal years by submitting a program proposal to ADE. Information that must be included in the program proposal is specified. ADE is required to distribute monies to the school districts and charter schools that are in compliance with Program requirements and whose program proposals have been approved by the State Board of Education. ADE is required to evaluate the effectiveness of approved program proposals and report on the Program to the Governor and the Legislature by November 1 of each year. The Program ends July 1, 2031. Appropriates an unspecified amount (blank in original) from the general fund in FY2021-22 to ADE for the Program.

*First sponsor:* Rep. Jermaine (D - Dist. 18)

Status: 1/14 referred to House educ, appro.

**HB2117: TEACHERS ACADEMY; SERVICE REQUIREMENT**

An undergraduate student who is receiving a scholarship from the Arizona Teachers Academy is allowed to begin fulfilling the student's service requirement after the student completes at least one year of the program in good academic standing but before the student graduates from the undergraduate program. The student may begin fulfilling the service requirement through volunteer or paid work in a school, including serving as a tutor, as an assistant teacher or in another position that is student learning focused. Student teaching does not count toward the service requirement.

*First sponsor:* Rep. Bolick (R - Dist. 20)

Status: 1/25 from House rules okay.

**HB2121:****SCHOOLS; SUPERINTENDENTS; SEVERANCE PACKAGES; PROHIBITION**

Beginning from and after the effective date of this legislation, a school district is prohibited from providing a "severance package" to a school district superintendent. Does not apply if the school district has either explicitly or implicitly promised before the effective date of this legislation that the superintendent was entitled to a severance package or if the superintendent is entitled to a severance package under federal law.

*First sponsor:* Rep. Bolick (R - Dist. 20)

Status: 1/19 failed 4-5.

**HB2124:****CTEDS; AVERAGE DAILY MEMBERSHIP**

Students in an approved Career Technical Education District (CTED) centralized program, including one provided by a satellite campus, or a leased centralized program may generate an average daily membership **of up to 1.75** for instruction received during any day of the week and at any time between July 1 and June 30 of each fiscal year. The Department of Education cannot restrict the instructional time by limiting the particular days of the week or time of the fiscal year for instruction to occur. **CTEDs are authorized to operate for less than 180 days per year, with the equivalent number of hours of instruction. Establishes the amounts of average daily membership generated for a student enrolled in a CTED course or program, based on the number of instructional hours of enrollment.** Contains a legislative intent section. **AS PASSED HOUSE**

*First sponsor:* Rep. Udall (R - Dist. 25)

Status: 3/10 from Senate educ do pass. 2/23 referred to Senate educ. 2/22 passed House 53-7; ready for Senate. 2/18 House COW approved with flr amend #4337. 1/19 House educ do pass; report awaited.

**HB2125:****SCHOOLS; PUPIL SUSPENSIONS AND EXPULSIONS**

A school district or charter school may suspend or expel a student enrolled in preschool, kindergarten, or grades one through four only if all the following apply: the student engaged in conduct on school grounds that either involves possession of a dangerous weapon without authorization from the school, involves the possession, use or sale of a dangerous drug or narcotic drug, or that immediately endangers the health or safety of others; failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed; the school employs alternative behavioral and disciplinary interventions that are available, appropriate to the circumstances and that are considerate of health and safety; and the school district or charter school, by policy, provides for a readmission procedure that meets specified requirements.

*First sponsor:* Rep. Udall (R - Dist. 25)

Status: 2/11 retained on House COW calendar. 2/3 from House educ with amend #4072. 1/20 referred to House educ.

**HB2135:****EDUCATION BOARD ~~SCHOOLS; STATE BOARD~~; RULES; LEARNING OUTCOMES MODULARIZATION**

~~The rules that the~~ State Board of Education (SBE) ~~rules is required to adopt~~ to define competency-based educational pathways for college and career readiness ~~are no longer required to~~ ~~must~~ include a process and criteria by which assessments may be identified or established to determine whether students have reached the desired competencies ~~the ability for schools to modularize subjects and courses. A school that modularizes a subject or course is required to note the learning outcomes or competencies in which the student demonstrated competency or failed to demonstrate competency.~~ SBE rules establishing a mechanism to allow students in grades 7 through 12 who have demonstrated competency in a subject to obtain credit for the mastery of that subject must be adopted by December 31, 2022. Before adopting competency-based educational pathways rules, SBE is required to review research and examples from across the country, and consult with experts in education. By December 1, 2022, SBE is required to create subject competencies for algebra 1,

algebra 2 and geometry. AS PASSED SENATE

*First sponsor:* Rep. Udall (R - Dist. 25)

Status: 4/28 signed by Governor. 4/22 House concurred in Senate amendments and passed on final reading 55-5; ready for Governor. 3/23 from Senate rules okay. 3/18 from Senate educ with amend #4849. 2/18 referred to Senate educ. 1/28 passed House 56-3; ready for Senate.

**HB2136:**

**DROPOUT RECOVERY PROGRAMS; PROGRAM PROVIDERS**

Modifies dropout recovery programs offered by school districts and charter schools that provide instruction to high school students. The State Board of Education is required to prescribe standards for school districts and charter schools to use when evaluating and selecting potential dropout recover program providers. Requirements that must be included in the standards are listed, including holding active accreditation by a regional accrediting body and providing teachers who hold a valid fingerprint clearance card. A school district or charter school will receive 0.1 average daily membership (ADM) for each one-half unit of "high school credit" (defined) that a student enrolled in a dropout recovery program at the school district or charter school attains. The ADM of a student cannot exceed 1.0 in any calendar year in which the student is participating in any dropout recovery program. A dropout recovery program provider that violates statutory program requirements cannot be paid for students enrolled in the program during the time the provider was in violation. More.

*First sponsor:* Rep. Udall (R - Dist. 25)

Status: 1/20 referred to House educ.

**HB2137:**

**LITERACY; DYSLEXIA SCREENING; APPROPRIATIONS**

The deadline for school districts and charter schools to ensure that at least one kindergarten through third grade teacher in each school has received training related to dyslexia is extended two years to July 1, 2023. The deadline for the Department of Education to develop a dyslexia screening plan is extended one year to July 1, 2022. The subject knowledge test for a standard teaching certificate in early childhood education and elementary education must include an examination on reading instruction. Appropriates \$800,000 from the general fund in FY2021-22 and each fiscal year after to the Department of Education to distribute to school districts and charter schools to provide student screening for indicators of dyslexia. Appropriates \$280,000 from the general fund in FY2021-22 and each fiscal year after to the Department of Education for specified purposes, including to add three FTE positions to implement dyslexia screening requirements.

*First sponsor:* Rep. Pawlik (D - Dist. 17)

Status: 1/19 House educ held.

**HB2146:**

**STO SCHOLARSHIPS; MEANS TESTING**

School tuition organizations are required to award at least 66 percent of educational scholarships or tuition grants from contributions for the purpose of income tax credits to students whose family income does not exceed 185 percent of the income limit required to qualify a child for reduced-price lunches under federal law.

*First sponsor:* Rep. Friese (D - Dist. 9)

Status: 1/25 referred to House ways-means, educ.

**HB2147:**

**STO SCHOLARSHIPS; BENEFICIARY RECOMMENDATIONS**

School tuition organizations that receive contributions from taxpayers for the purposes of income tax credits are no longer permitted to allow donors to recommend student beneficiaries, and are prohibited from awarding or reserving scholarships on the basis of donor recommendations.

*First sponsor:* Rep. Friese (D - Dist. 9)

Status: 1/25 referred to House ways-means, educ.

**HB2148:**

**STO SCHOLARSHIPS; STUDENT TRANSFERS**

The list of students that must receive at least 90 percent of contributions made to school tuition organizations using the higher income tax credit limits is modified to remove students who received an educational scholarship or tuition grant under other requirements in a previous year and continue to attend a qualified school in a subsequent year.

*First sponsor:* Rep. Friese (D - Dist. 9)

Status: 1/25 referred to House ways-means, educ.

**HB2149:**

**CHARTER SCHOOLS; SPONSORSHIP; STATE BOARD**

The State Board of Education, a university under the jurisdiction of the Arizona Board of Regents, and a community college district or group of community college districts are no longer authorized to sponsor a charter school.

*First sponsor:* Rep. Friese (D - Dist. 9)

Status: 1/25 referred to House educ.

**HB2150:**

**CHARTER SCHOOLS; LUNCHES; NATIONAL ACTS**

The charter of a charter school is required to ensure that it participates in and complies with the federal National School Lunch and Child Nutrition Acts. Some exceptions.

*First sponsor:* Rep. Friese (D - Dist. 9)

Status: 1/25 referred to House educ hel-hu ser.

**HB2151:**

**EXPERIENCED TEACHER RETENTION; PILOT PROGRAM**

The Arizona Department of Education (ADE) is required to conduct a three-year Experienced Teacher Retention Pilot Program. Program participants are eligible to receive a 75 percent discount on tuition at state universities during the Program. Eligibility requirements for the Program are specified. By December 31, 2022, ADE is required to issue a request for proposals to contract with one or more qualified persons or entities to study the impact of the Program on the teacher shortage in Arizona and the effectiveness of the Program. By December 31, 2025, the persons or entities selected are required to submit a report of their findings to the Governor and the Legislature. The Program self-repeals February 16, 2028. Appropriates the following amounts from the general fund to ADE for the Program: \$2 million in FY2021-22, in FY2022-23, either \$2 million or \$2.5 million depending on the amount awarded to Program participants in FY2021-22; in FY2023-24, either the amount appropriated in FY2022-23 or \$5 million depending on the amount awarded to Program participants in FY2022-23. Appropriates \$100,000 from the general fund in FY2022-23 to ADE to distribute to the persons or entities that are selected to study the impact of the Program.

*First sponsor:* Rep. Friese (D - Dist. 9)

Status: 2/11 from House appro do pass.1/20 referred to House educ, appro.

**HB2159:**

**SCHOOL BUS DRIVERS; LICENSE REQUIREMENTS**

The school bus driver certification standards must require the applicant to possess a commercial driver license.

*First sponsor:* Rep. Fillmore (R - Dist. 16)

Status: 2/18 referred to Senate trans-tech. 2/4 passed House 59-0; ready for Senate. 1/28 from House trans do pass.

**HB2174:**

**PROJECT ROCKET PILOT PROGRAM; APPROPRIATIONS**

Establishes the Project Rocket Pilot Program to improve academic outcomes for all students in schools that meet the eligibility requirements. Establishes the Project Rocket Fund, to be administered by the Department of Education at the direction of the State Board of Education. For

FY2021-22, FY2022-23, and FY2023-24, the Dept. is required to distribute monies from the Fund to eligible school districts and charter schools. Each school that received a letter grade of C during the prior fiscal year with at least 60 percent of enrolled students qualifying for free or reduced-price lunches and each school that received a letter grade of D or F during the prior fiscal year will receive \$150 per student from the Fund. An eligible school is required to file a notice of intent to participate with the Board by July 1, 2021 and to submit an improvement plan to improve student outcomes by October 1, 2021 in order to receive funding. The plan is required to identify a mentor who can assist with academic achievement or include a partnership with an approved independent school improvement expert. School boards of a school that qualified based on a grade of F are required to establish a Project Rocket Committee to submit the school improvement plan, and the Committee is required to partner with an approved independent school improvement expert to implement the school improvement plan. The Board is required to identify two or more approved independent school improvement experts to be included on a partner network list through a request for proposals process. Criteria and requirements for independent school improvement experts are established. By June 1 of each year, participating schools are required to submit a report to the Board describing how the improvement plan has improved academic improvement. The Board is required to compile the reports and provide the information to the Governor and the Legislature by October 1, 2022 and October 1, 2023. The Board is required to submit a final report on the Program to the Governor and the Legislature by December 1, 2024, and information that must be included in the report is listed. Appropriates \$44.57 million from the general fund in each of FY2021-22, FY2022-23, and FY2023-24 to the Project Rocket Fund. Appropriates \$1 million and seven FTEs from the general fund in in each of FY2021-22, FY2022-23, and FY2023-24 to the Board to administer the Program. Retroactive to July 1, 2021.

*First sponsor:* Rep. Udall (R - Dist. 25)

Status: 1/27 from House educ with amend #4022.

#### **HB2175:**

##### **SCHOOLS; RESIDENCY DOCUMENTATION; POLICIES**

The State Board of Education, instead of the Department of Education, is required to establish policies for school districts and charter schools to require and maintain verifiable documentation of residency in Arizona for enrolled students.

*First sponsor:* Rep. Dunn (R - Dist. 13)

Status: 3/16 from Senate rules okay. 3/10 from Senate educ do pass. 2/18 referred to Senate educ. 2/4 House COW approved. Passed House 45-14; ready for Senate. 1/27 from House educ do pass.

#### **HB2179:**

##### **NEW SCHOOL FACILITIES; BASE COSTS ~~ADDITIONAL FUNDING~~**

School districts are authorized to request funding from the New School Facilities Fund if the average daily membership projections indicate that additional space will be needed within the next three school years, instead of two school years, in order to meet the minimum school facility adequacy guidelines. The School Facilities Board (SFB) is authorized to modify the base cost per square foot for particular schools if the school district elected in the project capital plan to limit the project only to a scope necessary to meet the minimum school facility adequacy guidelines and the SFB determines that the cost per square foot of funding is inadequate to cover the total cost required. Requires school district capital plans that indicate a need for a new school or an addition to an existing school to indicate whether the school district intends the additional school space to be limited to meeting the minimum adequacy guidelines or whether the project will be supplemented by local funding. Also makes changes that are conditionally enacted on H2555 (SFB; DEPARTMENT OF ADMINISTRATION) becoming law, which conform statutes to the SFB being transferred to the Department of Administration as contained in H2555. AS PASSED HOUSE

*First sponsor:* Rep. Udall (R - Dist. 25)

Status: [4/1 from Senate appro with amend #4979](#). 3/8 referred to Senate appro. 3/4 passed House 51-8; ready for Senate. 2/23 from House appro with amend #4422. From House rules okay. 2/3 from House educ with amend #4073. 1/25 referred to House educ, appro.

**HB2184:**

**SEX EDUCATION; PARENTAL CONSENT; SCHOOLS**

Numerous changes to statutes relating to sex education in public schools. School districts and charter schools are prohibited from providing sex education instruction before the 6th grade. Prohibits charter schools, in addition to school districts, from providing sex education instruction to a student unless the student's parent provides written permission. Written permission from a parent is also required for a student to participate in instruction on AIDS and HIV. School districts and charter schools are required to make any sex education curricula, including curricula related to instruction on AIDS and HIV, available for a parent's review, and to notify parents where the curricula is available before the parent provides written permission. Before a school district or charter school offers sex education instruction, the school district governing board or charter school governing body is required to review and approve the sex education course of study and ensure compliance with statute. Before approval, the board must make any proposed sex education course of study available to the public for review and comment. By December 15, 2021, each school district and charter school that offers any sex education instruction is required to review its course of study and revise it to comply with this legislation.

*First sponsor:* Rep. Blackman (R - Dist. 6)

Status: 1/25 referred to House educ, hel-hu ser.

**HB2241:**

**SCHOOLS; INSTRUCTION; HOLOCAUST; GENOCIDES**

In adopting the course of study and competency requirements, the State Board of Education must include a requirement that students be taught about the Holocaust and other genocides at least twice between the 7th and 12th grades.

*First sponsor:* Rep. A. Hernandez (D - Dist. 3)

Status: [4/26 retained on Senate COW calendar](#). 3/16 from Senate rules okay. 3/10 from Senate educ do pass. 2/18 referred to Senate educ. 2/4 passed House 59-0; ready for Senate. 1/27 from House educ do pass.

**HB2251:**

**SEX EDUCATION; COMPREHENSIVE; MEDICALLY ACCURATE**

School districts are required to provide sex education that is "medically accurate" and "comprehensive" (both defined). At the request of a student's parent, a school district is required to excuse the student from instruction on sex education. School districts are required to notify each parent of the ability to withdraw the student from the instruction. On request, the Department of Education is required to assist a school district with a suggested course of study and/or teacher training.

*First sponsor:* Rep. Powers Hannley (D - Dist. 9)

Status: filed.

**HB2268:**

**SCHOOLS; TOTAL COMPENSATION STATEMENTS**

School district governing boards and charter school governing bodies are required to annually provide a total compensation statement to each employee that includes a list of specified pay and benefits.

*First sponsor:* Rep. Grantham (R - Dist. 12)

Status: [4/20 signed by Governor](#). [4/13 passed Senate 30-0](#); ready for Governor. 3/18 withdrawn from Senate educ and further referred to Senate appro. 2/18 referred to Senate educ. 2/4 passed House 59-0; ready for Senate. 1/27 from House educ do pass.

**HB2278:**

**APPROPRIATION; EARLY CHILDHOOD; WAIT LIST**

Appropriates \$5.7 million from the general fund in FY2021-22 to the Arizona Early Childhood Development and Health Board to provide additional monies for eligible childcare centers and preschools on the quality first program applicant wait list to enroll in the program.

*First sponsor:* Rep. Lieberman (D - Dist. 28)

Status: 1/25 referred to House hel-hu ser, appro.

**HB2280:**

**SCHOOLS; EXPENDITURE LIMIT; OVERRIDES**

The maximum time period that voters in a school district may approve a budget in excess of the revenue control limit is increased to ten years, from seven years. A budget increase approved for five years or more is no longer required to be reduced to 2/3 of the initial proposed percentage increase in the next to last year and 1/3 of the initial proposed percentage increase in the last year.

*First sponsor:* Rep. Lieberman (D - Dist. 28)

Status: 1/26 referred to House ways-means, educ.

**HB2281:**

**SCHOOLS; CHARTER MANAGEMENT ORGANIZATIONS; CONTRACTS**

A charter school or charter holder that contracts with a "charter management organization" is required to submit the contract to the State Board for Charter Schools for review.

*First sponsor:* Rep. Lieberman (D - Dist. 28)

Status: 1/26 referred to House educ.

**HB2287:**

**APPROPRIATION; ELECTRIC SCHOOL BUSES**

Appropriates \$1.5 million from the general fund in FY2021-22 to the Department of Education to award grants to school districts to purchase electric school buses.

*First sponsor:* Rep. Lieberman (D - Dist. 28)

Status: 1/26 referred to House educ, appro.

**HB2301:**

**CTEDS; LETTER GRADES; EXCLUSION**

Career Technical Education Districts are prohibited from being assigned a letter grade as part of the annual achievement profile compiled by the Department of Education.

*First sponsor:* Rep. Blackman (R - Dist. 6)

Status: 2/18 signed by Governor. 2/3 House COW approved. Passed House 59-0; ready for Senate. 1/27 from House educ do pass.

**HB2315:**

**SCHOOL DISTRICTS; ELECTRONIC SIGNATURE FILING**

The list of candidates that may gather petition signatures through a secure internet portal system provided by the Secretary of State is expanded to include candidates for school board office.

*First sponsor:* Rep. Kavanagh (R - Dist. 23)

Status: 1/21 referred to House gov-elect.

**HB2322:**

**VOCATIONAL AND TECHNICAL EDUCATION; EVALUATIONS**

School district boards are required to provide for the evaluation of vocational and technical education programs annually, instead of once every five years.

*First sponsor:* Rep. Toma (R – Dist. 22)

Status: 3/17 referred to Senate educ. 2/24 passed House 59-0; ready for Senate. 2/17 from House educ do pass. 1/26 referred to House educ.

**HB2393:**

**SCHOOLS; UNIVERSITIES; CONSULAR IDENTIFICATION CARDS**

School districts and charter schools are required to accept a consular identification card to show verifiable documentation of Arizona residency. Community colleges and universities under the jurisdiction of the Arizona Board of Regents are required to accept a consular identification card as a valid form of identification. The state and political subdivisions are required to accept a consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses "biometric identity verification techniques" (defined) in issuing the card, instead of being prohibited from accepting a consular identification card as a valid form of identification.

*First sponsor:* Rep. Cook (R - Dist. 8)

Status: 1/27 referred to House gov-elect.

**HB2401:**

**JUVENILE DEPENDENCY; STATE AID; APPROPRIATION**

Establishes the State Aid for Juvenile Dependency Proceedings Fund (SAJDP Fund), to be administered by the Arizona Criminal Justice Commission and used to provide state aid to county public defenders, legal defenders and contract indigent defense counsel for the processing of juvenile dependency cases. On or before September 1 of each fiscal year, the Commission is required to distribute monies in the State Aid to Indigent Defense Fund to each county in which the three-year average of the total juvenile dependency case filings in the superior court in the county exceeds the three-year average juvenile dependency case filings in the superior court of the county for fiscal years 2012-2013, 2013-2014 and 2014-15 based on the proportion that the population of each qualifying county bears to the total qualifying county population. Each county board of supervisors is required to separately account for these monies and may spend these monies only to provide state aid to county public defenders, legal defenders and contract indigent defense counsel for the processing of juvenile dependency cases. Appropriates \$2 million from the general fund in FY2021-22 to the SAJDP Fund.

*First sponsor:* Rep. Biasiucci (R - Dist. 5)

Status: 3/17 from Senate appro do pass. 3/2 referred to Senate appro. 2/24 passed House 54-5; ready for Senate. 2/18 from House appro do pass. 1/27 referred to House jud, appro.

**HB2403:**

**SCHOOLS; PERFORMANCE EVALUATIONS**

Charter school governing bodies and school district governing boards are not required to conduct principal or teacher performance evaluations in the 2020-21 school year. For a teacher who was designated in the lowest performance classification for the 2019-2020 school year, the absence of an evaluation in the 2020-2021 school year cannot be used to enforce dismissal or nonrenewal procedures. A teacher evaluation in the 2020-21 school year is not required to a teacher to be eligible to receive performance pay from the Classroom Site Fund. These provisions self-repeal January 1, 2023. Retroactive to July 1, 2020. Emergency clause.

*First sponsor:* Rep. Udall (R - Dist. 25)

Status: 3/24 from Senate educ with amend #4915. 2/24 referred to Senate educ. 2/2 from House rules okay. 1/27 from House educ do pass.

**HB2417:**

**GIFTED PUPILS; APPROPRIATION**

Appropriates \$300,000 and three FTE positions from the general fund in FY2021-22 to the Arizona Department of Education (ADE) to administer additional assistance for gifted education

programs and provide technical assistance to schools. The Legislature intends that ADE prioritize the distribution of monies to public schools at which 60 percent or more of the students are eligible for free or reduced-price lunches under the National School Lunch and Child Nutrition Acts, and distribute the monies to the public schools in increments of \$10,000, to the extent practicable.

*First sponsor:* Rep. Pawlik (D - Dist. 17)

Status: 1/27 referred to House educ, appro.

#### **HB2418:**

##### **GROUP B WEIGHT; GIFTED PUPILS**

For school finance purposes, the definition of "group B" is expanded to include educational programs for gifted students, and a support level weight of 0.007 is created for funding category "G" (defined as programs for gifted students).

*First sponsor:* Rep. Pawlik (D - Dist. 17)

Status: 2/10 from House educ with amend #4151. 1/27 referred to House educ, appro.

#### **HB2419:**

##### **SCHOOL FUNDING; INFLATION ADJUSTMENT**

Beginning in FY2021-22, the Legislature is required to increase the amount of the district additional assistance and charter additional assistance by at least two percent. For FY2022-23 and each FY after, the Legislature is required to increase the amount of the district additional assistance and charter additional assistance by a minimum growth rate of either two percent or the change in the GDP price deflator from the second preceding calendar year to the calendar year immediately preceding the budget year, whichever is less, except that the amount cannot be reduced below the base level established for

FY2021-22.*First sponsor:* Rep. Pawlik (D - Dist. 17)

Status: 2/2 referred to House educ, appro.

#### **HB2421:**

##### **SCHOOLS; DISTANCE LEARNING COURSES; FUNDING**

Beginning in the 2022-2023 school year, school districts and charter schools are authorized to offer distance learning courses to any student in Arizona whether or not that student is enrolled in the school district or charter school. Any student in Arizona who is in grades 6 through 12 is permitted to enroll in up to two distance learning courses each year. A student may enroll in any distance learning class, whether or not the student is enrolled in the school district or charter school that offers the course. The State Board of Education is required to establish application policies and procedures for distance learning courses, and school districts and charter schools are required to apply to the Board to offer a distance learning course. School districts and charter schools that offer distance learning courses are authorized to charge a reimbursement fee for the cost of the course to the school district or charter school in which the student is enrolled, and are prohibited from including a student who is enrolled in a distance learning course but who does not attend any other courses at the school district or charter school for the purposes of calculating average daily membership. School districts and charter schools are authorized to include a student who is enrolled in the school district or charter school and who is enrolled in a distance learning course in another school district or charter school for the purposes of calculating average daily membership if a list of specified conditions apply.

*First sponsor:* Rep. Carroll (R - Dist. 22)

Status: 2/17 from House educ with amend #4299. 1/26 referred to House educ.

#### **HB2423:**

##### **IMMUNIZATIONS; EXEMPTION; REQUIREMENTS**

A person who is required to receive an immunization for any purpose, including as a condition of employment, school attendance or obtaining any license, certification or degree, is allowed to claim an exemption from the immunization requirement if there is not a vaccine that has been

approved by the U.S. Food and Drug Administration available to fulfill the requirement that also meets all of a list of specified criteria, including that the risk of permanent disability or death from the vaccine has been proven to be less than that caused by the infection it is intended to prevent. A person may claim the exemption on the person's own behalf or on behalf of the person's child or dependent.

*First sponsor:* Rep. Carroll (R - Dist. 22)

Status: 1/26 referred to House hel-hu ser.

#### **HB2430:**

##### **PUBLICITY PAMPHLET; SUBMITTAL DATES**

The deadline for Legislative Council to file with the Secretary of State an impartial analysis of the provisions of each ballot proposal for inclusion in the publicity pamphlet is moved to 30 days preceding the regular primary election, from 60 days preceding. The deadline for a person to file with the Secretary of State an argument advocating or opposing a ballot measure for inclusion in the publicity pamphlet is moved to 27 days preceding the regular primary election, from 48 days preceding. Emergency clause.

*First sponsor:* Rep. Bolick (R - Dist. 20)

Status: 3/2 referred to Senate gov. 2/24 House COW approved. Passed House 57-1; ready for Senate. 2/4 from House gov-elect do pass. 1/26 referred to House gov-elect.

#### **HB2434:**

##### **TEACHER SALARY INFORMATION; REVENUE STREAMS**

The budget for school districts and charter schools is required to contain the revenue streams used to fund teacher salaries. School districts and charter schools are required to prominently post the revenue streams used to fund teacher salaries on the district website home page separately from the budget.

*First sponsor:* Rep. Bolick (R - Dist. 20)

Status: 1/26 referred to House educ.

#### **HB2435:**

##### **SCHOOLS; GOVERNING BOARDS; ELECTIONS; REVISIONS**

Makes various changes relating to school district governing board elections. A simple majority of school district governing board members are required to be parents, guardians, or grandparents of a child currently attending a school in the school district. Establishes a process where candidates meeting this qualification are elected separately to 3 seats on a board with 5 seats or to 2 seats on a board with 3 seats. The other members of the school district governing board may be at-large members with any background. A person is not eligible to serve more than two consecutive terms on a school district governing board, except that if there is an insufficient number of candidates to fill the governing board vacancies, the county school superintendent is authorized to appoint a governing board member who has served two consecutive terms to serve on the governing board until the next election. After serving the maximum number of terms on a school district governing board, including any part of a term served, a person cannot serve again on the school district governing board until the person has been out of office for at least one full term. The list of candidates that may gather petition signatures through a secure internet portal system provided by the Secretary of State is expanded to include candidates for school board office. Session law allows all persons serving as members of a school district governing board on the effective date of this legislation to continue to serve until the expiration of their normal terms.

*First sponsor:* Rep. Kaiser (R - Dist. 15)

Status: 3/3 FAILED House 15-44. 2/24 retained on House COW calendar. 2/18 House gov-elect do pass; report awaited. 1/26 referred to House educ.

**HB2439:****DCS; MISSING CHILDREN; REQUIRED REPORTING; ~~REPORTING-REQUIREMENTS~~**

The Department of Child Safety (DCS) is required to make a list of specified information relating to runaway children, ~~taken children~~, and ~~abducted~~ ~~missing~~ children available for each six-month period beginning on January 1, or July 1. DCS is required to make the information available within 90 days after the end of the reporting period, and to notify the Governor and the Legislature each time the information is made available. Session law specifies the first reporting period is ~~January 1, 2022~~ ~~June 1, 2021~~ through ~~June 30, 2022~~ ~~December 31, 2021~~. Self-repeals January 1, 2027. AS PASSED SENATE HOUSE

~~Minor change in Title 8 (Child Safety) related to missing children. Apparent striker bus.~~

*First sponsor:* Rep. Griffin (R - Dist. 14)

Status: 4/28 signed by Governor. 4/22 House concurred in Senate amendments and passed on final reading 60-0; ready for Governor. 4/12 from Senate rules okay. 3/24 Senate hel-hu ser amended; report awaited. 3/2 referred to Senate hel-hu ser. 2/24 House COW approved with amend #4329. NOTE SHORT TITLE CHANGE. Passed House 59-0; ready for Senate. 2/18 from House jud with amend #4329. 2/4 referred to House jud.

**HB2458:****SCHOOLS; UNIVERSITIES; CONSULAR IDENTIFICATION CARDS**

School districts and charter schools are required to accept a consular identification card to show verifiable documentation of Arizona residency. Community colleges and universities under the jurisdiction of the Arizona Board of Regents are required to accept a consular identification card as a valid form of identification. The state and political subdivisions are required to accept a consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses "biometric identity verification techniques" (defined) in issuing the card, instead of being prohibited from accepting a consular identification card as a valid form of identification.

*First sponsor:* Rep. Cook (R - Dist. 8)

Status: 2/24 House COW approved with flr amend #4485. 2/17 from House gov-elect do pass. 1/27 referred to House gov-elect.

**HB2463:****APPROPRIATION; DPS; SCHOOL SAFETY PROGRAM**

The Public Safety Interoperability Fund is renamed the Arizona School Safety Fund, and responsibility for administering the Fund is transferred to the State Treasurer, from the Department of Public Safety. Monies in the Fund must be distributed to the Maricopa County Sheriff and may be used only for a school safety pilot program, instead of interoperable communication systems. Requirements for the school safety pilot program are specified. By November 1 of each year, the Maricopa County Sheriff is required to submit a report to the Joint Legislative Budget Committee of all expenditures made for the pilot program in the preceding fiscal year. The pilot program terminates on July 1, 2024. Appropriates \$2.5 million from the general fund in FY2021-22 to the Arizona School Safety Fund. AS PASSED HOUSE

*First sponsor:* Rep. Payne (R - Dist. 21)

Status: 3/25 from Senate appro with amend #4912. 3/16 Senate appro held. 3/8 referred to Senate appro. 3/4 House COW approved with amend #4137 and flr amends #4736 and #4741. Passed House 39-20; ready for Senate. 2/23 retained on House COW calendar. 2/11 from House appro do pass. 1/27 referred to House mil-pub safety, appro.

**HB2503:****EMPOWERMENT SCHOLARSHIP ACCOUNTS; STUDENT VICTIMS**

For the purpose of empowerment scholarship accounts (ESA), the definition of "qualified student" is expanded to include a child who is the alleged victim of assault, harassment, hazing, kidnapping,

aggravated assault, theft, burglary, sexual harassment, sexual assault, a sexual offense, threatening or intimidating, fighting, sex trafficking or human trafficking, and the incident occurred on school grounds, on a school bus, at a school bus stop or at a school-sponsored event or activity, including through the use of electronic technology or an electronic communication on a school computer, network, forum or mailing list. On receipt of a police report or an administrative or court pleading involving an incident of any of these crimes, the school principal is required to provide a copy of the report to the parent of the alleged victim and investigate the incident. On conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district or charter school is required to notify the parent of the alleged victim about eligibility for an ESA. More.

*First sponsor:* Rep. Bolick (R - Dist. 20)

Status: 2/2 referred to House educ.

#### **HB2536:**

##### **SCHOOLS; INDIVIDUALIZED EDUCATION PROGRAMS; COMPLIANCE**

On receiving a "special need transfer student," a "receiving school" (both defined) is required to recognize the requirements specified within the existing individualized education program (IEP), and ensure that the specific educational services required in the existing IEP are provided to the student within 30 days after the student's first day of attendance at the school. The receiving school may contest the validity of an existing IEP, but is required to follow the requirements of the existing IEP while it is being challenged and reevaluated, unless the receiving school, with the consent of a parent, provides funding directly to the parent to purchase appropriate services, in accordance with state and federal law.

*First sponsor:* Rep. Longdon (D- Dist. 24)

Status: filed.

#### **HB2549:**

##### **PROBABLE CAUSE HEARING; PANDEMIC LIABILITY**

Subject to Arizona rules of court, the court is required to conduct a probable **validity cause** hearing for every civil action that is filed and that claims a party is liable for damages based on contracting an illness that is **also the subject of** a public health pandemic. At the probable **validity cause** hearing, the plaintiff has the burden of proof to demonstrate that there is sufficient evidence to establish that the injury exists and that the defendant is likely the cause of the injury. On a finding of probable **validity cause**, the court may proceed to a trial on the merits. **AS PASSED HOUSE**

*First sponsor:* Rep. Kavanagh (R - Dist. 23)

Status: 3/8 referred to Senate jud. 3/4 passed House 31-28; ready for Senate. 2/24 House COW approved with amend #4330. 2/18 from House jud with amend #4330. 1/28 referred to House jud.

#### **HB2557**

##### **SCHOOLS; DRUG VIOLATIONS; REPORTING OPTIONS**

In lieu of the requirement to immediately report a drug violation to a peace officer, and if the violation involves a student, a school administrator is permitted to refer the student to an appropriate program for at-risk students that is selected by the school.

*First sponsor:* Rep. Rodriguez (D - Dist. 27)

Status: 2/2 referred to House jud.

#### **HB2566:**

##### **STO SCHOLARSHIPS; LOW-INCOME REQUIREMENTS**

To be eligible to receive an educational scholarship or tuition grants from a school tuition organization, a student's family income cannot exceed 185 percent of the income limit required

to qualify a child for reduced-price lunches under the federal National School Lunch and Child Nutrition Acts.

*First sponsor:* Rep. Lieberman (D - Dist. 28)

Status: 2/2 referred to House ways-means, educ.

**HB2592:**

**STOS; QUALIFIED SCHOOLS; PRESCHOOL PROGRAMS**

Eligibility requirements for students to receive educational scholarships or tuition grants from tax credit contributions to school tuition organizations (STOs) are expanded to include students whose family income does not exceed 185 percent of the income limit required to qualify for reduced-price lunches and who either attended a preschool program at a government school or enroll in a "quality preschool program" (defined as a preschool program that is accredited by a national early childhood development organization or that is rated at a quality level of three or higher by the Arizona Early Childhood Development and Health Board), except that children who receive a scholarship or grant to attend a quality preschool program are not eligible to receive a scholarship or grant for a kindergarten program in a subsequent year. Beginning in 2021, the scholarship or grant limit for any quality preschool program is the 2020 scholarship limit for a preschool that offers services to students with disabilities plus \$100 and increases annually according to a statutory formula.

*First sponsor:* Rep. Lieberman (D - Dist. 28)

Status: 2/2 referred to House educ, ways-means.

**HB2637:**

**APPROPRIATION; STEM INTERNSHIPS**

Appropriates \$2 million from the general fund in FY2021-22 to the Arizona Commerce Authority for matching monies for educational stipends for high school, college and university students and for K-12 teachers in Arizona who participate in STEM internships. The Authority is required to establish guidelines and procedures for awarding the stipends. Some stipend requirements are specified, including maximum award amounts. By December 1, 2022, the Authority is required to submit a report to the Governor and the Legislature on the stipends and internships.

*First sponsor:* Rep. Shah (D - Dist. 24)

Status: 1/28 referred to House educ, appro.

**HB2643:**

**TEACHERS WORKFORCE DATABASE**

The Arizona Department of Education (ADE) is required to adopt policies prescribing the "designated database information" (defined) to be collected for a teachers workforce database. Beginning January 2, 2023, ADE is required to collect from applicants for initial or renewal teacher certification the designated database information. Personally identifiable information collected for the database is confidential and is not a public record.

*First sponsor:* Rep. Shah (D - Dist. 24)

Status: 1/28 referred to House educ.

**HB2644:**

**SCHOOL HEALTH PROGRAM; APPROPRIATION**

Establishes the School Health Program within the Arizona Department of Education (ADE) to promote and enhance healthy and effective learning environments for all students by supporting the costs of placing school nurses and school psychologists on school campuses. School districts and charter schools may apply to participate in the Program for up to three fiscal years by submitting a program proposal to ADE. Information that must be included in the program proposal is specified. ADE is required to distribute monies to the school districts and charter schools that are in compliance with Program requirements and whose program proposals have been approved by the State Board of Education. ADE is required to evaluate the effectiveness of

approved program proposals and report on the Program to the Governor and the Legislature by November 1 of each year. The Program ends July 1, 2031. Appropriates an unspecified amount (blank in original) from the general fund in FY2021-22 to ADE for the Program.

*First sponsor:* Rep. Shah (D - Dist. 24)

Status: 2/1 referred to House educ, appro.

**HB2647:**

**SCHOOLS; SEX EDUCATION INSTRUCTION**

All school districts and charter schools are required to provide sex education instruction that is "medically accurate" and "age- appropriate" (both defined) for students in kindergarten through grade 12. Information that must be included in sex education instruction is specified. Sex education for grades 6 through 12 is required to stress the importance of using effective methods of contraception, including abstinence, to prevent unintended pregnancy and protect against sexually transmitted infections. School districts and charter schools are required to make sex education instruction materials available for parental review. A student may be excused from any part of the instruction only at the written request of the student's parent or guardian. Parents have the right to opt out of sex education, instead of the right to opt in. Statute governing parental involvement in schools and requiring school boards to adopt policies promoting parent involvement that include a list of required provisions is expanded to include charter schools.

*First sponsor:* Rep. D. Hernandez (D - Dist. 2)

Status: filed.

**HB2656:**

**SCHOOLS; CURRICULUM; MENTAL HEALTH**

The State Board of Education must require that all health education instruction include mental health instruction. Mental health instruction may be included in a health course or another existing course and is required to incorporate the multiple dimensions of health by including mental health and the relationship of physical and mental health to enhance student understanding, social and emotional learning, and attitudes and behavior that promote health and well-being.

*First sponsor:* Rep. D. Hernandez (D - Dist. 2)

Status: 2/1 referred to House educ, hel-hu ser.

**HB2657:**

**RESULTS-BASED FUNDING; REPEAL; APPROPRIATION**

Repeals the Results-Based Funding Fund and statute requiring the Arizona Department of Education (ADE) to distribute monies from the Fund to school districts and charter schools based on a specified formula. Appropriates \$68.6 million from the general fund in FY2021-22 to ADE to distribute to school districts and charter schools that receive federal Title I monies according to a specified formula.

*First sponsor:* Rep. Lieberman (D - Dist. 28)

Status: 2/1 referred to House educ, appro.

**HB2661:**

**APPROPRIATION; SCHOOLS; TREES**

Appropriates \$400,000 from the general fund in FY2021-22 to the Arizona Department of Education (ADE) to distribute to public schools to plant low-biogenic volatile organic compound-emitting trees on school campuses that are appropriate to each school's climate. Until December 31, 2021, ADE is required to distribute the monies on a first-come, first-served basis only to public schools in Arizona at which 75 percent or more of the students are eligible for free or reduced-price lunches. ADE cannot distribute more than \$10,000 to a school campus.

*First sponsor:* Rep. Epstein (D - Dist. 18)

Status: 2/1 referred to House educ, appro.

**HB2665:****AUDITOR GENERAL; CHARTER SCHOOLS**

The school-wide audit team in the office of the Auditor General is required to conduct performance audits and monitor charter schools in the same manner it audits and monitors school districts.

*First sponsor:* Rep. Epstein (D - Dist. 18)

Status: 2/2 referred to House educ, appro.

**HB2666:****ARIZONA ONLINE INSTRUCTION; COST STUDY**

The Auditor General is required to conduct and complete a cost study of Arizona online instruction, and information that must be included in the study is specified. Appropriates \$150,000 from the general fund in FY2021-22 to the Auditor General for the cost study.

*First sponsor:* Rep. Epstein (D - Dist. 18)

Status: 2/2 referred to House educ, appro.

**HB2669:****APPROPRIATION; ELEMENTARY SCHOOL DISTRICT**

Makes a supplemental appropriation of \$4.5 million from the general fund in FY2021-22 to the Department of Education to distribute to an elementary school district that the School Facilities Board approved in FY2019-20 for additional space that would serve at least 500 students but not more than 600 students.

*First sponsor:* Rep. John (R - Dist. 4)

Status: 2/18 referred to Senate appro. 2/4 from House appro do pass. 1/27 referred to House educ, appro.

**HB2703:****TECHNOLOGY-BASED SCHOOL READINESS PILOT PROGRAM**

Establishes the Technology-based School Readiness Pilot Program during FY2021-22 and FY2022-23, to be administered by the Arizona Department of Education (ADE), and establishes criteria for the Program. By November 1, 2021, ADE is required to contract through a request for proposals with a service provider that is a 501(c)(3) organization and that demonstrates previous success conducting technology-based school readiness programs through independent, valid and reliable evaluations. Establishes eligibility requirements for children to participate in the Program. By January 1, 2023, ADE is required to submit a report containing specified information on the Program to the Governor and the Legislature. The Program self-repeals January 1, 2024. Appropriates \$2 million from the general fund in FY2021-22 to ADE for the Program.

*First sponsor:* Rep. Teller (D - Dist. 7)

Status: 1/27 referred to House educ, appro.

**HB2704:****SCHOOLS; INSTRUCTION; NATIVE AMERICAN EXPERIENCE**

Beginning in the 2023-2024 school year, the State Board of Education is required to include in the academic standards for students in kindergarten through grade 12 instruction relating to the Native American experience in Arizona that includes instruction on tribal history, sovereignty issues, culture, treaty rights, government, socioeconomic experiences and current events, and that is historically accurate, culturally relevant, community based, contemporary and developmentally appropriate. The Board is required to provide professional development to teachers and administrators relating to the instruction, and to ensure that the federally recognized Indian tribes in Arizona have the opportunity to collaborate in developing the instruction. The Board is required to submit a report on implementing the instruction to the Governor and the Legislature by October 15 of 2022, 2023 and 2024. Emergency clause.

*First sponsor:* Rep. Teller (D - Dist. 7)

Status: 2/2 referred to House educ.

**HB2705:**

**SCHOOLS; DRESS CODE; GRADUATION CEREMONIES**

School district governing boards and charter schools ~~governing bodies~~ cannot ~~prohibit a student who is a member of a federally recognized Indian Tribe or who is eligible to be enrolled as a member of a federally recognized Indian Tribe~~ ~~establish a dress code policy that prohibits a student~~ from wearing traditional tribe regalia or objects of cultural significance at a graduation ceremony. Emergency clause. **AS HOUSE PASSED**

*First sponsor:* Rep. Teller (D - Dist. 7)

Status: 4/20 signed by Governor. 4/13 passed Senate 24-6; ready for Governor. 3/9 from Senate rules okay. 3/3 from Senate educ do pass. 2/18 referred to Senate educ. 2/3 from House educ do pass. 1/27 referred to House educ.

**HB2710:**

**SEX EDUCATION; CHILD ABUSE PREVENTION**

School districts and charter schools are prohibited from providing sex education instruction to a student before 6th grade. If a school district or charter school offers sex education instruction, the instruction is required to be medically and factually accurate, and to emphasize biological sex and not gender identities. School districts and charter schools are prohibited from providing the instruction to a student without written permission from the student's parent. All sex education materials and instruction are required to promote honor and respect for monogamous marriage. Beginning in the 2020-21 school year, school districts and charter schools are required to establish education and training on child abuse prevention for both school personnel and for students in kindergarten through 5th grade. This education and training must be designed to promote self-protection and accountability and to prevent the abuse of children, including sexual abuse, and other requirements for the training are established. School districts and charter schools are also required to provide personnel with education and training on prevention techniques for and recognition of child abuse, and information that must be included is specified. School district schools and charter schools are also required to post in a public area of the school that is readily accessible to students a sign that is at least 11 inches by 17 inches, that is placed at students' eye level, and that contains a list of information related to child abuse, child neglect and the exploitation of children in English and in Spanish, including the telephone number of the centralized intake hotline concerning suspected abuse and neglect of children. The authorization for school districts to provide instruction to students on acquired immune deficiency syndrome and the human immunodeficiency virus is limited to students in grades 6 through 12. Appropriates \$415,000 from the general fund in FY2021-22 to the Department of Education to distribute to school districts and charter school to establish education and training on child abuse prevention as required by this legislation.

*First sponsor:* Rep. Fillmore (R - Dist. 16)

Status: 2/2 referred to House educ, appro.

**HB2729:**

**SPECIAL EDUCATION; GROUP B WEIGHTS**

Monies in the Extraordinary Special Education Needs Fund are continuously appropriated, instead of subject to legislative appropriation. The Arizona Department of Education (ADE) is authorized to retain up to two percent of the monies in the Fund for administration purposes. ADE is required to award monies from the Fund to school districts and charter schools with eligible claims demonstrating that a student receiving special education services has incurred costs in the current year of at least the statewide per pupil funding average multiplied by three. ADE is required to evaluate claim requests on a quarterly basis, and a process for prioritizing funding if there are insufficient monies in the Fund is specified. ADE is required to report to the Governor and the Legislature by December 15 of each year on claims funded in the previous year. Certain special education related group B support level weights are increased. Appropriates \$5 million from the general fund in FY2021-22 to the Fund.

*First sponsor:* Rep. Schwiebert (D - Dist. 20)  
Status: 2/2 referred to House educ, appro. filed.

**HB2730:**

**PUBLIC SCHOOLS; 2020-2021; 2021- 2022; FUNDING**

For the purposes of computing base support level funding for FY2020-21, the weighted student count for a school district, charter school, or Career Technical Education District (CTED) is the greater of the weighted student count computed for FY2018-19, FY2019-20, or FY2020-21. For the purposes of computing base support level funding for FY2021-22, the weighted student count for a school district, charter school, or CTED is the greater of the weighted student count computed for FY2018-19, FY2019-20, FY2020-21, or FY2021-22. For FY2020-2021, the amounts for charter additional assistance must be computed using the greater of the student count for FY2018-19, FY2019-20, or FY2020-21. For FY2021-2022, the amounts for charter additional assistance must be computed using the greater of the student count for FY2018-19, FY2019-20, FY2020-21, or FY2021-22. For FY2020-2021, the amounts for district additional assistance must be computed using the greater of the student count for FY2018-19 or FY2019-20. For FY2021-2022, the amounts for district additional assistance must be computed using the greater of the student count for FY2018-19, FY2019-20, or FY2020-21. For FY2020-2021, students who receive instruction through a distance-learning plan are required to be funded at the same amount as students receiving in-person instruction and cannot be funded as students receiving Arizona online instruction. Retroactive to July 1, 2020. Emergency clause.

*First sponsor:* Rep. Schwiebert (D - Dist. 20)  
Status: filed.

**HB2731:**

**APPROPRIATIONS; GIFTED EDUCATION PROGRAMS**

Appropriates \$5 million from the general fund in each of FY2021-22, FY2022-23, and FY2023-24 to the Arizona Department of Education (ADE), with \$4.7 million allocated for additional assistance for gifted education programs, and \$300,000 allocated to ADE to administer the additional assistance.

*First sponsor:* Rep. Pawlik (D - Dist. 17)  
Status: filed.

**HB2732:**

**TEACHERS ACADEMY; MENTAL HEALTH PROFESSIONALS**

Expands the Arizona Teachers Academy, which offers scholarships to students who commit to teaching in a public school in Arizona, to include students who commit to working as school psychologists, school social workers and school counselors in Arizona. Changes the name of the Academy to the Arizona Teacher, School Psychologists, School Social Workers and School Counselors Academy. Due to voter protection, a section of this legislation with a conforming change requires the affirmative vote of at least 3/4 of the members of each house of the Legislature for passage.

*First sponsor:* Rep. Pawlik (D - Dist. 17)  
Status: 2/3 referred to House educ. filed.

**HB2733:**

**SCHOOLS; GROUP B WEIGHT; ELIGIBILITY**

For the purpose of school base support level funding, establishes a weighted student count of 0.075 to 0.250 for the newly established "FRPL" (defined as students who meet the economic eligibility requirements for the federal National School Lunch and Child Nutrition Acts for free or reduced- price lunches), depending on the percentage of students at that school that meet the economic eligibility requirements. For FY2021-22, only schools in which 96 percent or more of the students meet the economic eligibility requirements qualify for the FRPL group B weight. For FY2022-23, only schools in which 91 percent or more of the students meet the economic

eligibility requirements qualify for the FRPL group B weight.

*First sponsor:* Rep. Pawlik (D - Dist. 17)

Status: filed.

**HB2734:**

**CANDIDATES; SCHOOL, LOCAL; ELECTRONIC SIGNATURES**

The list of candidates that may gather petition signatures through a secure internet portal system provided by the Secretary of State is expanded to include candidates for school board office and any office for which a county administers the election.

*First sponsor:* Rep. Pawlik (D - Dist. 17)

Status: 2/4 referred to House gov-elect. filed.

**HB2754:**

**SCHOOL SAFETY; SCHOOL RESOURCE OFFICERS**

School resource officers and juvenile probation officers are authorized to respond any suspected crime against a person or property that is a serious offense or that involves a deadly weapon or dangerous instrument or serious physical injury and any conduct that poses a threat of death or serious physical injury to employees, students or anyone on school property according to protocols established by their law enforcement agency. Previously, school resource officers were authorized to respond only to situations that present the imminent danger of bodily harm. If a school district or charter school enters into a memorandum of understanding or any other agreement with a law enforcement agency for the purpose of hiring a school resource officer or juvenile probation officer, the memorandum of understanding or agreement is required to include specified provisions, including that the officer is not responsible for student discipline except in response to those suspected crimes. By January 1, 2022, all school resource officers who serve on school grounds are required to complete a basic school resource officer course and an adolescent mental health training. By September 1 of each year, each school district and charter school is required to report to the Arizona Department of Education (ADE) the number of school resource officers or juvenile probation officers per school. Appropriates \$241,500 from the general fund in FY2021-22 to ADE for the costs of the training.

*First sponsor:* Rep. A. Hernandez (D - Dist. 3)

Status: 2/23 from House appro do pass. From House rules okay. 2/10 from House educ do pass. 2/2 referred to House educ, appro. filed.

**HB2762:**

**STATEWIDE ASSESSMENT; 2020-2021 SCHOOL YEAR**

For the 2020-2021 school year, the statewide assessment is canceled, students are not required to meet the statutory requirements to be promoted from the third grade, and a public school's letter grade is the 2018-2019 letter grade. Retroactive to July 1, 2020. Emergency clause.

*First sponsor:* Rep. Salman (D - Dist. 26)

Status: 2/3 referred to House educ.

**HB2789:**

**SCHOOLS; IMMUNIZATIONS; REGISTERED NURSES; POSTING**

School districts and charter schools are required to post on their websites whether a registered nurse is assigned to each school and an explanation of the manner in which student health issues are addressed at the school. The school is also required to identify the clinical credentials or licenses of the person providing health services on campus. Required reports on immunizations are also required to be posted on school websites.

*First sponsor:* Rep. Butler (D - Dist. 28)

Status: 2/8 referred to House hel-hu ser, educ. filed.

**HB2819:****INNOVATIVE ASSESSMENT PILOT PROGRAM; APPROPRIATIONS**

The State Board of Education (SBE) is required to conduct a three-year innovative assessment pilot program during the 2021-2022, 2022-2023 and 2023-2024 school years. Before the 2021-2022 school year, SBE is required to issue a request for proposals to contract with the provider of an innovative assessment. Requirements for the innovative assessment are specified. SBE is required to select a representative sample of schools that apply to participate in the pilot program. SBE is required to report to the Governor and the Legislature on the results of the pilot program by December 31, 2024. Appropriates the following amounts from the general fund in the following fiscal years to SBE for the pilot program: \$750,000 in FY2021-22, \$1.5 million in FY2022-23, and \$1.75 million in FY2023-24.

*First sponsor:* Rep. Lieberman (D - Dist. 28)

Status: 2/17 from House educ do pass.

**HB2825:****ARIZONA ONLINE INSTRUCTION; STUDY COMMITTEE**

Establishes a 15-member Study Committee on Arizona Online Instruction to examine studies on the comparative effectiveness of asynchronous digital teaching and learning programs in K-12 charter school education to traditional instruction and develop related recommendations. The Committee is required to submit a report of its findings and recommendations to the Governor and the Legislature by December 15, 2021, and self-repeals January 1, 2022.

*First sponsor:* Rep. Schwiebert (D - Dist. 20)

Status: 2/8 referred to House educ.

**HB2840:****MISCONDUCT INVOLVING WEAPONS; SCHOOL GROUNDS**

The exemption from misconduct involving weapons by knowingly possessing a deadly weapon on school grounds for firearms carried within a means of transportation under the control of an adult is modified so that the firearm is permitted to be loaded.

*First sponsor:* Rep. Parker (R - Dist. 16)

Status: 3/23 from Senate rules okay. 3/18 Senate jud do pass; report awaited. 3/4 referred to Senate jud. 2/24 House COW approved. 2/18 from House jud do pass.

**HCR2004:****SCHOOLS; CONSOLIDATION; UNIFICATION**

The 2022 general election ballot is to carry the question of whether to amend state statute to require each school district in Arizona to be a unified school district by July 1, 2028. Each school district governing board is required to annually determine the cost saving that result from any consolidation or unification with other school districts, and the cost savings are retained by the district and used for classroom expenditures as determined by the school board, with at least 25 percent being used for teacher salaries. Statute exempting small school districts from the general budget limit is repealed, and session law provides budget revision amounts for FY2028-29, FY2029-30 and FY2030-31. By September 15, 2023, each county school superintendent must complete a feasibility study on the unification and/or consolidation of the school districts within that county, and provide a copy of the study to all school boards in the county. Required components of the feasibility study are specified. By June 30, 2026, the governing board of each school district is required to develop, adopt and publish a plan to unify and/or consolidate the school district with other school districts within that county. Establishes revenue control limits for school districts that are unified or consolidated without an election. The authority to form and operate union high school districts in Arizona ends on June 30, 2028. Appropriates \$250,000 from the general fund in FY2023-24 to each county with a population of 500,000 persons or less and \$750,000 to each county with a population of more than 500,000 persons for implementation.

*First sponsor:* Rep. Fillmore (R- Dist. 16)

Status: 1/26 referred to House educ, appro.

**HCR2005:**

**ENGLISH LANGUAGE EDUCATION; REQUIREMENTS**

The 2022 general election ballot is to carry the question of whether to amend state statute to repeal and replace provisions related to English language learners. Public schools are required to ensure that all English language learners receive the highest quality education, master the English language and access high quality, innovative research-based language programs. School districts and charter schools are authorized to establish dual- language immersion programs for both native and nonnative English speakers. Directs Legislative Council to prepare conforming legislation.

*First sponsor:* Rep. Fillmore (R - Dist. 16)

Status: 2/18 referred to Senate educ. 1/28 passed House 58-1; ready for Senate.

**HCR2016:**

**INITIATIVES; SUPERMAJORITY VOTE REQUIREMENT**

The 2022 general election ballot is to carry the question of whether to amend the state Constitution to require approval by ~~55~~ 60 percent of the votes cast on the measure for an initiative or referendum measure to become law, instead of a majority of the votes cast. **AS PASSED HOUSE**

*First sponsor:* Rep. Dunn (R- Dist. 13)

Status: 3/23 from Senate gov do pass. 3/8 referred to Senate gov. 3/4 passed House 31-29; ready for Senate. 2/24 retained on House COW calendar. 2/18 from House gov-elect do pass. 2/3 referred to House gov-elect. filed.

**HCR2025:**

**SCHOOL DISTRICTS; EXPENDITURE LIMIT; AUTHORIZATION**

The Legislature authorizes the expenditure of local revenues by school districts in excess of the expenditure limitation prescribed in the state Constitution in FY2020-21. This authorization is effective only on the approval of this resolution by at least 2/3 of the members of each house of the Legislature by roll call vote.

*First sponsor:* Rep. Udall (R - Dist. 25)

Status: 2/3 from House educ do pass. 1/27 referred to House educ, appro.

**HCR2030:**

**TEACHERS; ETHICS STANDARDS; RULES**

The 2022 general election ballot is to carry the question of whether to amend state statute to require the State Board of Education, by February 1, 2023, to adopt rules to provide for a classroom code of ethics and professional standards of behavior. Requirements for the rules are specified, including prohibiting teachers and teaching assistants from supporting or opposing during class time any candidate for public office, any proposed or enacted legislation, any proposed or decided court case or judicial action, and any proposed or executed executive action. Establishes penalties for violations.

*First sponsor:* Rep. Finchem (R- Dist. 11)

Status: 2/3 referred to House educ. filed.

**HR2004:**

**SUSPENDED STUDENTS; VIRTUAL EDUCATION; SUPPORT**

The members of the House of Representatives express their strong support for all schools in Arizona to provide appropriate interventions for students before resorting to suspensions and expulsion and to provide suspended or expelled students with appropriate virtual or other forms of distance education opportunities to keep them engaged with the education system and their futures.

*First sponsor:* Rep. Udall (R - Dist. 25)

Status: 2/23 passed House 58-0; ready for Senate. 2/16 from House rules okay. 2/3 referred to House educ.

## SENATE BILLS

### **SB1005:**

#### **SCHOOLS; CHILD ABUSE PREVENTION EDUCATION**

Beginning in the 2021-22 school year, school districts and charter schools are required to establish education and training on child abuse prevention for employees and students in accordance with guidelines and curricula developed by the Department of Education. Information that must be included in the education and training is specified. Each public school is required to post in a public area of the school that is readily accessible to students a sign that contains the telephone number operated by the Department of Child Safety to receive reports of child abuse or neglect.

*First sponsor:* Sen. Steele (D - Dist. 9)

Status: 1/11 referred to Senate educ, appro.

### **SB1026:**

#### **APPROPRIATIONS; EXTENDED BUS ROUTES**

Appropriates \$200,000 from the general fund in each of FY2021-22 and FY2022-23 to the Department of Transportation to distribute to a regional public transportation authority to extend bus routes to Apache Junction. By December 31, 2023, the Dept. is required to submit an assessment of the long-term efficacy of extending the bus routes and a recommendation for long-term funding of the bus routes to the Governor and the Legislature.

*First sponsor:* Sen. Townsend (R - Dist. 16)

Status: 1/11 referred to Senate appro.

### **SB1028:**

#### **ALTERNATIVE ASSESSMENT; SPECIAL EDUCATION**

The State Board of Education is required to adopt rules that allow a student to participate in alternative testing instead of the required statewide testing if the student is enrolled in a special education program and meets criteria specified by the Board. Establishes a 13-member Alternative Assessment Study Committee to discuss alternative assessments and related issues. The Committee is required to submit a report of its findings and recommendations to the Governor and the Legislature by December 1, 2021, and self-repeals July 1, 2022.

*First sponsor:* Sen. Barto (R - Dist. 15)

Status: 3/18 signed by Governor. 3/11 passed House 59-0; ready for Governor. 3/3 from House educ do pass. 2/23 referred to House educ. 1/28 passed Senate 28-1; ready for House.

### **SB1035:**

#### **TECHNICAL CORRECTION; PRIVATE SCHOOLS**

Minor change in Title 15 (Education) related to private schools. Apparent striker bus.

*First sponsor:* Sen. Barto (R - Dist. 15)

Status: 1/11 referred to Senate rules only.

### **SB1041:**

#### **STOS; AGGREGATE CAP INCREASE**

The aggregate dollar amount of the cap on the tax credit for contributions to school tuition organizations is increased to \$10 million in FY2021-22, \$15 million in FY2022-23, and \$20 million in FY2023-24, ~~from \$5 million. For FY2024-25~~ and each FY after, ~~from \$5 million. the aggregate dollar amount of the cap on the tax credit for contributions to school tuition~~

~~organizations is increased by the greater of either the percentage of the annual increase in the metropolitan Phoenix consumer price index or two percent.~~ AS PASSED SENATE

*First sponsor:* Sen. Livingston (R - Dist. 22)

Status: 3/10 from House ways-means do pass. 2/23 referred to House ways-means. 2/1 passed Senate 16-14; ready for House. 1/28 Senate COW approved with floor amend #4046.

#### **SB1056:**

##### **ENERGY; WATER; SAVINGS ACCOUNTS**

The maximum length of a contract between a county or municipality and an energy or water services company to pay for the incremental cost of energy or water savings measures in facilities owned by the county or municipality is increased to 25 years, from 15 years. Other costs and revenue are included in the estimated impact to be achieved by a county or municipality through energy or water savings measures or services. Reports on school district contracts for guaranteed energy cost savings must be filed with the Department of Administration, instead of the Governor's Office of Energy Policy.

*First sponsor:* Sen. Gray (R - Dist. 21)

Status: 2/26 signed by Governor. 2/22 substituted in House for identical bill 2333. Passed House 60-0; ready for Governor. 2/4 passed Senate 29-0; ready for House. 1/28 from Senate nat res-energy-water do pass.

#### **SB1058:**

##### **SCHOOLS; LEARNING MATERIALS; ACTIVITIES**

By July 1 of each year, each school district and charter school is required to prominently list on a publicly accessible portion of its website the "learning materials" and "activities" (both defined) that were used for student instruction at the school during the prior school year, organized by subject area and grade, and any procedures in effect for review or approval of the learning materials and activities. Information that must be included in the list is specified.

*First sponsor:* Sen. Barto (R - Dist. 15)

Status: 3/9 referred to House educ. 3/3 passed Senate 16-14; ready for House. 2/2 from Senate rules okay. 1/27 from Senate educ with amend #4031.

#### **SB1061:**

##### **SCHOOLS; EMPLOYEES; EMPLOYMENT; DISCIPLINE**

The Department of Education is required to investigate written complaints alleging that a "noncertificated person" (defined as a school district or charter school employee who does not possess a teaching certificate and meets other specified requirements) has engaged in immoral or unprofessional conduct. The State Board of Education is authorized to review a complaint to determine whether to take disciplinary action against a noncertificated person who has engaged in immoral or unprofessional conduct, including prohibiting the person's employment at a school district or charter school for up to five years. Before employing a certificated or noncertificated person, school districts and charter schools are required to conduct a search of the educator information system that is maintained by the Dept. on the prospective employee. School districts and charter schools are prohibited from employing in a position that requires a valid fingerprint clearance card either a certificated person whose certificate has been suspended, surrendered or revoked and not subsequently reinstated, or a noncertificated person who has been prohibited from employment at a school district or charter school by the Board under this legislation.

*First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 1/26 from Senate rules okay.

**SB1097:****PUPILS; EXCUSED ABSENCES; MENTAL HEALTH**

The Arizona Department of Education (ADE) is required to identify an absence due to the mental or behavioral health of a pupil as an excused absence. ADE is authorized to adopt guidelines and rules for determining what constitutes an absence due to the mental or behavioral health of a pupil.

*First sponsor:* Sen. Bowie (D - Dist. 18)

Status: 3/18 signed by Governor. 3/11 passed House 37-23; ready for Governor. 3/3 from House educ do pass. 2/23 referred to House educ. 1/28 passed Senate 29-0; ready for House.

**SB1098:****ADMINISTRATIVE COSTS; LIMIT; STOS**

Increases the amount that school tuition organizations are required to allocate for educational scholarships or tuition grants to 95 percent of annual revenue from contributions made for tax credit purposes, from 90 percent.

*First sponsor:* Sen. Bowie (D - Dist. 18)

Status: 1/12 referred to Senate fin.

**SB1099:****TEACHERS ACADEMY; COUNSELORS; SOCIAL WORKERS**

Expands the Arizona Teachers Academy, which offers scholarships to students who commit to teaching in a public school in Arizona, to include students who commit to working as school social workers and school counselors in Arizona. Changes the name of the Academy to the Arizona Teacher, School Social Workers and School Counselors Academy. Due to voter protection, a section of this legislation with a conforming change requires the affirmative vote of at least 3/4 of the members of each house of the Legislature for passage.

*First sponsor:* Sen. Bowie (D - Dist. 18)

Status: 1/12 referred to Senate educ.

**SB1100:****SCHOOL COUNSELORS; GRANTS**

Beginning in the 2026-2027 school year, if sufficient monies are appropriated, each school district and charter school is required to hire at least one "school counselor" (defined) for every 550 students who are enrolled in the school district or charter school. The State Board of Education is required to issue a certificate to school counselors who satisfy the certification requirements adopted by the Board by rule. A person cannot be employed as a school counselor in a school district or charter school in Arizona after June 30, 2022 unless that person obtains a school counselor certificate from the Board. Establishes the School Counseling Plan Grant Fund to be administered by the Department of Education to provide grants to schools, school districts and charter schools to assist with the costs of a "school counseling plan" (defined). Application requirements for grants from the Fund are specified. Appropriates the following amounts from the general fund in the following fiscal years to the Fund: \$19 million in FY2021-22, \$38 million in FY2022-23, \$57 million in FY2023-24, \$76 million in FY2024- 25, and \$95 million in FY2025-26.

*First sponsor:* Sen. Bowie (D - Dist. 18)

Status: 1/12 referred to Senate educ, appro.

**SB1109:****INDIVIDUAL INCOME TAX; RATE ADJUSTMENT**

For each fiscal year beginning with FY2021-22, the Joint Legislative Budget Committee (JLBC) is required to follow a specified formula to compute an individual income tax rate reduction. For each tax year beginning January 1, 2022 and after, the Department of Revenue is required to reduce for the current taxable year each individual income tax rate by an equal percentage such

that the total amount of the rate reduction is equal to the amount calculated by the JLBC. If the amount calculated by the JLBC is equal to or less than zero, the individual income tax rates shall be the same as the rates for the immediately preceding taxable year. Applies to taxable years beginning with 2022.

*First sponsor:* Sen. Mesnard (R - Dist. 17)

Status: 2/24 Senate COW approved with flr amend #4524. 2/18 from Senate fin do pass. 1/20 referred to Senate fin.

**SB1114:**

**SCHOOLS; REQUIRED POSTING; ABUSE HOTLINE**

School district schools and charter schools are required to post in a clearly visible location in a public area of the school that is readily accessible to students a sign that contains the telephone number of the centralized intake hotline concerning suspected abuse and neglect of children, instructions to call 911 for emergencies, and directions for accessing the website of the Department of Child Safety for more information.

*First sponsor:* Sen. Mesnard (R - Dist. 17)

Status: 3/24 signed by Governor. 3/18 passed House 59-0; ready for Governor. 3/10 from House educ do pass. 3/3 referred to House educ. 2/23 passed Senate 30-0; ready for House. 2/17 from Senate educ do pass. 1/20 referred to Senate educ.

**SB1118:**

**STO SCHOLARSHIPS; AMOUNT; ELIGIBILITY**

Makes changes to statutes related to school tuition organization (STO) scholarships. Increases the maximum scholarship amount in 2021 to \$5,600, from \$4,200, for students in kindergarten through 8th grade and students in a preschool program that offers services to students with disabilities, and to \$7,500, from \$5,500, for students in grades 9 through 12. In each year after 2021, the limit must be increased by \$200, instead of \$100. The list of students that may receive an STO educational scholarship or tuition grant is expanded to include students who are homeschooled before enrolling in a qualified school, students who moved to Arizona from out of state before enrolling in a qualified school, and students who participated in an Arizona empowerment scholarship account (ESA) and did not renew the ESA in order to accept an STO scholarship or grant. AS PASSED SENATE

*First sponsor:* Sen. Gowan (R - Dist. 14)

Status: 3/10 from House ways-means do pass. 3/3 referred to House ways-means.

**SB1139:**

**CLASSROOM SITE FUND; DISTRIBUTION**

Modifies the purposes for which monies from the Classroom Site Fund must be spent to **add “student support services” (defined) and to specify that teacher compensation must include a base pay and a performance pay component** ~~remove teacher liability insurance premiums and to add educational interventions, voluntary full day kindergarten, student support services, tutoring, character education, school safety, career and technical education, school improvement, and transportation~~. Deletes the requirement for school districts and charter schools to allocate 40 percent of the monies received from the Classroom Site Fund for teacher compensation increases based on performance and employment related expenses, 20 percent of the monies for teacher base salary increases and employment related expenses, and 40 percent of the monies for maintenance and operation purposes. The performance based compensation system adopted by school district governing boards is no longer required to have individual teacher performance account for 33 percent of the 40 percent allocation for teacher compensation.

*First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 3/18 signed by Governor. 3/11 House COW approved. Passed House 34-26; ready for Governor. 3/10 from House rules okay. 3/3 from House educ do pass. 2/24 referred to House educ. 1/28 passed Senate 29-0; ready for House.

**SB1148:**

**COMMON SCHOOL DISTRICTS; UNIFICATION; BUDGET**

A common school district that is not within the boundaries of a high school district and that was authorized by the voters to establish a unified school district in an election held before the effective date of this legislation is authorized to continue calculating its budget and equalization assistance pursuant to common school district statute until a high school is approved by the School Facilities Board and constructed for the newly formed unified school district, if the newly formed unified school district has not constructed a high school within

10 years after the date of the election. A school district cannot retroactively adjust its budget under this legislation. Session law containing this same authorization that expired on June 30, 2020 is repealed. Retroactive to July 1, 2020. Emergency clause. [Capital Reports Note: Legislative staff indicate this legislation applies only to the Nadaburg Unified School District.]

*First sponsor:* Sen. Kerr (R - Dist. 13)

Status: 2/3 Senate COW approved with amend #4032. 1/27 from Senate educ with amend #4032.

**SB1158:**

**SCHOOLS; SEIZURE MANAGEMENT; TREATMENT PLANS**

Beginning in the 2021-2022 school year, the parent or guardian of a student who has a seizure disorder and who is enrolled in public school in Arizona is authorized to submit to the school district or charter school in which the student is enrolled a copy of a seizure management and treatment plan developed by the parent or guardian and the physician responsible for the student's seizure treatment. Requirements for the plan are specified. School districts, charter schools, employees of school districts or charter schools and nurses who are under contract with a school district or charter school are immune from civil liability with respect to all decisions made and actions taken that are based on good faith implementation of a seizure management and treatment plan. By December 1, 2021, the State Board of Education is required to approve an online course of instruction that is provided free of charge by a nonprofit national foundation and that supports the welfare of individuals with epilepsy and seizure disorders. School nurses and school employees whose duties include regular contact with students are required to complete the online course.

*First sponsor:* Sen. Kerr (R - Dist. 13)

Status: 1/14 referred to Senate educ.

**SB1164:**

**SCHOOLS; AUDITS; FINANCIAL RECORDS; BUDGETS**

School districts and charter schools are required to send a copy of audit reports to the county school superintendent and the Arizona Department of Education (ADE). ADE is required to make the audit reports available on its website. School district and charter school governing boards are required to publicly accept all audits and compliance questionnaires by roll call vote. If a school district fails to establish and maintain the uniform system of financial records, the Auditor General is required to report that district to the State Board of Education, in addition to ADE, and is required to detail the deficiencies in writing in the report.

*First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 2/2 from Senate rules okay. 1/27 from Senate educ do pass.

**SB1165:**

**SCHOOLS; PERFORMANCE EVALUATIONS**

Charter school governing bodies and school district governing boards are not required to conduct principal or teacher performance evaluations in the 2020-21 school year. For a teacher who was designated in the lowest performance classification for the 2019-2020 school year, the absence of

an evaluation in the 2020-2021 school year cannot be used to enforce dismissal or nonrenewal procedures. A teacher evaluation in the 2020-21 school year is not required to a teacher to be eligible to receive performance pay from the Classroom Site Fund. These provisions self-repeal January 1, 2023. Retroactive to July 1, 2020. Emergency clause.

*First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 3/18 signed by Governor. 3/11 House COW approved. Passed House 33-27; ready for Governor. 3/3 from House educ do pass. 2/25 referred to House educ. 2/4 passed Senate 28-1; ready for House. 1/27 from Senate educ do pass.

#### **SB1174:**

##### **APPROPRIATION; STEM INTERNSHIPS**

Appropriates \$2 million from the general fund in FY2020-21 to the Arizona Commerce Authority for matching monies for educational stipends for high school, college and university students and for K- 12 teachers in Arizona who participate in STEM internships. The Authority is required to establish guidelines and procedures for awarding the stipends. Some stipend requirements are specified, including maximum award amounts. By December 1, 2022, the Authority is required to submit ~~an annual~~ report to the Governor and the Legislature on the stipends and internships. **AS PASSED SENATE**

*First sponsor:* Sen. Bowie (D - Dist. 18)

Status: 3/9 House educ held. 3/3 referred to House educ, appro. 2/25 Senate COW approved with flr amend #4592. 2/17 from Senate appro do pass. 2/3 from Senate educ do pass. 1/19 referred to Senate educ, appro.

#### **SB1178:**

##### **SCHOOLS; TEST RESULTS; LETTER CLASSIFICATION**

If the State Board of Education (SBE) alters the statewide assessment testing window for any reason, the SBE is authorized to adjust the dates by which local education agencies are required to receive the scores and assessment data proportionately. If the SBE adjusts the dates by which local education agencies are required to receive the scores and assessment data, the SBE cannot impose penalties on the contractor unless the scores and assessment data are received after the adjusted dates. As session law, the Arizona Department of Education (ADE) is prohibited from assigning schools or school districts letter grade classifications for school years 2020-

2021 and 2021-2022. ADE is required to continue to collect and publish data in school years 2020-2021 and 2021-2022 concerning the academic and educational performance indicators for schools and school districts. ADE is required to develop criteria to identify schools and school districts for school years 2020-2021 and 2021-2022 that demonstrate a below average level of performance. During school years 2020-2021 and 2021-2022, the governing board of a school district is authorized to adopt alternative policies regarding performance based funding or policies regarding dismissal or nonrenewal procedures for teachers who continue to be designated in the lowest performance classification. Retroactive to July 1, 2020. *First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 2/4 Senate COW approved with flr amend #4111. 1/27 from Senate educ do pass.

#### **SB1188:**

##### **RESULTS-BASED FUNDING; REPEAL; SPECIAL EDUCATION**

Repeals the Results-Based Funding Fund and statute requiring the Department of Education to distribute monies from the Fund to school districts and charter schools based on a specified formula. Appropriates \$68.6 million from the general fund in FY2021-22 to the Department of Education to provide special education compensatory grants. Contains a legislative intent section.

*First sponsor:* Sen. Engel (D - Dist. 10)

Status: 1/19 referred to Senate educ, appro.

**SB1189:****SPECIAL EDUCATION; GROUP B WEIGHTS**

Monies in the Extraordinary Special Education Needs Fund are continuously appropriated, instead of subject to legislative appropriation. The Arizona Department of Education (ADE) is authorized to retain up to two percent of the monies in the Fund for administration purposes. ADE is required to award monies from the Fund to school districts and charter schools with eligible claims demonstrating that a student receiving special education services has incurred costs in the current year of at least the statewide per pupil funding average multiplied by three. ADE is required to evaluate claim requests on a quarterly basis, and a process for prioritizing funding if there are insufficient monies in the Fund is specified. ADE is required to report to the Governor and the Legislature by December 15 of each year on claims funded in the previous year. Certain special education related group B support level weights are increased. Appropriates \$5 million from the general fund in FY2021-22 to the Fund.

*First sponsor:* Sen. Engel (D - Dist. 10)

Status: 1/27 from Senate educ do pass.

**SB1191:****FINANCIAL AID TRUST FUND; APPROPRIATION**

The Arizona Board of Regents is required, instead of allowed, to establish a Financial Aid Trust Fund. At least 75 percent of the monies distributed from the Fund must be awarded to resident undergraduate students. Previously, at least 50 percent of the monies were required to be used for grant aid. Appropriates \$85 million from the general fund in FY2021-22 to the Financial Aid Trust Fund.

*First sponsor:* Sen. Engel (D - Dist. 10)

Status: 1/19 referred to Senate educ, appro.

**SB1192:****SCHOOLS; DRUG VIOLATIONS; REPORTING OPTIONS**

In lieu of the requirement to immediately report a drug violation to a peace officer, and if the violation involves a student, a school administrator is permitted to refer the student to an appropriate program for at-risk students that is selected by the school.

*First sponsor:* Sen. Engel (D - Dist. 10)

Status: 1/19 referred to Senate jud.

**SB1210:****SCHOOLS; COMPULSORY ATTENDANCE AGE; INCREASE**

School attendance is mandatory for children if they are between 6 and 18 years of age (formerly, between 6 and 16) unless the child has obtained a high school diploma or G.E.D. or has graduated from a home school program.

*First sponsor:* Sen. Mendez (D - Dist. 26)

Status: 1/19 referred to Senate educ.

**SB1211:****EMPLOYEES; SCHOOL CONFERENCES; LEAVE**

Employers are required to grant an employee school conference or activity leave of up to a total of 16 hours during any school year, not more than 4 hours of which may be taken during one day, to attend school conferences or activities related to the employee's child if a list of specified conditions applies.

*First sponsor:* Sen. Mendez (D - Dist. 26)

Status: 1/19 referred to Senate com.

**SB1212:****SCHOOLS MEALS; WATER**

By July 1, 2022, each school district and charter school is required to provide access to free, fresh drinking water during meal times in the food service areas of each school.

*First sponsor:* Sen. Mendez (D - Dist. 26)

Status: 1/19 referred to Senate educ.

**SB1213:****POSTSECONDARY INSTITUTIONS; SEXUAL CONSENT POLICIES**

Each public and private college, university and community college in Arizona is required to adopt policies to define consent to sexual activity that contain specified provisions.

*First sponsor:* Sen. Mendez (D - Dist. 26)

Status: 1/19 referred to Senate educ.

**SB1227:****STUDY COMMITTEE ON CLASS SIZES**

Establishes a 15-member Study Committee on Class Sizes to determine appropriate class sizes, identify methods of reducing class sizes, determine the costs of the methods of reducing class sizes, and identify how existing school facilities and available classroom space are conducive to reducing class sizes. The Committee is required to submit a report of its findings and recommendations to the Governor, the Superintendent of Public Instruction, and the Legislature by December 31, 2021, and self-repeals June 1, 2022.

*First sponsor:* Sen. Marsh (D - Dist. 28)

Status: 2/2 from Senate rules okay. 1/27 from Senate educ with amend #4033.

**SB1246:****SCHOOL DISTRICTS; BOARDS; TERM LIMITS**

A person is not eligible to serve more than two consecutive terms on the governing board of a school district. Session law allows all persons serving as members of a school district governing board on the effective date of this legislation to continue to serve until the expiration of their normal terms.

*First sponsor:* Sen. Bowie (R - Dist. 18)

Status: 1/21 referred to Senate educ.

**SB1260:****PROPERTY TAX EXEMPTIONS; STATUTORY CONFORMITY**

Exempts the property of veterans with service or nonservice connected disabilities who are Arizona residents from taxation, with an allowed exemption amount of ~~\$4,117~~ ~~\$4,047~~ multiplied by the percentage of the veteran's disability, as rated by the U.S. Department of Veterans Affairs, if the person's total assessment does not exceed ~~\$27,970~~ ~~\$27,498~~. The exemption limit for property of widows, widowers and persons with total and permanent disabilities is increased to ~~\$4,117~~ ~~\$4,047~~, from \$3,000, if the person's total assessment does not exceed ~~\$27,970~~ ~~\$27,498~~, increased from \$20,000. Also makes various changes to property tax statutes in order to conform to proposed changes to property tax exemptions contained in the state Constitution. Conditionally enacted on the state Constitution being amended by a vote of the people at the next general election by the passage of ~~an unspecified~~ Senate Concurrent Resolution ~~1019 (blank in original)~~ to consolidate and reorganize provisions relating to exemptions from property taxation. **AS PASSED SENATE**

*First sponsor:* Sen. Mesnard (R - Dist. 17)

Status: 3/17 from House ways-means do pass. 3/9 referred to House ways-means. 3/4 passed Senate on reconsideration 16-14; ready for House. 2/24 Senate COW approved with amend #4086

and flr amend #4527. 2/9 from Senate rules okay. 2/4 from Senate fin with amend #4086. 1/21 referred to Senate fin.

**SB1273:**

**STOS; CONTRIBUTIONS; ALLOWABLE USES**

An educational scholarship or tuition grant issued by a school tuition organization may be used for registration, extracurricular activities, standardized testing for college credit or readiness and career and technical education industry certification assessments for the student.

*First sponsor:* Sen. Mesnard (R - Dist. 17)

Status: 4/14 retained on House COW calendar. 3/25 from House ways-means do pass. 3/9 referred to House ways-means. 3/3 passed Senate 16-14; ready for House. 2/9 from Senate rules okay. 2/4 from Senate fin do pass. 1/21 referred to Senate fin.

**SB1279:**

**STUDENTS; DATA; ACCESSIBILITY**

The Arizona Department of Education (ADE) is required to adopt policies and procedures to allow access of specified student level data to county school superintendents, the State Board of Education and the State Board for Charter Schools. ADE is required to develop, publish, and make publicly available policies and procedures to comply with the federal Family Educational Rights and Privacy Act and other relevant privacy laws and policies. Requirements for the policies and procedures are listed.

*First sponsor:* Sen. Pace (R - Dist. 25)

Status: 3/31 from House appro do pass. 3/10 from House educ do pass. 3/3 referred to House educ, appro. 2/24 passed Senate 30-0; ready for House. 2/17 from Senate educ do pass. 1/21 referred to Senate educ.

**SB1287:**

**SCHOOL FUNDING; APPROPRIATIONS**

Establishes the Building Renewal Fund, to be administered by the School Facilities Board (SFB). The SFB is required to distribute monies in the Fund to school districts to maintain the adequacy of existing school facilities. Establishes a formula for computing the building renewal amount for each school building based on age, student capacity, and cost per square foot. The SFB is required to inventory and inspect all school buildings in this state in order to develop a database to administer the building renewal formula, and to use the database to compute the building renewal formula distributions. Establishes requirements for project priority and prohibited expenditures. Makes supplemental appropriations of the following amounts from the general fund in the following fiscal years to the Fund: \$57.8 million in FY2021- 22, \$115.6 million in FY2022-23, \$173.4 million in FY2023-24, \$231.2 million in FY2024-25, and \$289 million in FY2025-26. Makes supplemental appropriations of the following amounts from the general fund in the following fiscal years to the Department of Education for apportionment to school districts for district additional assistance: \$70.49 million in FY2021-22, \$140.98 million in FY2022-23, \$211.47 million in FY2023-24, \$281.95 million in FY2024-25, and \$352.44 million in FY2025-26. Makes a supplemental appropriation of \$18.66 million from the general fund in FY2025-26 to the Department of Education for apportionment to school districts for district additional assistance.

*First sponsor:* Sen. Engel (D - Dist. 10)

Status: 1/25 referred to Senate educ, appro.

**SB1289:**

**FOURTH-YEAR FUNDING; CTEDS**

Students in 9th grade and students in the school year immediately following graduation who are enrolled in courses that are approved jointly by the governing board of the Career Technical Education District (CTED) and each participating school district or charter school may be

included in a CTED's calculation of student count or average daily membership. Funding cannot be provided for more than four years for the same student. Funding for students in grade 9 is provided only if the student reaches the grade 10, and at that time, funding is provided for that student for grade 9 and for any subsequent year in which the student is eligible for funding. The member school district and the CTED are required to determine the apportionment of the average daily membership and student enrollment for a student, except that the amount apportioned cannot exceed 1.0 for either entity.

*First sponsor:* Sen. Engel (D - Dist. 10)

Status: 1/25 referred to Senate educ.

#### **SB1292:**

##### **APPROPRIATION; DYSLEXIA AND LITERACY SERVICES**

Appropriates \$2.5 million from the general fund in FY2021-22 to the Department of Education for a list of specified dyslexia and literacy services, including designating a dyslexia specialist, implementing a dyslexia screening plan, improving the reading proficiency of pupils in kindergarten through 3rd grade, and distributing to school districts and charter schools to provide additional funding to support students with language-based learning struggles, including dyslexia.

*First sponsor:* Sen. Shope (R - Dist. 8)

Status: 2/17 passed Senate 22-8; ready for House. FAILED Senate on reconsideration 15-15. 2/3 from Senate appro do pass. 1/25 referred to Senate appro.

#### **SB1294:**

##### **COMMUNITY COLLEGE; EXPENDITURE LIMITATION**

For the purposes of calculating community college district expenditure limitations, the multiplier for the number of full-time equivalent students enrolled in career and technical education courses is increased to 1.0, from 0.3. As session law, retroactive to July 1, 2020, if a community college district exceeds its expenditure limitation for FY2020-21, FY2021-22, or FY2022-23, the district cannot have any state aid withheld and the penalty is \$100. AS PASSED SENATE

*First sponsor:* Rep. Shope (R - Dist 8)

Status: 3/25 from House crim jus ref with amend #4924. 3/15 withdrawn from House ways-means, further referred to House crim jus ref. 2/23 passed Senate 21-9; ready for House. 2/16 from Senate rules okay. 1/25 referred to Senate educ.

#### **SB1295:**

##### **ADVANCED PLACEMENT COURSES; EXAMS; APPROPRIATIONS**

Establishes the Advanced Placement Course Access, Participation and Success Program within the Arizona Department of Education (ADE) to expand and enhance access to, participation in and student success in advanced placement courses and advanced placement exams. Establishes the Advanced Placement Exam Fee Waiver Program to eliminate or reduce the advanced placement exam fee costs for all students enrolled in public schools in Arizona who have a family income that does not exceed 185 percent of the federal poverty guidelines or otherwise meet the eligibility guidelines as set by ADE. ADE is required to submit a report containing specified information on these programs to the Governor and the Legislature by August 15 of each year. The programs terminate on July 1, 2031. Appropriates \$1.5 million from the general fund in FY2021-22 to the newly established Advanced Placement Course Access, Participation and Success Program Fund and \$1.2 million from the general fund in FY2021-22 to the newly established Advanced Placement Exam Fee Waiver

Program Fund. [AS PASSED SENATE](#)

*First sponsor:* Sen. Shope (R - Dist. 8)

Status: 3/10 from House appro do pass. 3/3 referred to House educ, appro. 2/25 Senate COW approved with amend #4064 and flr amend #4537. 2/17 from Senate appro do pass. 2/3 from Senate educ with amend #4064. 1/25 referred to Senate educ, appro.

**SB1315:**

**NONCERTIFICATED SCHOOL EMPLOYEES; DUE PROCESS**

School boards are required to adopt personnel policies for noncertificated school district employees with substantially equivalent due process procedures as those for certificated teachers.

*First sponsor:* Sen. Alston (D - Dist 24)

Status: 1/25 referred to Senate educ.

**SB1316:**

**HEARING EVALUATIONS; PRESCHOOLS**

The Department of Health Services program of hearing evaluation services is expanded to include students in public or private preschool programs.

*First sponsor:* Sen. Alston (D - Dist 24)

Status: 1/25 referred to Senate educ.

**SB1317:**

**TEXTBOOKS; REPRESENTATION; DISABILITIES; SEXUAL ORIENTATION**

Governing boards for common schools and high schools are prohibited from approving any textbook or other instructional material that contains any matter reflecting adversely on persons on the basis of race, ethnicity, sex, religion, disability, nationality, sexual orientation or gender identity.

*First sponsor:* Sen. Alston (D - Dist 24)

Status: 1/25 referred to Senate educ.

**SB1318:**

**SCHOOLS; CORPORAL PUNISHMENT; PROHIBITION**

A teacher, principal or other school employee is prohibited from subjecting a student to "corporal punishment" (defined).

*First sponsor:* Sen. Alston (D - Dist 24)

Status: 1/25 referred to Senate educ.

**SB1340:**

**SCHOOLS; SEX EDUCATION INSTRUCTION**

All school districts and charter schools are required to provide sex education instruction that is "medically accurate" and "age appropriate" (both defined) for students in kindergarten through grade 12. Information that must be included in sex education instruction is specified. Sex education for grades 6 through 12 is required to stress the importance of using effective methods of contraception, including abstinence, to prevent unintended pregnancy and protect against sexually transmitted infections. School districts and charter schools are required to make sex education instruction materials available for parental review. A student may be excused from any part of the instruction only at the written request of the student's parent or guardian. Parents have the right to opt out of sex education, instead of the right to opt in. Statute governing parental involvement in schools and requiring school boards to adopt policies promoting parent involvement that include a list of required provisions is expanded to include charter schools.

*First sponsor:* Sen. Navarrete (D - Dist 30)

Status: 1/25 referred to Senate educ.

**SB1341:**

**SCHOOLS; INCENTIVE PROGRAM; DUAL ENROLLMENT**

The College Credit by Examination Incentive Program is renamed the Dual Enrollment and College Credit by Examination Incentive Program, and the Program is expanded to provide an

incentive bonus to teachers, school districts and charter schools for students who complete a qualifying dual enrollment course with a passing grade. Each community college district governing board is required to maintain a list of qualifying dual enrollment courses that a high school student may take and the passing grade required in each dual enrollment course in order to receive college credit, and to provide the list of dual enrollment courses and passing grades to the Arizona Department of Education (ADE) and the Joint Legislative Budget Committee by September 1 of each year. Beginning in FY2022- 23, ADE is required to pay an incentive bonus to school districts and charter schools for each student in grades 9 through 12 who completes a qualifying dual enrollment course and who is enrolled in a school where 50 percent or more of the students are eligible for free or reduced-price lunches. Each qualifying student generates a bonus of \$450 per passing grade in a qualifying dual enrollment course for the school. If the statewide sum of per student bonuses exceeds the amount available, bonus monies must be reduced proportionally.

*First sponsor:* Sen. Navarrete (D - Dist 30)

Status: 1/25 referred to Senate educ.

### **SB1349:**

#### **PROCUREMENT; FINAL LIST; NUMBER**

For the purpose of the procurement code, a request for qualifications is required to state that in a procurement of multiple contracts for professional services to be awarded to a single person or firm, that there will be a single final list of **no more than** ten persons or firms, **instead of increased from** at least three and not more than five persons or firms. The maximum number of persons or firms on the single final list for a procurement for multiple contracts that are awarded to separate persons or firms is increased to ten, from five. If the purchasing agency will hold interviews as part of the selection process, the **maximum minimum** number of interviews held is increased to ten. **AS PASSED SENATE**

*First sponsor:* Sen. Gray (R - Dist 21)

Status: 4/28 passed House 36-24; ready for Governor. 3/23 from House rules okay. 3/18 from House gov-elect do pass. 3/10 referred to House gov-elect. 3/4 Senate COW approved with amend #4270. 2/23 withdrawn from Senate appro. 2/17 from Senate gov with amend #4270. 1/26 referred to Senate gov, appro.

### **SB1376:**

#### **SCHOOLS; CURRICULUM; MENTAL HEALTH**

The State Board of Education must require that all health education instruction include mental health instruction. Mental health instruction may be included in a health course or another existing course and is required to incorporate the multiple dimensions of health by including mental health and the relationship of physical and mental health to enhance student understanding, social and emotional learning, and attitudes and behavior that promote health and well-being.

*First sponsor:* Sen. Bowie (D - Dist 18)

Status: 3/16 from House rules okay. 3/3 from House educ do pass. 2/25 referred to House educ. 2/16 passed Senate 29-1; ready for House. 2/3 from Senate educ do pass. 1/26 referred to Senate educ.

### **SB1393:**

#### **CONTINUING HIGH SCHOOL PROGRAM**

The State Board of Education is required to establish a continuing high school program to provide adult learners with alternative study services that lead to the issuance of a high school diploma and industry recognized credentials. The Board is required to authorize service providers that are qualified 501(c) (3) organizations that meet specified requirements to operate schools through partnerships with school districts, nonprofit charter schools or Career Technical Education Districts. A school participating in the program is eligible to receive base support level funding and additional assistance in the same manner as a school district or charter school, but is not eligible for transportation funding or Arizona online instruction funding. Establishes reporting

requirements for service providers, and requires the Department of Education to report on the Program to the Governor and the Legislature by December 15, 2024 and by December 15 of each year after. The Board is authorized to approve program service providers with a total projected average daily membership of up to 350 in FY2022-23, up to 700 in FY2023-

24, and up to 1,400 in FY2024-25 and each FY after. The program terminates on July 1, 2031.

*First sponsor:* Sen. Boyer (R - Dist 20)

Status: 1/26 referred to Senate educ.

### **SB1395:**

#### **2021 SUMMER SCHOOL; ADE; APPROPRIATION**

Appropriates \$25 million from the general fund in FY2020-21 to the Arizona Department of Education (ADE) to award grants to school districts for funding summer school programs for the summer of 2021. ADE is required to establish grant application criteria and to give priority to Title I schools when awarding grants.

*First sponsor:* Sen. Marsh (D - Dist 28)

Status: 1/27 referred to Senate educ, appro.

### **SB1399:**

#### **COURSE OPTIONS; FUNDING PORTABILITY; PROGRAM**

Establishes a Course Options and Funding Portability Program to be administered by the State Board of Education. Beginning in the 2022- 2023 school year, school districts and charter schools in the Program are authorized to allow any student in grades 10 through 12 to enroll in one or more courses offered by the school district or charter school, whether or not the student is primarily enrolled in the school district or charter school. A student who enrolls in a course or courses offered by a school district or charter school that is not the student's primary school district or charter school is considered to be concurrently enrolled in the school district or charter school offering the course under the Program. Establishes a process for students to participate in the Program. For each course completed under the Program, the lesser of the average daily membership that is equal to 1.0 divided by the total number of courses that the student is required to take that school year, or one sixth average daily membership is generated and transferred to the school district or charter school in which the student is concurrently enrolled. The primary school district or charter school in which the student is enrolled is required to subtract the average daily membership generated from its average daily membership calculation. The State Board of Education is required to adopt rules to carry out the Program. The Program ends on July 1, 2031.

*First sponsor:* Sen. Boyer (R - Dist 20)

Status: 1/27 referred to Senate educ, appro.

### **SB1400:**

#### **SCHOOLS; COURSE EQUIVALENTS**

Beginning in the 2022-2023 school year, school districts and charter schools are required to allow students in grades 9 through 12 to receive **one elective course credits per school year** through any of a list of methods, including working, participating in organized sports, community arts, or approved outside learning opportunities, and passing any course offered by a private postsecondary institution, community college or state university. Establishes guidelines for earning course credit and generating average daily membership through these methods. The State Board of Education is **authorized required** to adopt rules to ~~carry out this requirement, and is permitted to adopt rules to~~ allow out-of-school experiences to satisfy the academic standards prescribed by the State Board of Education for students in kindergarten programs and grades 1 through 8. **AS PASSED SENATE**

*First sponsor:* Sen. Boyer (R - Dist 20)

Status: 3/23 House educ held. 3/16 referred to House educ. 3/3 passed Senate 16-14; ready for House. 3/1 Senate COW approved with amend #4154 and flr amend #4612. 2/25 retained on Senate COW calendar. 2/16 from Senate rules okay. 1/27 referred to Senate educ.

**SB1401:****ALTERNATIVE TEACHER DEVELOPMENT PROGRAM; EXTENSION**

The statutory life of the Alternative Teacher Development Program is extended ten years to July 1, 2030. Retroactive to July 1, 2020.

*First sponsor:* Sen. Boyer (R - Dist 20)

Status: 3/16 from House rules okay. 3/10 from House educ do pass. 3/3 referred to House educ. 2/24 Senate COW approved. 2/16 from Senate rules okay. 1/27 referred to Senate educ.

**SB1403:****LITERACY; DYSLEXIA SCREENING**

Retroactive to July 1, 2021, the deadline for school districts and charter schools to ensure that at least one kindergarten through third grade teacher in each school has received training related to dyslexia is extended one year to July 1, 2022. Retroactive to July 1, 2020, the deadline for the Department of Education to develop a dyslexia screening plan is extended two years to July 1, 2022. Beginning August 1, 2025, the State Board of Education is required to establish a literacy endorsement as a requirement for all certificated teachers who provide literacy instruction in kindergarten through 5th grade. Requirements for the literacy endorsement are specified, including passing a literacy instruction assessment. Beginning August 1, 2022, all approved educator preparation programs in elementary education and early childhood education must require the courses that are necessary to obtain a literacy endorsement. AS PASSED SENATE

*First sponsor:* Sen. Boyer (R - Dist 20)

Status: 4/26 retained on House COW calendar. 3/23 from House rules okay. 3/16 House educ do pass; report awaited; from House educ do pass. 3/9 House educ held. 3/3 referred to House educ. 2/25 Senate COW approved with amend #4155 and flr amend #4596. 2/16 from Senate rules okay. 1/27 referred to Senate educ.

**SB1404:****STATE SEAL OF BILITERACY; ASSESSMENT**

Modifies the requirements for a student to obtain a state seal of biliteracy on their high school diploma to require the student to pass an examination in English language arts, instead of pass the standardized end-of-course examinations in English language arts. Retroactive to July 1, 2020. AS PASSED SENATE AS SIGNED BY GOVERNOR

*First sponsor:* Sen. Boyer (R - Dist 20)

Status: 3/26 signed by Governor. 3/18 passed House 41-18; ready for Governor. 3/10 from House educ do pass. 3/3 referred to House educ. 2/25 Senate COW approved with amend #4277. NOTE SHORT TITLE CHANGE. 2/18 from Senate educ with amend #4277. 1/27 referred to Senate educ.

**SB1410:****APPROPRIATION; NEW FACILITY; KIRKLAND ELEMENTARY**

Appropriates \$3 \$2 million from the general fund in FY2021-22 to the School Facilities Board to distribute to the Kirkland Elementary School District to replace an existing school building. ~~construct a new school facility.~~ AS PASSED SENATE

*First sponsor:* Sen. Fann (R - Dist 1)

Status: 3/10 from House appro do pass. 3/2 referred to House educ, appro. 2/22 passed Senate 30-0; ready for House. 2/18 Senate COW approved with amend #4161 and the rules tech amendment. 1/27 referred to Senate appro.

**SB1423:****SCHOOLS; BULLYING POLICY; DEFINITION**

Defines "bullying" as any written, verbal or physical act or any electronic communication that is intended to harm or that a reasonable person would know is likely to harm one or more students. Charter schools are required to prescribe and enforce policies and procedures to prohibit students

from harassing, intimidating and bullying other students. The policies and procedures must include specified elements. Also modifies the required elements of school district anti-bullying policies. Contains a legislative intent section.

*First sponsor:* Sen. Bowie (D - Dist 18)

Status: 3/2 referred to House educ, appro. 1/27 referred to Senate educ.

### **SB1433:**

#### **STUDENTS; DISTANCE LEARNING PLANS; FUNDING**

For FY2020-21, students who receive instruction through a distance learning plan are required to be funded at the same amount as students receiving in-person instruction, and cannot be funded as students receiving Arizona online instruction. Retroactive to July 1, 2020. Emergency clause.

*First sponsor:* Sen. Mesnard (R - Dist 17)

Status: 3/2 referred to House educ, appro. 2/18 passed Senate 24-6; ready for House. 1/27 referred to Senate appro.

### **SB1449:**

#### **SCHOOLS; STATE AID; ADJUSTMENT**

Subject to the review by the Joint Legislative Budget Committee, the Superintendent of Public Instruction is required to adjust state aid for a school district in the current year if the governing board of a school district requests the recalculation of state aid for a prior year due to a change in assessed valuation that occurred as the result of a decision by a county board of equalization or the State Board of Equalization, [or as a result of the correction of a property tax error](#). Retroactive to July 1, 2019. [AS SIGNED BY GOVERNOR](#)

*First sponsor:* Sen. Kerr (R - Dist 13)

Status: [3/30 signed by Governor](#). 3/24 Senate concurred in House amendments and passed on final reading 30-0; ready for Governor. 3/18 House COW approved with amend #4805. Passed House 60-0; returned to Senate for concurrence in House amendments. 3/10 from House ways-means with amend #4805. 3/2 referred to House ways-means. 2/22 passed Senate 30-0; ready for House. 2/16 from Senate rules okay. 1/27 referred to Senate appro.

### **SB1452:**

#### **ARIZONA EMPOWERMENT SCHOLARSHIPS ACCOUNTS; REVISIONS**

Numerous changes to statutes relating to Arizona Empowerment Scholarship Accounts (ESAs). The definition of "qualified student" is expanded to include a child who receives federal Title I services for low-income students under the federal Every Student Succeeds Act or a child who receives free or reduced-price lunches under the National School Lunch and Child Nutrition Acts. The prohibition on a student accepting a scholarship from a school tuition organization concurrently with an ESA for the qualified student in the same year applies only before grade nine or in any year if the combined scholarship awards exceed the total per pupil spending of the public school district in which the student resides. Expands the list of qualified expenses that ESA monies may be used for to include public transportation services in Arizona, including a commuter pass for the qualified student, or commercial transportation service between the qualified student's residence and a qualified school in which the qualified student is enrolled. A child who participates in an ESA continues to be entitled to an equitable share of the funding that would otherwise be allocated to a charter school or school district for that child from the Classroom Site Fund. [More: Within ten days after the effective date of this legislation, the staff of the Joint Legislative Budget Committee are required to revise the calculation of the per pupil amount from the Classroom Site Fund for FY2021-22 to include children participating in an ESA. AS PASSED SENATE](#)

*First sponsor:* Sen. Boyer (R - Dist 20)

Status: 3/17 from House ways-means with amend #4848 and #4859. 2/23 referred to House ways-means. 2/15 Senate COW approved with amend #4067 and flr amend #4253. Passed Senate 16-14; ready for House. 2/3 from Senate educ with amend #4067. 1/27 referred to Senate educ.

**SB1453:****COMMUNITY COLLEGES; FOUR-YEAR DEGREES**

Community colleges in counties with a population of 750,000 or less (all but Maricopa and Pima) are authorized to offer four-year baccalaureate degrees that are accredited by a regional accreditation agency approved by the U.S. Department of Education. Community colleges in counties with a population of more than 750,000 (Maricopa and Pima) are authorized to offer four-year baccalaureate degrees that are accredited by a regional accreditation agency approved by the U.S. Department of Education, except that for the first four years baccalaureate degrees are offered those degrees cannot exceed 5 percent of the total number of degrees offered by the college, and for the fifth and subsequent years baccalaureate degrees cannot exceed 10 percent of the total number of degrees offered. In counties with a population of more than 750,000 (Maricopa and Pima), tuition per credit hour for the third and fourth years of a four-year baccalaureate program cannot exceed 150 percent of the tuition per credit hour of any other community college district program. Establishes criteria that a community college district must consider when determining whether to offer baccalaureate degree programs. Each community college offering a baccalaureate degree program is required to submit a report to the Joint Legislative Audit Committee by October 1 of the fifth year after offering baccalaureate degree programs, and information that must be included in the report is specified. Contains legislative findings. AS PASSED HOUSE

*First sponsor:* Sen. Boyer (R - Dist 20)

Status: 4/28 Senate concurred in House amendments and passed on final reading 24-6; ready for Governor.

**~~SCHOOL DISTRICTS; AGGREGATE EXPENDITURE LIMITATION~~**

~~For the purpose of calculating expenditure limits for school districts, the definition of "base limit" is modified to mean the total amount of expenditures of local revenues of all school districts in FY2022-23, instead of FY1979-80, and the calculations for the aggregate expenditure limitation for all school districts are modified to use the aggregate student population of all school districts for the school year 2021-2022, instead of 1978-1979, and the GDP price deflator for the 2021 calendar year, instead of the 1978 calendar year. Conditionally enacted on the state Constitution being amended by a vote of the people at the 2020 general election by passage of Senate Concurrent Resolution 1021 an unspecified Senate Concurrent Resolution (blank in original). AS PASSED SENATE~~

~~*First sponsor:* Sen. Boyer (R - Dist 20)~~

~~Status: 4/22 from House rules okay. House COW approved with amend #4897. Passed House 55-5; returned to Senate for concurrence in Senate amendments. 3/24 from House educ with amend #4897. 3/16 referred to House educ. 3/10 passed Senate 28-1; ready for House. 2/25 Senate COW approved with amend #4157. 2/16 from Senate rules okay. 1/27 referred to Senate educ.~~

**SB1456:****SEX EDUCATION INSTRUCTION; PARENTAL RIGHTS**

~~Would have made n~~Numerous changes to statutes relating to sex education in public schools. School districts and charter schools ~~would have been~~ **are** prohibited from providing sex education instruction before the ~~5th~~ **6th** grade. ~~Would have p~~Prohibiteds charter schools, in addition to school districts, from providing sex education instruction to a student unless the student's parent ~~provided~~s written permission. Written permission from a parent ~~would have been~~ **is also** required for a student to participate in instruction on AIDS and HIV. School districts and charter schools ~~would have been~~ **are** required to make any sex education curricula, including curricula related to instruction on AIDS and HIV, available for a parent's review, and to notify parents where the curricula is available before the parent provides written permission. Before a school district or charter school offereds sex education instruction, the school district governing board or charter school governing body ~~would have been~~ **is** required to review and approve the sex education

course of study and ensure compliance with statute. Before approval, the board **would have been required to ~~must~~** make any proposed sex education course of study available to the public for review and comment. Public educational institutions **would have been ~~are~~** required to obtain signed, written consent from a student's parent or guardian before providing sex education instruction or instruction regarding sexual orientation, gender identity, or gender expression to the student. When the public educational institution **sought ~~seeks~~** consent, it **would have been required to be ~~must~~** at the same time **as informing** the student's parent or guardian of the parent or guardian's right to review the instructional materials and activities. By December 15, 2021, each school district and charter school that offered **s** any sex education instruction **would have been ~~is~~** required to review its course of study and revise it to comply with this legislation. **AS VETOED BY GOVERNOR. In his veto message, the Governor stated that the language of the bill is overly broad and vague and could lead to unintended consequences. He also stated that he is issuing an Executive Order to require schools to post sex education curriculum online.**

*First sponsor:* Sen. Barto (R - Dist. 15)

Status: 4/20 VETOED. 4/14 House COW approved. Passed House 31-28; ready for Governor. 3/25 from House jud dp pass. 3/11 referred to House jud. 3/3 passed Senate 16-14; ready for House. 2/23 from Senate rules okay. 2/17 from Senate educ do pass. 1/27 referred to Senate educ.

#### **SB1464:**

##### **PROCUREMENT; INFORMATION CONTENT PROVIDER; PROHIBITION**

Beginning on the effective date of this legislation, the Director of the Department of Administration is required to terminate, and direct any state government unit or political subdivision to terminate, any existing contract with a contractor that is an information content provider or a qualified marketplace platform that has engaged in "targeted censorship" (defined as deleting or placing a disclaimer on any form of free speech that is unequally applied based on a particular belief that is expressed in any form). State government units and political subdivisions are prohibited from contracting with an information content provider or a qualified marketplace platform that has engaged in targeted censorship.

*First sponsor:* Sen. Rogers (R - Dist. 6)

Status: 1/28 referred to Senate trans-tech.

#### **SB1500:**

##### **ELDERLY ASSISTANCE FUND; STATE TREASURER**

Establishes the Elderly Assistance Fund, to be administered by the State Treasurer. The State Treasurer is required to distribute monies in the Fund to each county treasurer to reduce the primary school district taxes of "qualified individuals" (defined as an individual who lives in an organized school district and who is approved for the property valuation protection option for persons 65 years of age or older) in that county. Establishes a formula for distribution. Repeals statute requiring the board of supervisors in a county with a population of more than 2 million persons to establish an elderly assistance fund. Appropriates \$4.6 million from the general fund in FY2021-22 to the Fund. The legislature intends that the appropriation be considered ongoing funding in future years. Effective January 1, 2022. AS PASSED SENATE

*First sponsor:* Sen. Townsend (R - Dist 16)

Status: 3/31 from House appro do pass. 3/25 withdrawn from House ways-means. 3/3 referred to House ways-means, appro. 2/25 Senate COW approved with amend #4465 and flr amend #4598. NOTE SHORT TITLE CHANGE. 2/16 further referred to Senate appro.

#### **SB1510:**

##### **APPROPRIATION; SCHOOLS; ENROLLMENT STABILIZATION GRANTS**

Appropriates an unspecified amount (blank in original) from the general fund in FY2021-22 to the Department of Education to distribute to school districts and charter schools for enrollment stabilization grants to mitigate the economic impacts of COVID-19 and provide financial stability to local education agencies in Arizona.

*First sponsor:* Sen. Boyer (R - Dist 20)

Status: 2/1 referred to Senate appro. filed.

**SB1513:**

**EMPOWERMENT SCHOLARSHIP ACCOUNTS; QUALIFIED STUDENTS**

For the purpose of Arizona empowerment scholarship accounts, the definition of "qualified student" is expanded to include a child whose parent is a veteran of the U.S. Armed Forces, a child whose parent is a "first responder," and a child of a "health professional" (define elsewhere in statute) who is employed full-time and who provides direct patient care.

*First sponsor:* Sen. Rogers (R - Dist. 6)

Status: 2/1 referred to Senate educ. filed.

**SB1572:**

**SCHOOLS; EARLY LITERACY**

Beginning August 1, 2022, the State Board of Education must require all applicants for all certificates for common instruction to pass a literacy instruction assessment to show that the applicant is capable of effectively teaching foundational reading skills, implementing reading instruction, and providing effective instruction and interventions for students with reading deficiencies, including students with characteristics of dyslexia. Beginning August 1, 2022, the State Board of Education must require ~~all approved educator education~~ preparation programs in ~~elementary education and early childhood education to require the courses necessary to obtain~~ ~~Arizona to require applicants seeking teacher recertification to pass~~ a literacy ~~endorsement instruction assessment and provide for these skills~~. If sufficient monies are appropriated, beginning in the 2022-2023 school year, the State Board of Education is required to adopt a statewide kindergarten entry ~~reading deficiency~~ evaluation tool to administer to students in kindergarten programs within 45 calendar days after the beginning of each school year. The parent of any student who exhibits a reading deficiency at any time during the school year must be notified in writing within three weeks after the reading deficiency is identified, and information that must be included in the notice is specified. Retroactive to July 1, 2021, the deadline for school districts and charter schools to ensure that at least one kindergarten through third grade teacher in each school has received training related to dyslexia is extended one year to July 1, 2022. Retroactive to July 1, 2020, the deadline for the Department of Education to develop a dyslexia screening plan is extended two years to July 1, 2022. Session law requires SBE to review the K-3 reading program and consider any changes to statute, policy or administration to improve the reading proficiency of students. SBE is required to report on the review to the Governor and the Legislature by December 15, 2021. AS PASSED SENATE

*First sponsor:* Sen. Shope (R - Dist. 8)

Status: 3/16 House educ do pass; report awaited; from House educ do pass. 3/10 referred to House educ. 3/3 passed Senate 26-4; ready for House. 2/25 Senate COW approved with amend #4278 and flr amend #4541. 2/18 from Senate educ with amend #4278. 2/1 referred to Senate educ. filed.

**SB1619:**

**CHARTER SCHOOLS; FORMATION; PETITION REQUIREMENTS**

Each applicant seeking to establish a charter school is required to present to the county school superintendent of the county in which the charter school will be located a petition that is signed by at least 30 parents or guardians of students who reside more than four miles from any school district school that is assigned a letter grade of A and who intend on having their children attend the new charter school, or signed by at least 20 parents or guardians of students who reside more than four miles from any school district school that is assigned a letter grade of B and who intend on having their children attend the new charter school, or signed by at least 10 parents or guardians of students who reside more than four miles from any school district school that is

assigned a letter grade of C or lower and who intend on having their children attend the new charter school.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/1 referred to Senate educ.

**SB1620:**

**CHARTER SCHOOL OMNIBUS**

Various changes to statutes relating to charter schools. Beginning January 1, 2022, the sponsor of a charter school is prohibited from contracting with a for-profit organization to establish a charter school. Charter schools, governing bodies of charter schools, charter school sponsors, charter holders, charter school operators, corporate boards of directors of charter school operators and management organizations that contract with charter schools are required to comply with the open meeting requirements of Arizona's open meeting law, and with the public records requirements of Arizona's public records laws. Each charter school and education management organization or charter management organization that enters into a management services contract with the charter school is required to ensure that an annual independent audit of financial statements is conducted and that the results of that audit, including individual salaries paid by the charter school to the education management organization or charter management organization, and any management letter issued in connection with that audit are made available to the public. Charter school governing boards must consist of at least three members, no more than two of which may be immediate family members serving simultaneously. Immediate family members are prohibited from being a majority of the governing board members of a charter school. If a charter school closes, any asset of that charter school that was acquired in whole or in part with public monies is required to be returned to the state, instead of remaining the property of the charter school, with some exceptions. The sponsor of a charter school is required to annually compile specified information relating to the governance and operations of each charter school it sponsors and post the information to a public website. By July 1, 2022, each charter school in Arizona is required to adopt and comply with procurement policies that include at least a list of specified requirements and prohibitions, including a prohibition on purchasing any good or service from any member of the charter holder or charter school governing body or an immediate family member of those persons. The Attorney General is authorized to seek relief for any violation of the procurement policies through an appropriate criminal or civil action in superior court. A charter school is prohibited from limiting admission based on ability to provide a financial contribution to the charter school or any agreement to volunteer at or for the charter school. The Department of Education or the Auditor General is required, instead of allowed, to conduct financial, program or compliance audits of charter schools. An audit of a charter school is required to identify the source of any profit distribution that exceeds net profits for that year. More.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/1 referred to Senate educ.

**SB1621:**

**ARIZONA ONLINE INSTRUCTION; REPORTING**

Online course providers and online schools are required to report a list of specified information to the Department of Education, including the number of students enrolled and average number of courses these students passed.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/1 referred to Senate educ.

**SB1622:**

**SCHOOL REPORT CARDS**

For the purpose of school report cards, "school" includes online course providers and online schools. The information that the school report card is required to include beginning in FY2020-21 is expanded to include specified revenue and spending breakdowns per pupil, the state average funding information for school districts and charter schools, and per pupil amounts for special education, extracurricular activities and facilities.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/1 referred to Senate educ.

**SB1623:**

**STUDENTS; UNPAID SCHOOL MEAL FEES**

Local education agencies are required to ensure that a student with unpaid school meal fees is not shamed, treated differently or served a meal that differs from what a student with no unpaid fees would receive. School personnel and volunteers at a local education agency that serves meals to students during the instructional day are prohibited from taking disciplinary action against a student that results in the denial or delay of a meal.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/4 referred to Senate educ.

**SB1624:**

**STUDENTS; UNPAID SCHOOL MEAL FEES**

Repeals the Results-Based Funding Fund and statute requiring the Department of Education to distribute monies from the Fund to school districts and charter schools based on a specified formula. Eligibility for support programs funded by the Early Literacy Grant Program Fund is expanded to include prekindergarten students. Appropriates \$68.6 million from the general fund in FY2021-22 to the Early Childhood Development and Health Fund. Contains a legislative intent section.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/4 referred to Senate appro.

**SB1625:**

**SPECIAL EDUCATION; COST STUDIES**

By December 1, 2021 and every two years thereafter, the Department of Education is required to complete a cost study of special education programs.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/4 referred to Senate educ.

**SB1626:**

**SCHOOLS; PROHIBITED COURSES; REPEAL**

Repeals statute prohibiting school districts or charter schools from offering classes that promote the overthrow of the U.S. government, promote resentment toward a race or class of people, are designed primarily for students of a particular ethnic group or advocate ethnic solidarity.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/3 referred to Senate educ.

**SB1627:****MODEL ETHNIC STUDIES CURRICULUM**

By September 1, 2022, the Superintendent of Public Instruction is required to develop a model ethnic studies curriculum for use in grades 7 through 12, designed to prepare students to be global citizens in a global society with an appreciation for the contributions of diverse cultures. The Superintendent is required to post the model curriculum online and periodically update the model curriculum to incorporate best practices in ethnic studies. A public school that serves any combination of students in grades 7 through 12 is authorized to offer an ethnic studies course that incorporates the model curriculum. The Superintendent is also required to establish an Ethnic Studies Advisory Committee to recommend state learning standards and grade-level expectations that identify the knowledge and skills that all public school students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/3 referred to Senate educ.

**SB1628:****PUPIL DISCIPLINE; SCHOOLS**

A school district or charter school is authorized to suspend or expel a student in kindergarten through 4th grade only if all of a list of circumstances apply, including that the district or school has employed alternative behavioral and disciplinary interventions. School districts and charter schools are prohibited from imposing an expulsion of more than one year or a suspension of more than 15 school days. If a student is expelled from a school district or charter school, the district or school is required to provide the student and the student's parents with resources regarding at least three accessible alternative educational options currently available to the student. If a student is expelled from a school district or charter school or suspended for more than 5 school days, the district or school is authorized to provide educational services for the student in an alternative education setting. School districts and charter schools are permitted to refuse to admit a student who was previously expelled from that district or school and continues to endanger the health or safety of others due to continuing to threaten violence. School districts and charter schools are required to quarterly report to the Department of Education on a list of specified information related to student discipline, including suspension, expulsion, and alternative education. More.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/3 referred to Senate educ.

**SB1629:****SCHOOLS; PUPIL DISCIPLINE; ANNUAL REPORT**

By September 1 of each year beginning in 2022, the Arizona Department of Education (ADE) is required to submit to the Governor and the Legislature a report containing a list of information on school "discipline measures" (defined) and the "rate of disciplinary disparity" (defined) for each discipline measure by "subgroup" (defined as a list of specified demographic groups). ADE is required to track school district and charter school progress toward reducing the disciplinary rate and rate of disciplinary disparity and annually submit related information to the State Board of Education.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/3 referred to Senate educ.

**SB1630:****SCHOOLS; TEACHER PERFORMANCE EVALUATIONS**

The specific procedures for the teacher performance evaluation system that school governing boards are required to prescribe must include one actual classroom observation, reduced from at least two. The qualified evaluator is authorized to use a series of informal walk-throughs throughout the school year to determine teacher performance.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/3 referred to Senate educ.

**SB1640:****CORPORATE INCOME TAX; CREDIT; EDUCATION**

Establishes the High Demand Public School Fund for the purpose of providing grants to public schools to accommodate students who are on the public school's waiting list. Establishes requirements for public schools to receive a grant from the Fund. Establishes a list of authorized uses for grant monies. Establishes a corporate income tax credit for the amount of voluntary cash contributions made by the taxpayer during the tax year to the Fund. The amount of the credit is the total amount of the taxpayer's contribution for the tax year. The aggregate amount of credits is capped at \$20 million in FY2020-21, and the cap is increased by 10 percent each FY, except that the aggregate amount cannot exceed \$100 million in any FY. Taxpayers are allowed to designate a public school beneficiary. If the allowable tax credit exceeds taxes due, the taxpayer may carry the unused amount forward for up to five consecutive tax years. Retroactive to tax years beginning with 2021.

*First sponsor:* Sen. Leach (R - Dist. 11)

Status: 2/23 from Senate rules with the tech amend. 2/17 Senate fin amended; report awaited. 2/3 referred to Senate fin.

**SB1677:****CHARTER SCHOOLS; SALE; VACANT BUILDINGS**

If a charter school decides to sell or lease a vacant and unused building or a vacant and unused portion of a building, the charter school cannot prohibit a school district from negotiating to buy or lease the property in the same manner as other potential buyers or lessees.

*First sponsor:* Sen. Quezada (D - Dist. 29)

Status: 2/3 referred to Senate educ.

**SB1683:****SCHOOLS; TRANSPORTATION SUPPORT; PROGRAMS; APPROPRIATION**

The State Board of Education (SBE) is required to establish the Transportation Support for Enrollment Options Grant Program. Beginning in the 2021-2022 school year, the parent of a student in Arizona is authorized to apply for monthly transportation grants of up to \$80 a month if the parent's child or children attend either a school district school under open enrollment or a charter school, and the parent either needs financial support to exercise that option or lives within 20 miles of the school district boundary of the selected school, but a bus program is not available to pick up the student in the parent's neighborhood. Beginning in the 2021-2022 school year, the Arizona Department of Education (ADE) is required to establish the Parent Options for School Transportation Grant Program. School districts and charter schools are authorized to apply to ADE to participate in the Program. A participating school district or charter school is permitted to use a portion of its transportation funding to provide transportation grants to parents of students in that school or district. Both programs terminate on July 1, 2031. Appropriates \$10 million from

the general fund in FY2021-22 to SBE to distribute public school transportation modernization grants, family transportation stipend grants and improved municipal bus route grants. Establishes requirements for the grants.

*First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 2/10 from Senate educ with amend #4158. 2/3 referred to Senate educ, appro.

**SB1684:**

**SCHOOLS; TRANSPORTATION SUPPORT; ENROLLMENT POLICIES**

Numerous changes to statutes relating to school choice. Modifies statute governing open enrollment policies, including to require school districts to give enrollment preference to and reserve capacity for resident students, students returning to the school from the prior year, and siblings of enrolled students. If the number of open enrollment requests or applications exceeds the capacity of a program, class, grade level or building, a school district school is required to select students through an equitable selection process, except that preference shall be given to siblings of a student selected through the equitable selection process. School district schools are prohibited from limiting open enrollment admission based on a list of factors. The State Board of Education (SBE) is required to establish the Transportation Support for Enrollment Options Grant Program. Beginning in the 2021-2022 school year, the parent of a student in Arizona is authorized to apply for monthly transportation grants of up to \$80 a month if the parent's child or children attend either a school district school under open enrollment or a charter school, and the parent either needs financial support to exercise that option or lives within 20 miles of the school district boundary of the selected school, but a bus program is not available to pick up the student in the parent's neighborhood. Beginning in the 2021-2022 school year, the Arizona Department of Education (ADE) is required to establish the Parent Options for School Transportation Grant Program. School districts and charter schools are authorized to apply to ADE to participate in the Program. A participating school district or charter school is permitted to use a portion of its transportation funding to provide transportation grants to parents of students in that school or district. Both programs terminate on July 1, 2031. More. Appropriates \$10 million from the general fund in FY2021-22 to SBE to distribute public school transportation modernization grants, family transportation stipend grants and improved municipal bus route grants. Establishes requirements for the grants.

*First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 2/18 from Senate educ with amend #4279. 2/3 referred to Senate educ, appro.

**SB1685:**

**SCHOOLS; ATTENDANCE BOUNDARIES; OPEN ENROLLMENT**

Numerous changes to statutes relating to school choice. Modifies statute governing open enrollment policies, including to require school districts to give enrollment preference to and reserve capacity for resident students, students returning to the school from the prior year, and siblings of enrolled students. If the number of open enrollment requests or applications exceeds the capacity of a program, class, grade level or building, a school district school is required to select students through an equitable selection process, except that preference shall be given to siblings of a student selected through the equitable selection process. School district schools are prohibited from limiting open enrollment admission based on a list of factors. The State Board of Education (SBE) is required to prescribe a standard format for describing open enrollment options to ensure clarity and consistency for parents in understanding their enrollment options. Each January SBE is required to design a public awareness effort and distribute materials that communicate to the public the ability to choose any public school in Arizona. More.

*First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 3/3 referred to House educ. 2/24 passed Senate 16-14; ready for House. 2/16 from Senate rules okay. 2/3 referred to Senate educ.

**SB1704:**

**CIVICS EDUCATION; PROFESSIONAL DEVELOPMENT; APPROPRIATION**

The State Board of Education is required to prescribe academic standards that require all school districts and charter schools to provide instruction on American civics education that promotes civic service, prepares students for the duties of citizenship, and includes instruction on a list of topics, including the U.S. Constitution and the Bill of Rights. Establishes the American Civics Education Instruction Grant Program in the Department of Education, to provide grants to pay a teacher's costs of attending a professional development course in civics education and media literacy. Requirements for grant applications are specified. The Program terminates on July 1, 2031. Appropriates \$100,000 from the general fund in FY2021-22 to the newly established American Civics Education Instruction Fund for the Program.

*First sponsor:* Sen. Mendez (D - Dist. 26)

Status: 2/3 referred to Senate educ, appro.

**SB1705:**

**ADE; DIGITAL AND MEDIA INSTRUCTION**

By January 15, 2022, the Arizona Department of Education (ADE) is required to identify best practices and make recommendations for instruction in "digital citizenship" and "media literacy" (both defined). ADE is required to establish a Digital Citizenship and Media Literacy Advisory Committee within ADE and consult with the Committee to develop the best practices and recommendations. Beginning in the 2022-2023 school year, school districts and charter schools are required to annually review policies and procedures on digital citizenship and media literacy. Contains a legislative intent section.

*First sponsor:* Sen. Mendez (D - Dist. 26)

Status: 2/3 referred to Senate educ.

**SB1706:**

**SCHOOL INSTRUCTION; HISTORY EDUCATION PROGRAMS**

In adopting the course of study and competency requirements for school curriculum and high school graduation, the State Board of Education must include a requirement that all history education programs include instruction regarding the roles and contributions of lesbian, gay, bisexual and transgender people in the history of the United States and Arizona.

*First sponsor:* Sen. Mendez (D - Dist. 26)

Status: 2/3 referred to Senate educ.

**SB1707:**

**SCHOOLS; IMMUNIZATION RATE; WEBSITE POSTING**

Each public school, including charter schools, that maintains a website is required to post on the website the immunization rate of students who are enrolled at that school.

*First sponsor:* Sen. Mendez (D - Dist. 26)

Status: 2/3 referred to Senate educ.

**SB1717:****TEACHERS ACADEMY; REVISIONS**

Makes changes relating to the Arizona Teachers Academy. If an Academy student enrolls in a summer term, that term cannot be included in the calculation of the student's post-graduation public service commitment. Also blends multiple enactments. Retroactive to January 1, 2021. Due to voter protection, this legislation requires the affirmative vote of at least 3/4 of the members of each house of the Legislature for passage.

*First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 2/25 Senate COW approved with amend #4281 and flr amend #4597. 2/18 from Senate educ with amend #4281. 2/3 referred to Senate educ.

**SB1735:****SCHOOLS; EXPENDITURE LIMIT; OVERRIDES**

The maximum time period that voters in a school district may approve a budget in excess of the revenue control limit is increased to ten years, from seven years. A budget increase approved for five years or more is no longer required to be reduced to 2/3 of the initial proposed percentage increase in the next to last year and 1/3 of the initial proposed percentage increase in the last year.

*First sponsor:* Sen. Marsh (D - Dist. 28)

Status: 2/3 referred to Senate educ, fin.

**SB1736:****STO SCHOLARSHIPS; LOW-INCOME REQUIREMENTS**

To be eligible to receive an educational scholarship or tuition grants from a school tuition organization, a student's family income cannot exceed 185 percent of the income limit required to qualify a child for reduced-price lunches under the federal National School Lunch and Child Nutrition Acts.

*First sponsor:* Sen. Marsh (D - Dist. 28)

Status: 2/3 referred to Senate fin.

**SB1737:****ADMINISTRATIVE COSTS; LIMIT; STOS**

Increases the amount that school tuition organizations are required to allocate for educational scholarships or tuition grants to 95 percent of annual revenue from contributions made for tax credit purposes, from 90 percent.

*First sponsor:* Sen. Marsh (D - Dist. 28)

Status: 2/3 referred to Senate fin.

**SB1738:****RESULTS-BASED FUNDING; REPEAL; APPROPRIATION**

Repeals the Results-Based Funding Fund and statute requiring the Arizona Department of Education (ADE) to distribute monies from the Fund to school districts and charter schools based on a specified formula. Appropriates \$68.6 million from the general fund in FY2021-22 to ADE to distribute to school districts and charter schools that receive federal Title I monies according to a specified formula.

*First sponsor:* Sen. Marsh (D - Dist. 28)

Status: 2/3 referred to Senate educ, appro.

**SB1739:****COLLEGE CREDIT; INCENTIVE PROGRAM; REPEAL**

Repeals the College Credit by Examination Incentive Program, which provided an incentive bonus to teachers, school districts, and charter schools for students who obtained a passing score on a qualifying examination for college credit while in high school. Appropriates \$5 million from the general fund in FY2021-22 to the Early Literacy Program Fund. Contains a legislative intent section.

*First sponsor:* Sen. Marsh (D - Dist. 28)

Status: 2/3 referred to Senate educ.

**SB1740:****AUDITOR GENERAL; CHARTER SCHOOLS; APPROPRIATION**

The school-wide audit team in the office of the Auditor General is required to conduct performance audits and monitor charter schools in the same manner it audits and monitors school districts. Appropriates \$300,000 and three FTE positions from the general fund in FY2021-22 to the Auditor General to conduct audits of charter schools.

*First sponsor:* Sen. Marsh (D - Dist. 28)

Status: 2/3 referred to Senate educ, appro.

**SB1769:****SCHOOLS; GROUP B WEIGHT; ELIGIBILITY**

For the purpose of school base support level funding, establishes a weighted student count of 0.075 to 0.250 for the newly established "FRPL" (defined as students who meet the economic eligibility requirements for the federal National School Lunch and Child Nutrition Acts for free or reduced-price lunches), depending on the percentage of students at that school that meet the economic eligibility requirements. For FY2021-22, only schools in which 96 percent or more of the students meet the economic eligibility requirements qualify for the FRPL group B weight. For FY2022-23, only schools in which 91 percent or more of the students meet the economic eligibility requirements qualify for the FRPL group B weight.

*First sponsor:* Sen. Gonzales (D - Dist. 3)

Status: 2/3 referred to Senate educ, appro.

**SB1770:****SCHOOLS; GRADUATION REQUIREMENTS; ADJUSTMENT**

The State Board of Education is required to adjust the minimum number of credits necessary for high school graduation for a student who is in grades 9 through 12 and who is homeless, is a former dependent child or foster child or has been placed in out-of-home placement, or is a delinquent juvenile or an incorrigible child who has been ordered by a court to the Department of Juvenile Corrections, a probation department or private agency, or to receive residential treatment services. A student who qualifies for an adjustment is required to take all required statewide assessments or an achievement assessment from the menu of assessments, and is required to correctly answer at least 60 of the 100 questions on a civics test unless otherwise exempt. School districts and charter schools are required to establish a process for requesting qualification for an adjustment, and to identify and inform students who may qualify.

*First sponsor:* Sen. Gonzales (D - Dist. 3)

Status: 2/3 referred to Senate educ.

**SB1774:****PUBLIC SCHOOLS; 2020-2021; 2021-2022; FUNDING**

For the purposes of computing base support level funding for FY2020-21, the weighted student count for a school district, charter school, or Career Technical Education District (CTED) is the greater of the weighted student count computed for FY2018-19, FY2019-20, or FY2020-21. For the purposes of computing base support level funding for FY2021-22, the weighted student count for a school district, charter school, or CTED is the greater of the weighted student count computed for FY2018-19, FY2019-20, FY2020-21, or FY2021-22. For FY2020-21, the amounts for charter additional assistance must be computed using the greater of the student count for FY2018-19, FY2019-20, or FY2020-21. For FY2021-22, the amounts for charter additional assistance must be computed using the greater of the student count for FY2018-19, FY2019-20, FY2020-21, or FY2021-22. For FY2020-21, the amounts for district additional assistance must be computed using the greater of the student count for FY2018-19 or FY2019-20. For FY2021-22, the amounts for district additional assistance must be computed using the greater of the student count for FY2018-19, FY2019-20, or FY2020-21. For FY2020-21, students who receive instruction through a distance learning plan are required to be funded at the same amount as students receiving in-person instruction and cannot be funded as students receiving Arizona online instruction. Retroactive to July 1, 2020. Emergency clause.

*First sponsor:* Sen. Gonzales (D - Dist. 3)

Status: 2/3 referred to Senate educ, appro.

**SB1810:****CHILDHOOD TRAUMA TRAINING; PROGRAM; APPROPRIATION**

Beginning in the 2022-2023 school year, the Arizona Department of Education (ADE) is required to offer to certificated teachers and administrators in public schools optional childhood trauma awareness and prevention training on the effects of childhood trauma on student achievement and social development. Information that must be included in the training is specified, and ADE is authorized to partner with a nonprofit organization to provide the training. The State Board of Education is required to adopt rules to allow certificated teachers and administrators to count childhood trauma awareness and prevention training as continuing education credits. Appropriates \$100,000 from the general fund in FY2021-22 to the newly established Childhood Trauma Awareness and Prevention Training Grant Program Fund, which ADE may use to issue grants to pay the costs of attending childhood trauma awareness and prevention training.

*First sponsor:* Sen. Peshlakai (D - Dist. 7)

Status: 2/3 referred to Senate educ, appro.

**SCR1020:****ENGLISH LANGUAGE EDUCATION; REQUIREMENTS**

The 2022 general election ballot is to carry the question of whether to amend state statute to repeal and replace provisions related to English language learners. Public schools are required to ensure that all English language learners receive the highest quality education, master the English language and access high quality, innovative research-based language programs. School districts and charter schools are authorized to establish dual- language immersion programs for both native and nonnative English speakers. Directs Legislative Council to prepare conforming legislation.

*First sponsor:* Sen. Shope (R - Dist. 8)

Status: 3/24 from House educ do pass. 3/4 referred to House educ. 2/22 passed Senate 23-7; ready for House. 2/16 from Senate rules okay. 1/25 referred to Senate educ.

**SCR1021:**

**AGGREGATE EXPENDITURE LIMITATION; SCHOOL DISTRICTS**

The 2022 general election ballot is to carry the question of whether to amend the state Constitution to change the aggregate expenditure limitation for all school districts by using FY2022-23 as the base year, instead of FY1979-80.

*First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 2/10 from Senate educ do pass. 1/25 referred to Senate educ, appro.

**SCR1022:**

**SCHOOL DISTRICTS; EXPENDITURE LIMIT; AUTHORIZATION**

The Legislature authorizes the expenditure of local revenues by school districts in excess of the expenditure limitation prescribed in the state Constitution in FY2020-21. This authorization is effective only on the approval of this resolution by at least 2/3 of the members of each house of the Legislature by roll call vote.

*First sponsor:* Sen. Boyer (R - Dist. 20)

Status: 2/10 from Senate educ do pass. 1/25 referred to Senate educ, appro.



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

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**DATE OF MEETING:**      **May 11, 2021**

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

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**BACKGROUND:**

This agenda item is presented to provide the Governing Board with information about projected staffing and non-staffing budget allocations for next fiscal year. While Board members are already familiar with the information given its annual presentation every spring, detailed information is still included in this agenda item because the Board’s annual review of site staffing and non-staffing allocations serves as essential documentation for certain federal and state funding reports that the District must submit each spring. Therefore, this agenda item is provided to give Board members detailed information about the processes used this year to determine projected budget allocations for staffing and non-staffing for Fiscal Year (FY) 2021-2022.

**I.            State Funding of School Districts**

Arizona state funding formulas generally use student enrollment measures to calculate the annual budget authority for schools. The State of Arizona funds school districts through a “current year funding” model, which provides funds to school districts based upon each enrolled student’s average daily attendance, a.k.a. Average Daily Membership (“ADM”), during the first 100 days of the current school year. In other words, the average number of days that each enrolled student attends school during the first 100 days of school determines that school district’s current fiscal year ADM funding.

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

Arizona does not provide full funding to a high school if the student is registered for less than four classes per day. It also does not provide any funding for students who start the school year after the 100-day ADM calculation completes. Finally, the state stops providing funding for a student when a student withdraws to move out of state, homeschool or enroll in a private school. Under the state funding laws, a student who has missed school for 10 consecutive days on an unexcused absence is automatically dropped and funding ceases for that student.

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

With this in mind, Amphitheater uses the current year ADM for each grade level, with grade levels advanced to their next appropriate grade or school, to plan for site allocations for the next fiscal year. In other words, the ADM for current year 8<sup>th</sup> graders is advanced to the high school designated for each student’s attendance for the

following school year. This gives each site an accurate account of the actual funds per student generated by that site during the current year.

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

Each spring semester, Administration begins budget planning for the subsequent fiscal year, which includes a review of enrollment from the current fiscal year, to project site staffing needs for the following school year. As explained during the November 17, 2020 presentation to the Governing Board, the ADM provided by the state this year indicates that, like other school districts in the area, total enrollment has declined in Amphitheater, which has resulted in a loss of projected ADM from the State this year. A loss of ADM can be a major factor affecting staffing and resource allocations for a school district.

### **III. Process Used to Determine Site Staffing Allocations**

This year, the District offered families the opportunity to attend school fully online through the Amphi Academy Online (AAO) K-12 school in lieu of traditional learning options through one of the District's physical "brick and mortar" schools. To plan for next year, Administration surveyed the current AAO families about their plans to continue with AAO next year to assist Administration to determine next FY's staffing needs for school sites and for AAO.

Armed with this information, Administration started the staffing allocation by reviewing each of the school site's current ADM with the grade-level ADM advanced to the next grade or school. The same process occurred for AAO based on knowledge of which students plan to continue with the AAO fully next year. This information is then compared to registrations and open enrollment applications, including cohort enrollment by grade level, for the next school year. In addition, expected property development in neighborhoods served by individual schools, anecdotal data from schools on population trends, etc., ADM information from the earlier years, and open enrollment applications are also used to determine the budget and resource allocations per site for the next fiscal year.

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

The total number of Full Time Equivalent (FTE) positions for each classification to be staffed is provided to the site administrator. The site administrator is responsible to determine how the FTE allocation is applied to staff the programs and courses offered by the school. While some courses offerings are mandatory for compliance with the graduation requirements established by the Governing Board and the Arizona State Board of Education, the site principal has discretion to change course offerings and teacher assignments as appropriate to meet the needs of the students, parents, and community for that specific school.

### **IV. Other Important Information about Staffing Allocations for FY 2021-2022**

The allocations shown in the following pages represent only those funded by normal maintenance and operations funding provided to the Amphitheater District by the State of Arizona. Other allocations augment these M&O

staffing allocations with funding from additional sources such as the District's M&O budget override, K-3 special programs override, special education programs, Title I, K-3, and other grant funds.

This year, the District received additional funding from the federal government to address necessary changes to traditional learning and mitigation measures required by COVID-19. This funding was provided to schools through the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Public Law 116-136, 134 Stat. 281 (Mar. 27, 2020), through disbursements under the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). The District is using ESSER funds to provide necessary intervention services for students during the summer and throughout FY 2021-2022 through its AMP UP! Summer program and pandemic intervention recovery teachers at every school site. The District's non-staffing allocations for COVID-19 mitigation measures and the additional pandemic relief site staffing allocations are not included on the below pages since they are funded through federal ESSER funds and not through the District's M&O state funds.

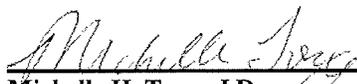
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**RECOMMENDATION:**

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

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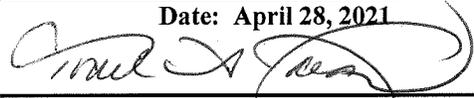
**INITIATED BY:**



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

Date: April 28, 2021



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

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

<b>Job Classification</b>	<b>20-21 FORMULA FTE</b>
Principal	1.0000
Assistant Principal	3.0000
Instructional Support Asst.	0.0000
Teachers(less non-JTED CTE)*	50.8000
CTE Teachers (non-JTED)	5.6000
Teacher Aims Intervention	1.0000
Orchestra Teacher	0.2000
Counselor	4.5000
Librarian	2.0000
School Nurse	1.0000
Athletic Trainer	1.0000
Behavior Intervention Mtr	0.6000
Chief Clerk	1.0000
High School Registrar	1.0000
Secretary I	3.0000
Attendance Clerk	1.0000
Clerk Typist II or Clerk II	1.0000
Bookstore Clerk	0.5000
Bookstore Manager	1.0000
Library Assistant	1.0000
Computer Operator	1.0000
Bookkeeper I	1.0000
Equipment Manager	0.5000
School Health Assistant	1.0000
Library Clerk	0.5000
Library Media Technician I	0.5000
Computer Repair	1.0000
Security Officer	3.0000
Campus Monitor	0.5000
Custodian III	1.0000
Custodian II	2.0000
Custodian I	11.3000
Groundskeeper II	1.0000
Groundskeeper I	3.0000
High School Maintenance Mechanic	1.0000

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

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

<b>Job Classification</b>	<b>20-21 FORMULA FTE</b>
Principal	1.0000
Assistant Principal	1.0000
Instructional Support Asst.	0.0000
Teachers	23.6000
Orchestra Teacher	0.4000
Counselor	1.0000
Librarian	1.0000
School Nurse	1.0000
Computer Repair Tech	0.6000
Library Clerk	0.0000
Middle School Secretary	1.0000
Registrar	1.0000
Attendance Clerk	1.0000
Clerk Typist II or Clerk II	0.2500
School Health Assistant	0.0000
Security Officer	1.2500
Behav. Intvn./ISS Monitor	1.0000
Campus Monitor	0.7500
Crossing Guard	1.0000
Custodian II	1.0000
Custodian I	3.8000
Groundskeeper II	1.0000
Groundskeeper I	2.0000

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

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

Amphitheater Public Schools  
Non-staff Allocations  
Sample High School

**589 - Sample High School**

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

**M & O Allocations**

		<u>Per Unit</u>		<u>Unit</u>		<u>Preliminary Allocation</u>
001.00.100.1001.589.6611	Supplies	\$31.20	X	Student FTE	=	\$52,322.40
001.00.100.1001.589.6615	Graphics & Printing Copier Maint.	\$20.70	X	Student FTE	=	34,713.90
001.00.100.1001.587.6432	Agreements	\$4.70	X	Student FTE Rglr. Ed.	=	7,881.90
001.00.100.2210.589.6811	Staff Development, Cert. Outside Print	\$0.00	X	Tchrs.	=	0.00
001.00.100.1001.589.6339	Newspapers			Flat Rate Student	=	7,500.00
001.00.100.2410.589.6532	Postage	\$3.00	X	Heads	=	5,031.00
001.00.100.1001.589.6515	Field Trips	\$0.00	X	Student FTE	=	0.00
001.00.100.2220.589.6611	Library Supplies	\$4.70	X	Student FTE	=	7,881.90
001.00.620.1001.589.6611	Athletic Supplies			Flat Rate	=	24,880.00
001.00.620.1001.589.6333	Referees			Flat Rate	=	12,000.00
001.00.620.1001.589.6431	Athletic Equip. Maintenance & Repair			Flat Rate	=	2,800.00
001.00.620.1001.589.6811	AIA Membership Fee			Flat Rate	=	8,000.00
001.00.100.2620.589.6616	Custodial Uniforms			Flat Rate	=	2,958.00
001.00.100.2620.589.6611	Custodial Supplies	\$0.09	X	Sq. Ft.	=	29,359.62
001.00.100.2630.589.6611	Grounds Supplies			Formula	=	<u>13,476.23</u>
<b>Total M &amp; O Allocation</b>						<u>218,884.95</u>

**Capital Outlay**

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

**Total Net Allocation**

\$437,297.95

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

Amphitheater Public Schools  
Non-staff Allocations  
Sample Middle School

**588 - Sample Middle School**

<u>Factors used for calculations:</u>	<u>Projected</u>
Student FTE, incl. Sp. Ed.	701
Students (Heads), incl. Sp. Ed.	701
Certified Regular Education FTE	23.60
Building Square Footage	104,060
Athletic Supply Rate	\$11,580.00
Athletic Equipment Rate	\$9,180.00

**M & O Allocations**

		<u>Per Unit</u>		<u>Unit</u>		<u>Preliminary Allocation</u>
001.00.100.1001.588.6611	Supplies	\$29.20	X	Student FTE	=	\$20,469.20
001.00.100.1001.588.6615	Graphics & Printing	\$20.70	X	Student FTE	=	14,510.70
001.00.100.1001.587.6432	Copier Maint. Agreements	\$4.70	X	Student FTE	=	\$3,294.70
001.00.100.2210.588.6811	Staff Development, Cert.	\$0.00	X	Rglr. Ed. Tchrs.	=	0.00
001.00.100.2410.588.6532	Postage	\$3.00	X	Student Heads	=	2,103.00
001.00.100.1001.588.6515	Field Trips	\$0.00	X	Student FTE	=	0.00
001.00.100.2220.588.6611	Library Supplies	\$4.00	X	Student FTE	=	2,804.00
001.00.620.1001.588.6611	Athletic Supplies			Flat Rate	=	11,580.00
001.00.620.1001.588.6333	Referees			Flat Rate	=	6,200.00
001.00.100.2620.588.6616	Custodial Uniforms			Flat Rate	=	1,218.00
001.00.100.2620.588.6611	Custodial Supplies	\$0.09	X	Sq. Ft.	=	9,365.40
001.00.100.2630.588.6611	Grounds Supplies			Formula	=	<u>9,704.54</u>
Total M & O Allocation						<u>82,849.54</u>

**Capital Outlay**

625.00.100.1001.588.6700	Carry-over from previous year*					
625.00.100.1001.588.6731	Furniture and Equipment	13.65	X	Student FTE	=	9,568.65
625.00.100.1001.588.6642	Textbooks	39.60	X	Student Heads	=	27,759.60
625.00.100.1001.588.6645	Textbook Adoption	14.30	X	Student FTE	=	10,024.30
625.00.100.2220.588.6641	Library Books	14.00	X	Student FTE	=	9,814.00
625.00.620.1001.588.6732	Athletic Equipment			Flat Rate	=	<u>9,180.00</u>
Total Capital Outlay Allocation						<u>66,346.55</u>

**Total Net Allocation**

\$149,196.09

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

Amphitheater Public Schools  
Non-staff Allocations  
Sample Elementary School

**587 - Sample Elementary**

<u>Factors used for calculations:</u>	<u>Projected</u>
Student FTE, incl. Sp. Ed.	332
Students Heads, incl. Sp. Ed.	332
 Certified Regular Education FTE	 14.00
Building Square Footage	106,000

**M & O Allocations**

		<u>Per Unit</u>		<u>Unit</u>		<u>Allocation</u>
001.00.100.1001.587.6611	Supplies	\$23.70	X	Student FTE	=	\$12,703.20
001.00.100.1001.587.6615	Graphics & Printing	\$20.70	X	Student FTE	=	12,703.20
001.00.100.1001.587.6432	Copier Maint. Agreements	\$4.70	X	Student FTE	=	2,519.20
001.00.100.2210.587.6811	Staff Development, Cert	\$0.00	X	Rglr. Ed. Tchrs.	=	0.00
001.00.100.2410.587.6153	Summer Clerical Hours			Flat Rate	=	380.00
001.00.100.2410.587.6532	Postage	\$1.50	X	Student Heads	=	804.00
001.00.100.1001.587.6515	Field Trips	\$0.00	X	Student FTE	=	0.00
001.00.100.2220.587.6611	Library Supplies	\$1.00	X	Student FTE	=	536.00
001.00.100.2620.587.6616	Custodial Uniforms			Flat Rate	=	696.00
001.00.100.2620.587.6611	Custodial Supplies	\$0.09	X	Sq. Ft.	=	6,236.91
<b>Total M &amp; O Allocation</b>						<b>36,578.51</b>

**Capital Outlay**

625.00.100.1001.587.6700	Carry-over from previous year*					
625.00.100.1001.587.6731	Furniture and Equipment	13.65	X	Student FTE	=	7,316.40
625.00.100.1001.587.6642	Textbooks	39.60	X	Student Heads	=	21,225.60
625.00.100.1001.587.6645	Textbook Adoption	14.30	X	Student FTE	=	7,664.80
<b>Total Capital Outlay Allocation</b>						<b>36,206.80</b>

**Total Net Allocation**

**\$72,785.31**

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



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

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**DATE OF MEETING:** May 11, 2021

**TITLE:** Academic Coordinators – Position Overview, Progress & Goals

---

**BACKGROUND:**

Our District is very fortunate to have three outstanding educators serving as our District Academic Coordinators. Ms. Pam Vandivort is our STEM/Science Coordinator, Ms. Polly Kimminau is our Mathematics Coordinator, and Ms. Karla Campillo, is our recently hired ELA Coordinator.

These important positions are critical in the pursuit of academic excellence for our students. Over time, each Coordinator has collected a significant amount of data, both qualitative and quantitative to help answer the question, “How can we best support teachers to improve student learning?” Individually, they have met in person and virtually with department heads and grade level teams, modeled a variety of instructional methods, developed curriculum materials, coordinated professional development opportunities with curriculum experts, facilitated many workshops and office hours, and responded to numerous teacher requests for information, guidance, and ideas.

It is so exciting to see the quantitative impact their efforts are having on teaching and learning in the classroom. It's showing in the benchmark metrics we've analyzed over the past couple of years. Qualitatively, the level of collaboration among colleagues and schools taking place since they've each assumed their roles is very encouraging. Given what we know about achieving significant, long-lasting change in teaching practice positively correlated with growth in student achievement, I firmly believe we are well on our way to this reality. It is due, in large part, to the strong work ethic, sound subject knowledge, effective professional development design and exceptional interpersonal skills these women possess.

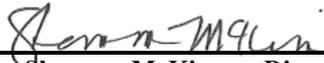
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**RECOMMENDATION:**

This presentation is provided for Governing Board information.

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**INITIATED BY:**

  
Dr. Shannon McKinney, Director of Curriculum and Assessment

Date: May 3, 2021

  
Todd A. Jaeger, J.D., Superintendent



# Academic Coordinators

**Polly Kimminau, *Math***

**Pam Vandivort, *STEM***

**Karla Campillo-Soto, *Literacy***





# *Math Around the District*



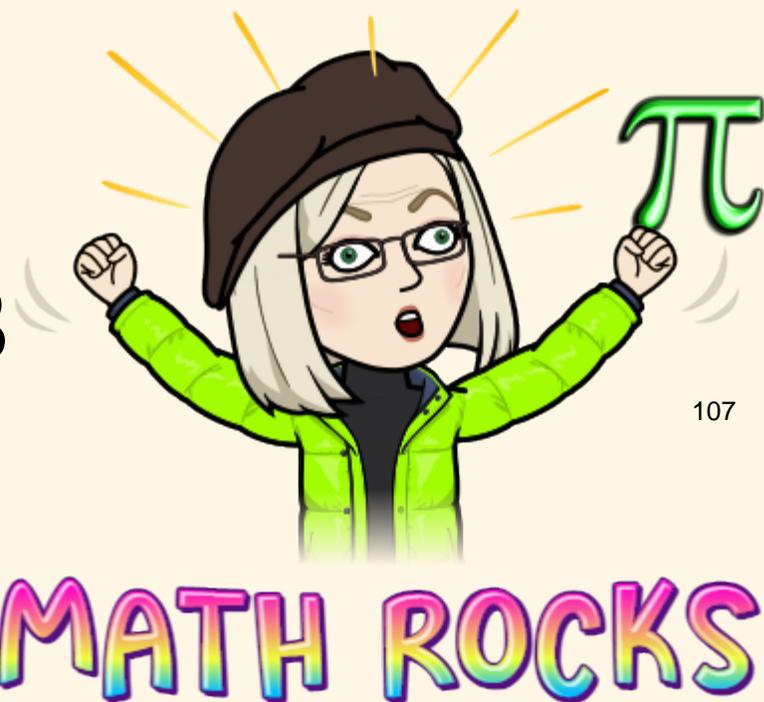
Tonight's focus will be on...

1. The Data Story, Chapters 1-3

1. Number Talks: Elementary

1. ALEKS: Secondary

1. Feeder Pattern Collaboration: Secondary

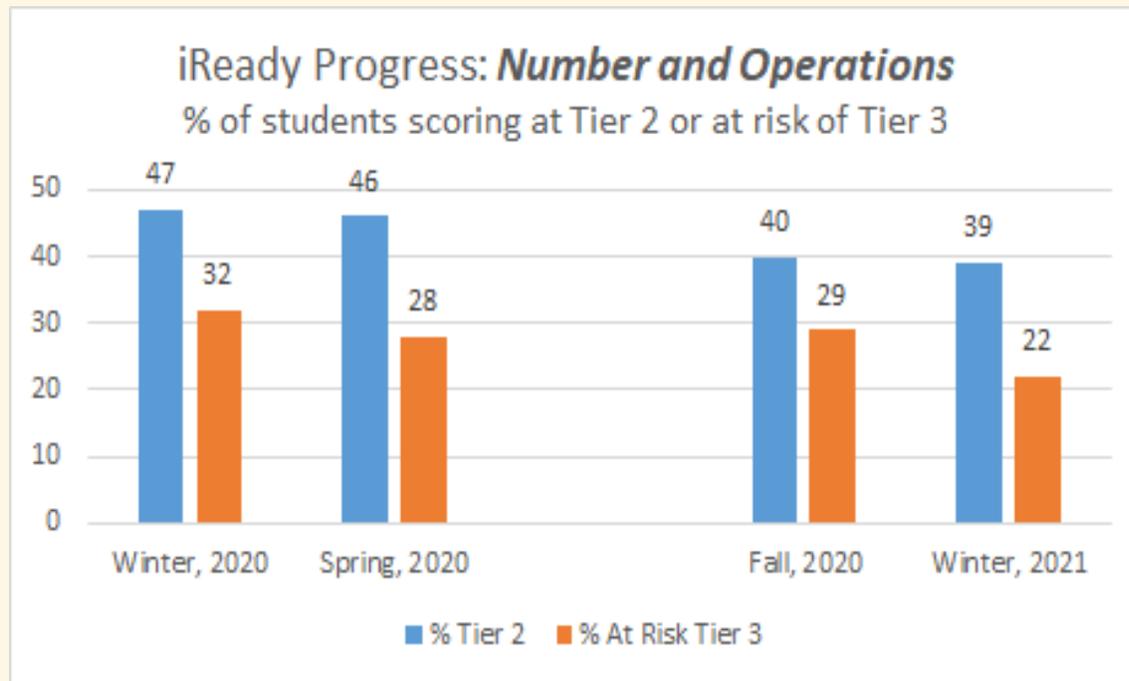


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# The Data Story, Chapter 1: Grades 2-5...

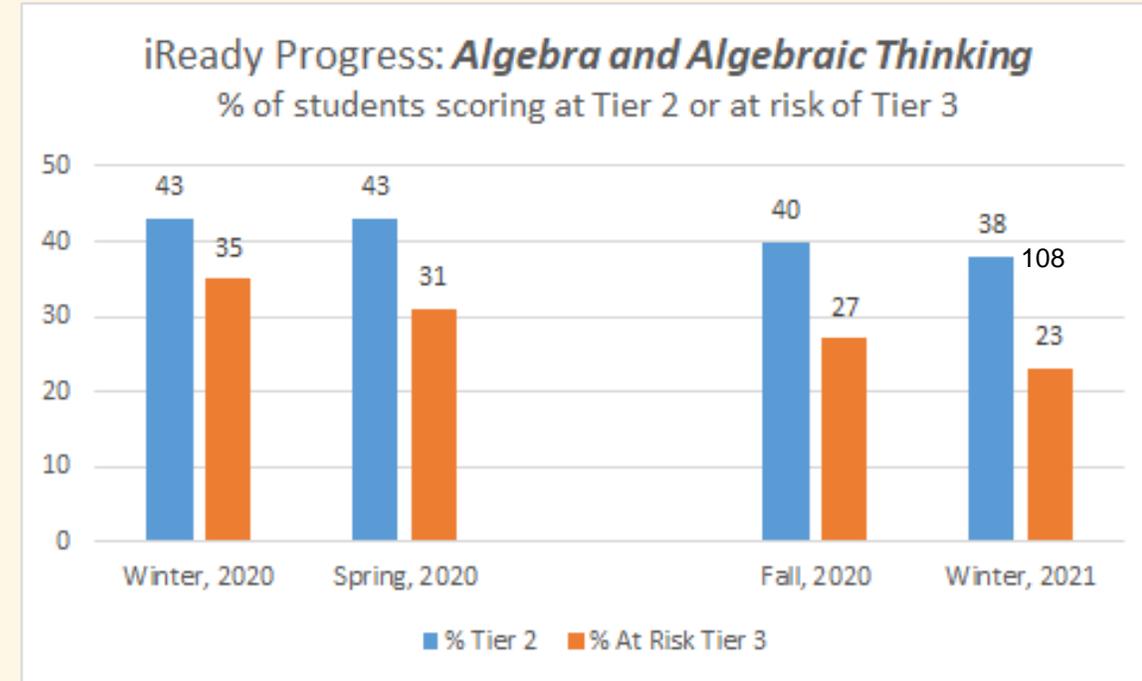
For the past 1.5 years, attention has been focused in the areas of **Number and Operations** and **Algebra and Algebraic Thinking**. The data below show fewer 2<sup>nd</sup>-5<sup>th</sup> grade students at the Tier 2 or At Risk for Tier 3 levels of Intervention.



## Winter, 2020 to Winter, 2021

Tier 2: **17% decrease (blue)**

At Risk for Tier 3: **31% decrease (orange)**



## Winter, 2020 to Winter, 2021

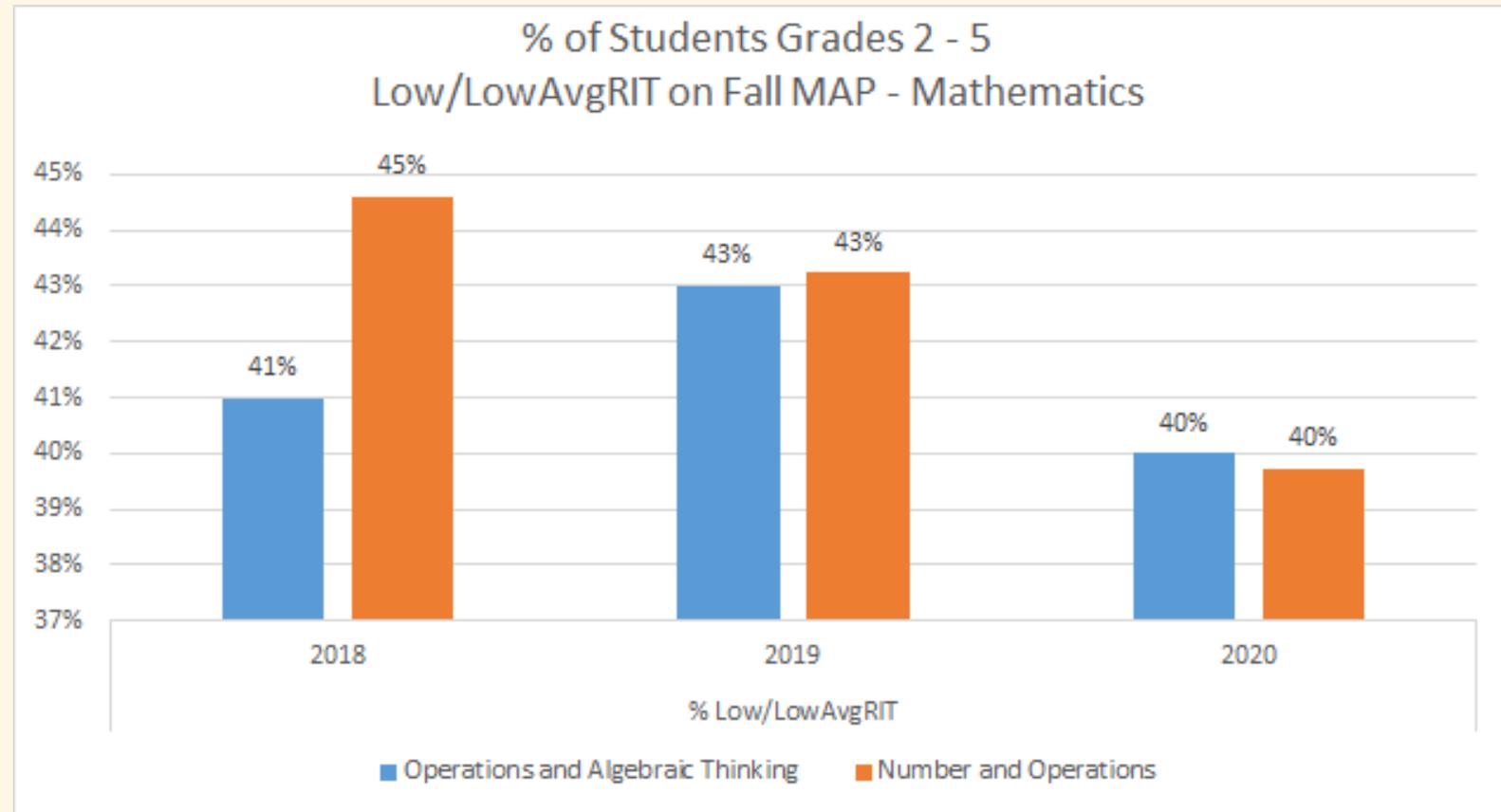
Tier 2: **12% decrease (blue)**

At Risk for Tier 3: **34% decrease (orange)**



# The Data Story, Chapter 1: Grades 2-5...

The data below show fewer students scoring at the Low/LowAvgRIT on the Fall, 2020, MAP Test in *Operations and Algebraic Thinking* and *Number and Operations*.



**Fall, 2019 to Fall, 2020**

*Operations and Algebraic Thinking: 7% decrease (blue)*

*Number and Operations: 7% decrease (orange)*

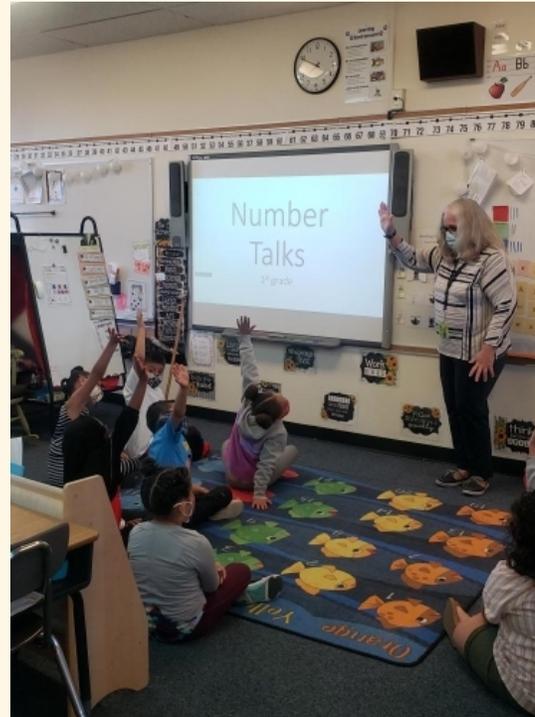
# Number Talks: What are they?

Brief instructional routines where students:

- mentally solve problems
- talk about their strategies.
- work flexibly with numbers
- build a solid foundation in number sense.
- gain confidence in sharing solutions and strategies.
- consider different perspectives on how a problem can be solved.
- reflect on and compare solutions.

## Connections to the *Portrait of a Graduate!*

- Creative Thinking
- Collaboration
- Critical Thinking
- Academic Content
- Communication
- Caring
- Citizenship
- Problem Solving

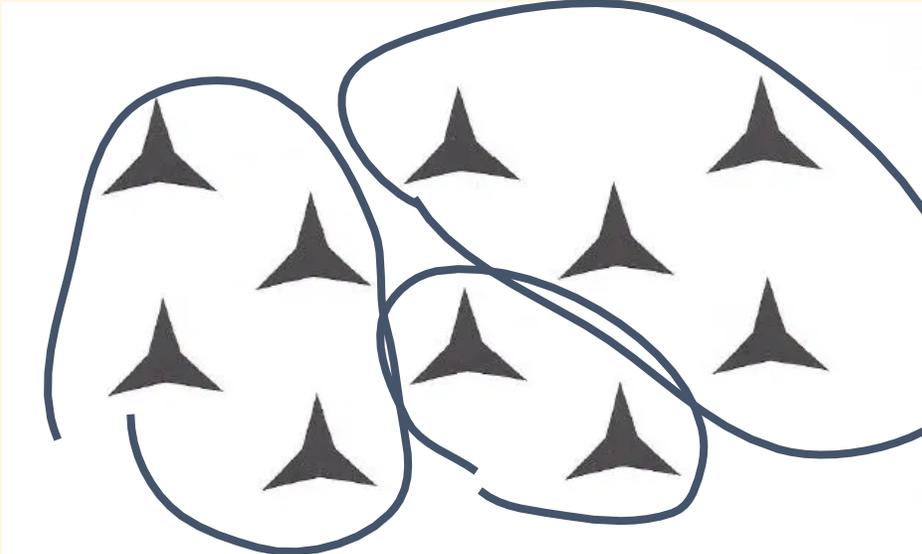


Photos are from Meghan Blayda's (1st grade) and Corina Charles's (5th grade) classes at Keeling Elementary



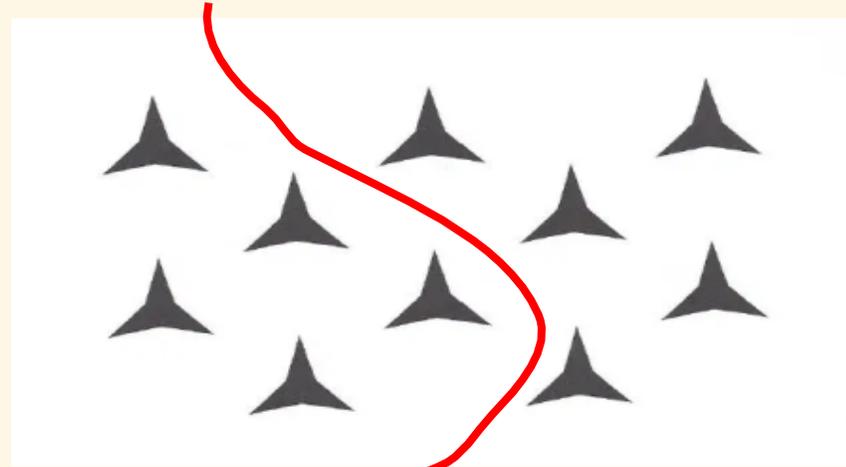


# Number Talk Example:

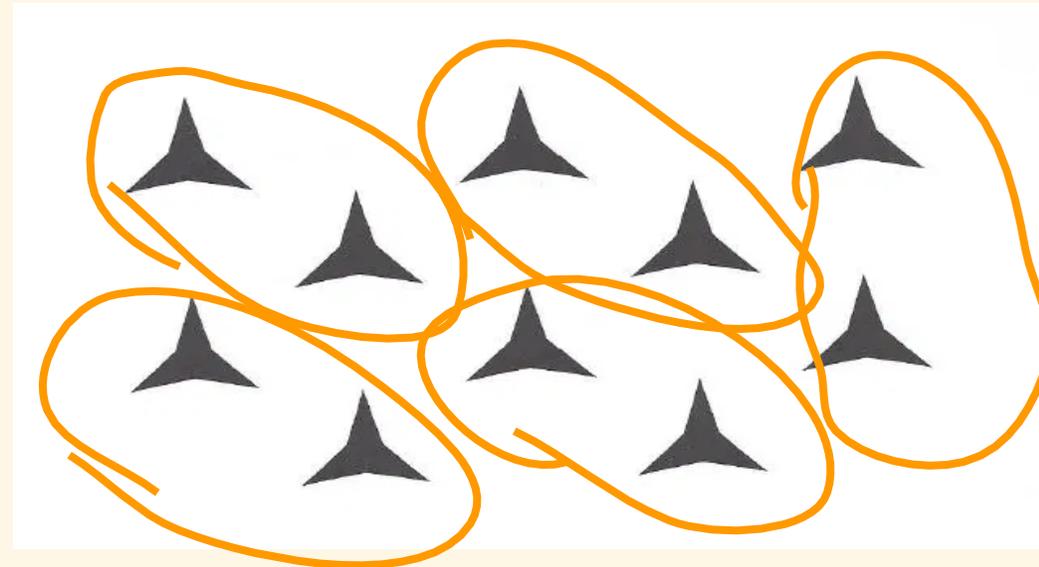


$$4+4+2=10$$

$2+2+2+2+2=10$ ,  
5 groups of 2 or  
 $5 \times 2=10$



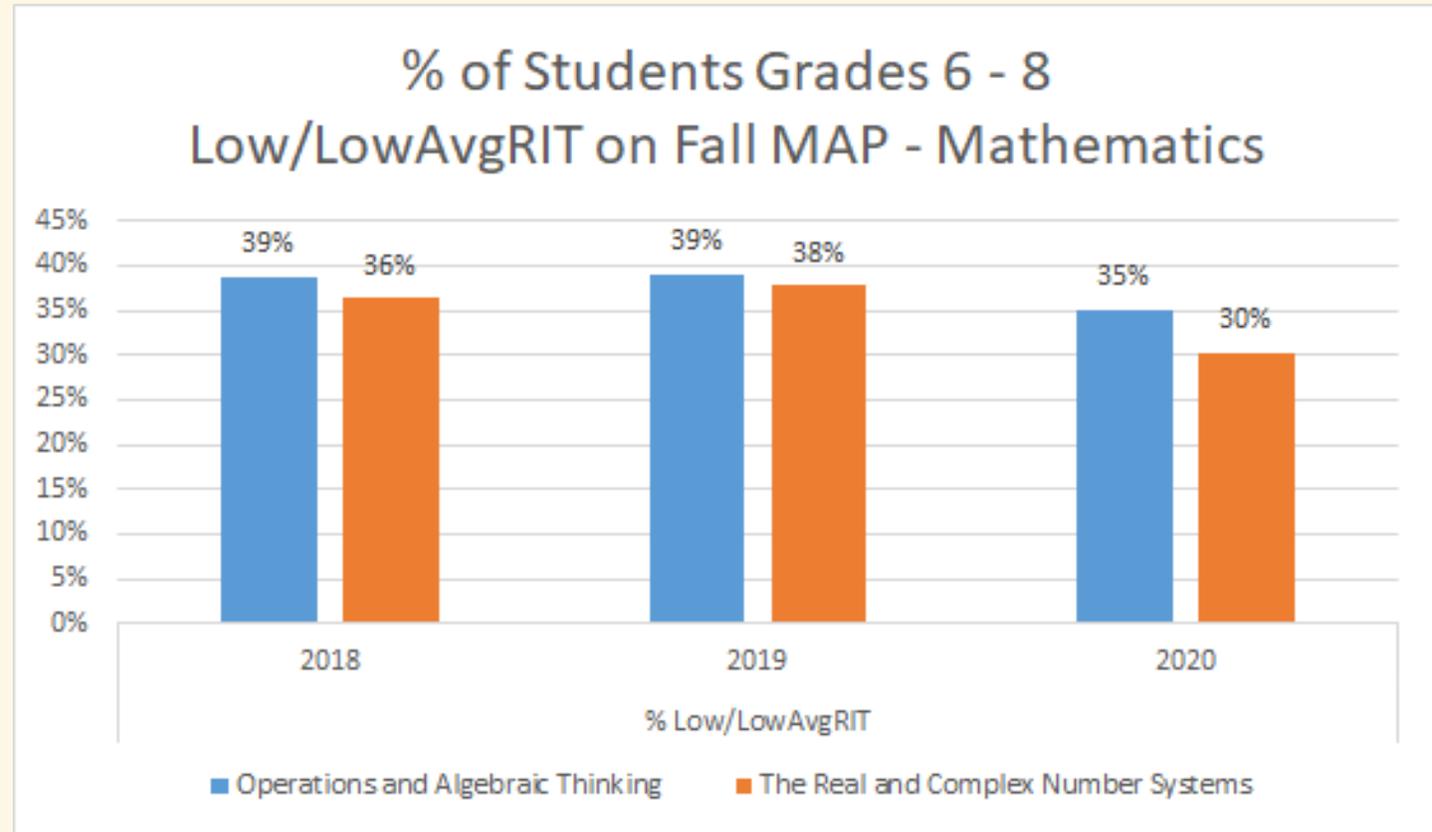
$$5+5=10$$





# The Data Story, Chapter 2: Grades 6-8...

The data below show fewer students scoring at the Low/LowAvgRIT on the Fall, 2020, MAP Test in *Operations and Algebraic Thinking* and *The Real and Complex Number Systems*.



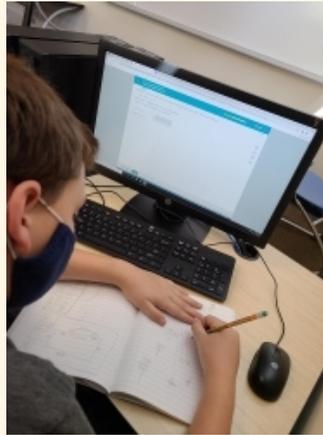
## Fall, 2019 to Fall, 2020

*Operations and Algebraic Thinking*: **10% decrease (blue)**

*The Real and Complex Number systems*: **21% decrease (orange)**

# ALEKS: Assessment and Learning in Knowledge States

1. Artificially and intelligent learning and assessment system.
2. Initial Knowledge Check: quickly and accurately determines each student's knowledge of the course.
3. ALEKS helps the students work on topics they are READY to LEARN.



For teachers...

1. Comprehensive data that shows which students need additional support on particular topics.
2. Based on the ALEKS PIE Report, teachers are able to work with students in small groups to support their learning of specific skills, thus personalizing the learning.



# ALEKS Dashboard: Teacher View

Class Code: XXXXX-XXXXX **CLASS TOOLS**

## Math 115 / Middle School Math Course 1 / LV 6 - Dashboard

### Class Information

**Math 115** 28

Class Code: X6YJ9-XMEVE  
 Class Duration: 12/05/20 - 04/08/21  
 Course Product: Middle School Math Course 1 / LV 6  
 Class Grade: 6th Grade  
 Instructor: Joe Smith

[Class Summary >](#)

### ALEKS Pie Report

**55%**  
**Progress**  
 207 of 374 Topics

Select slice to see mastery. [View Full Report >](#)

### Time and Topic - Learning Mode

3M 1M 2W 1W

Legend [View Full Report >](#)

### Students Not Recently Logged In

More than **7** days

Henry, Joel	03/04/2021	
Patel, David	03/05/2021	

[Class Roster >](#)

### Progress Overall

Highest	Lowest
Kennedy, Joel K. 1 <b>79%</b>	
Young, Charles B. 2 <b>73%</b>	
Cameron, Karen 3 <b>70%</b>	
Garp, Bart S. 4 <b>68%</b>	
Cameron, Ken R. 5 <b>63%</b>	
Patel, Daniel B. 6 <b>62%</b>	

[View All >](#)

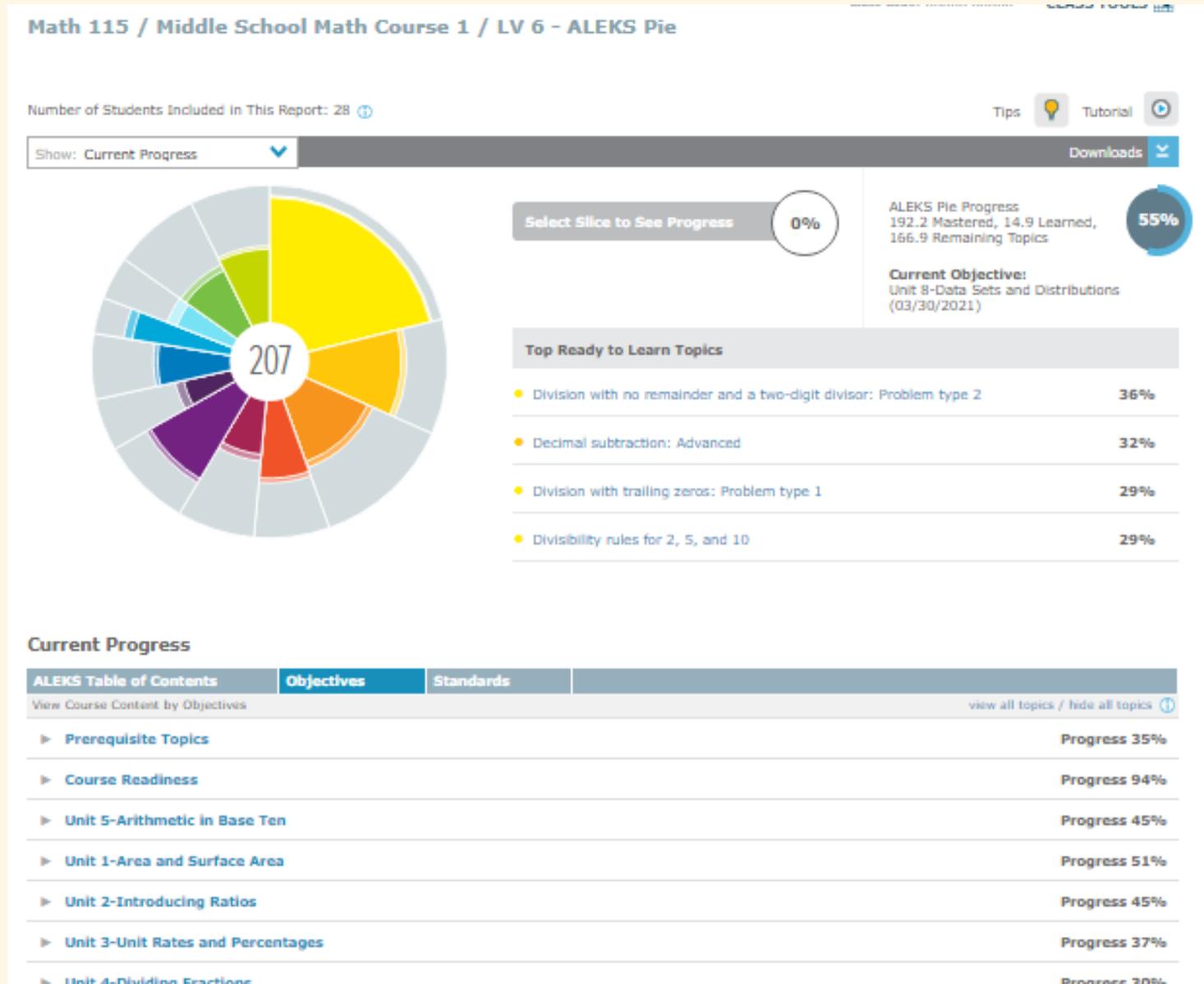
### Overall Grade

Highest	Lowest
Cameron, Karen 1 <b>80%</b>	
Young, Charles B. 2 <b>79%</b>	
Patel, Daniel B. 3 <b>77%</b>	
Kennedy, Joel K. 4 <b>76%</b>	
Garp, Bart S. 5 <b>76%</b>	
Collins, Maria 6 <b>76%</b>	

[View All >](#)



# ALEKS PIE Report: Teacher View



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# ALEKS PIE Report: Teacher View

• Distributive property: Fractional coefficients	57%	43%	23%	3%
• Factoring a linear binomial	60%	40%	23%	0%

• Factoring a linear binomial 60% 40% 23%

8 students out of 35 (23%) are **Ready to Learn** this topic.

 Message Stu

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Bourbaki, Victoria L.  
Cauchy, Kevin P.  
Doe, Kevin A.  
Garp, Carlos T.  
McArthur, Tracy P.  
Simpson, Kelly L.  
Summers, Jose L.  
Topeka, Victoria

(0) Other topics that these students are **Ready To Learn**

Based on this data, teachers are able to work with individual students or small groups to support their learning as they work to master *Factoring a Linear Binomial*.

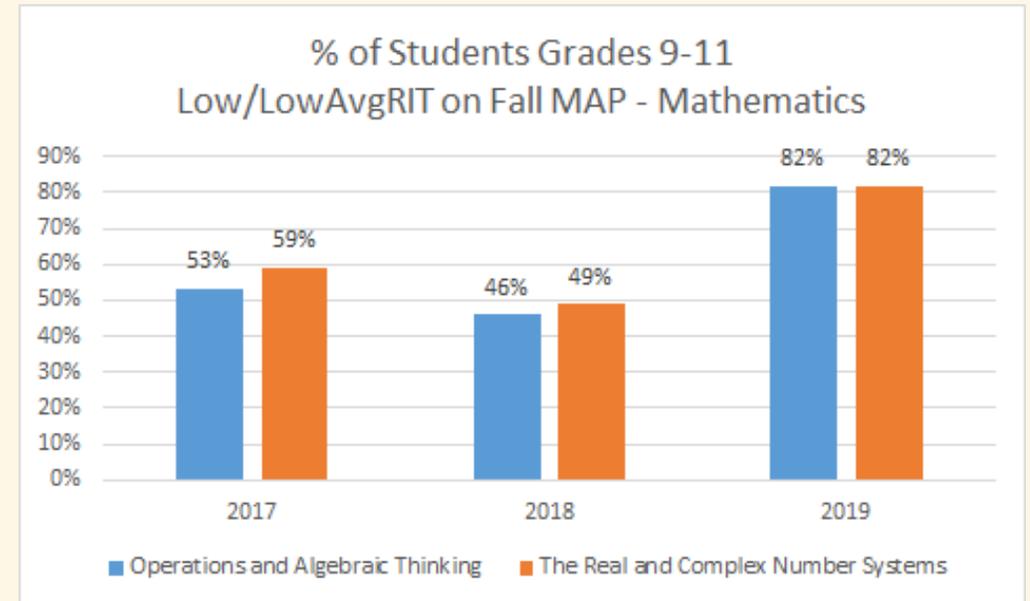




# The Data Story, Chapter 3: High School...

The data below show an increase in students in the Low/LowAvgRIT on Fall MAP tests, however, we must consider the following:

1. Small sample size each year
2. MAP test is not used consistently as a measure of student progress
3. No 2020 data due to various assessments used for the State's Benchmark Testing.



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But the Data Story **does** tell us that...

1. We need to develop a consistent measure of academic progress across the district.
2. It's imperative that we have cross-collaboration with high school and middle school teachers to support our students' understanding of mathematics.

# Feeder Collaboration Teams

Purpose: To collaborate as a feeder pattern team to best support students in their understanding of the **Foundational Skills for Algebra Success**. And to...

1. Create **formative assessments** to measure the Foundational Skills.
2. Reflect on **grading practices** and develop consistency in grading.
3. Develop effective strategies to **personalize learning**.

Amphi High Feeder Collaboration Team	Northern Feeder Collaboration Team
Amphitheater High School	Canyon del Oro High School
Amphi Middle School	Ironwood Ridge High School
La Cima Middle School	Coronado K-8
	Cross Middle School
	Wilson K-8



# Connections to our Strategic Plan

## Amphitheater Public Schools Strategic Plan

### *Goal 1, Objective 1:*

Students will engage in lessons which... **Personalize/individualize their instruction.**

### *Goal 1, Objective 3, Strategy 1:*

**By 2023, all students will be proficient or highly proficient** in English/Language Arts, **Mathematics**, and Science as measure by State and/or local assessments.

By **2023 and beyond**, ***all students will successfully complete:***

**Algebra 1 by the end of grade 9**

**Geometry by the end of grade 10**

**Algebra 2 by the end of grade 11**



# Foundational Skills for Algebra Success

- Fractions: all operations
- Integers (all operations)
- One-step, two-step, & multi-step equations
- Estimation of solution
- Flexibility with variables
- Graphing skills ( $x$ ,  $y$  coordinates, table of values, transferring to a graph)
- Ratio & Proportion (how  $x$  relates to  $y$ ) to build upon for functions
- Equivalence between graphs, tables, and equations



# Summer Teacher Institute Plans: Mathematics

Elementary Topics	Middle School Topics	High School Topics
<p><b>Everyday Math:</b> Developing Student Skills in Number Sense and Operations and Algebraic Thinking</p>	<p><b>ALEKS: A Personalized Approach</b> Teachers attending are able to choose between a beginner level course and a more advanced course. During the second half of training, teachers will come together and collaborate on topics such as blended learning, data analysis and differentiating your classroom.</p>	
<p><b>Everyday Math:</b> Math Strategies and Game Play, Assessment Building and the Data Dashboard</p>	<p><b>SAVVAS enVision:</b> Personalizing and Differentiating Instruction</p>	<p><b>Feeder Pattern Collaboration:</b> Continue working on building assessments based on the Foundational Skills for Algebra Success, discuss blended and personalized learning, collaborate on best practices for grading.</p>
<p><b>Fostering Curiosity and Building Connections in Your Math Classroom:</b> Literature Discussions, 3-ACT Math Tasks, Importance of Equivalence in Algebraic Thinking, Developing Number Sense Through Choral Counting, Open Middle Math</p>	<p><b>Fostering Collaboration in the Middle School Classroom:</b> 3-ACT Math Tasks, Number Talks, Literature in the Math Classroom, and developing blended learning strategies to enhance your management of curriculum and resources.</p>	<p><b>Data Talks, High School</b></p>
<p><b>Data Talks, K-2 and 3-5</b></p>	<p><b>Data Talks, 6-8</b></p>	<p>-</p>



# Science/STEM in **Amphi Schools**

**K-5: Supports to increase daily science & STEM: Learn to Love Science**

**6-8: Continuity, Clarification of Misconceptions, Skills Practice**

**9-12: Continuity, Depth, College Readiness, Life Skills**



'Bursations' and Redefining Failure



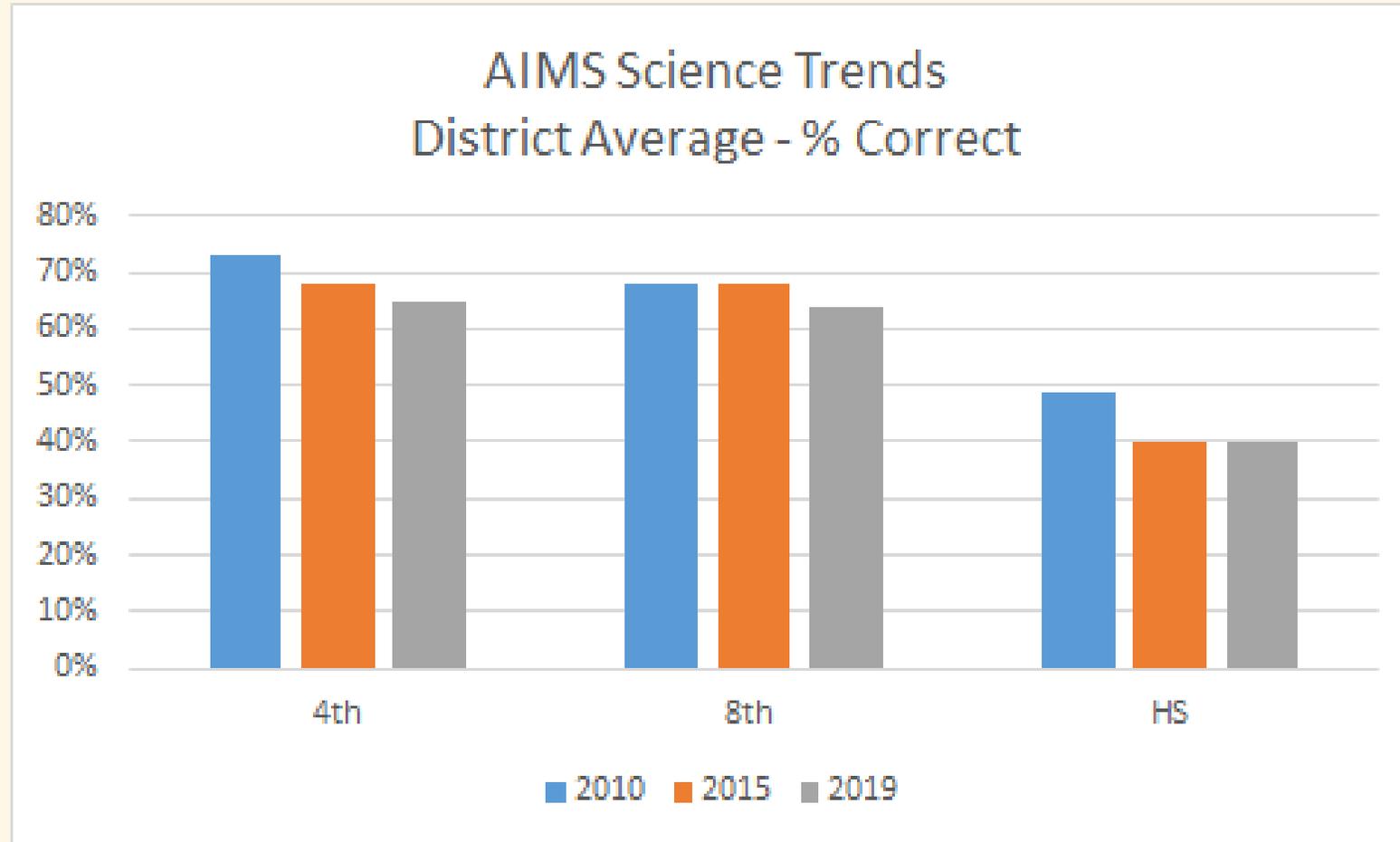
Lightbulb Moments



HeLa, CERs and Beyond



# Starting Point Challenge

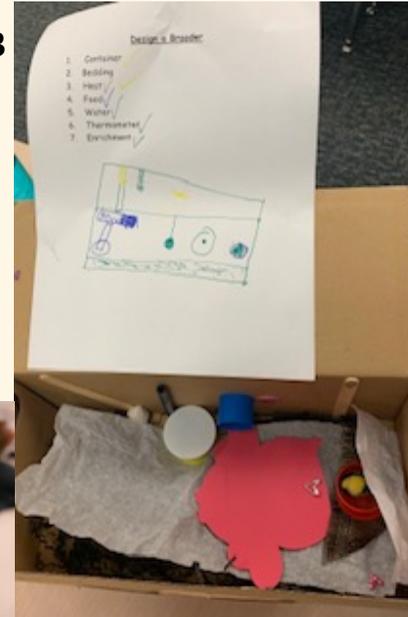


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# Chickens are **cannibals** unless they see **purple**



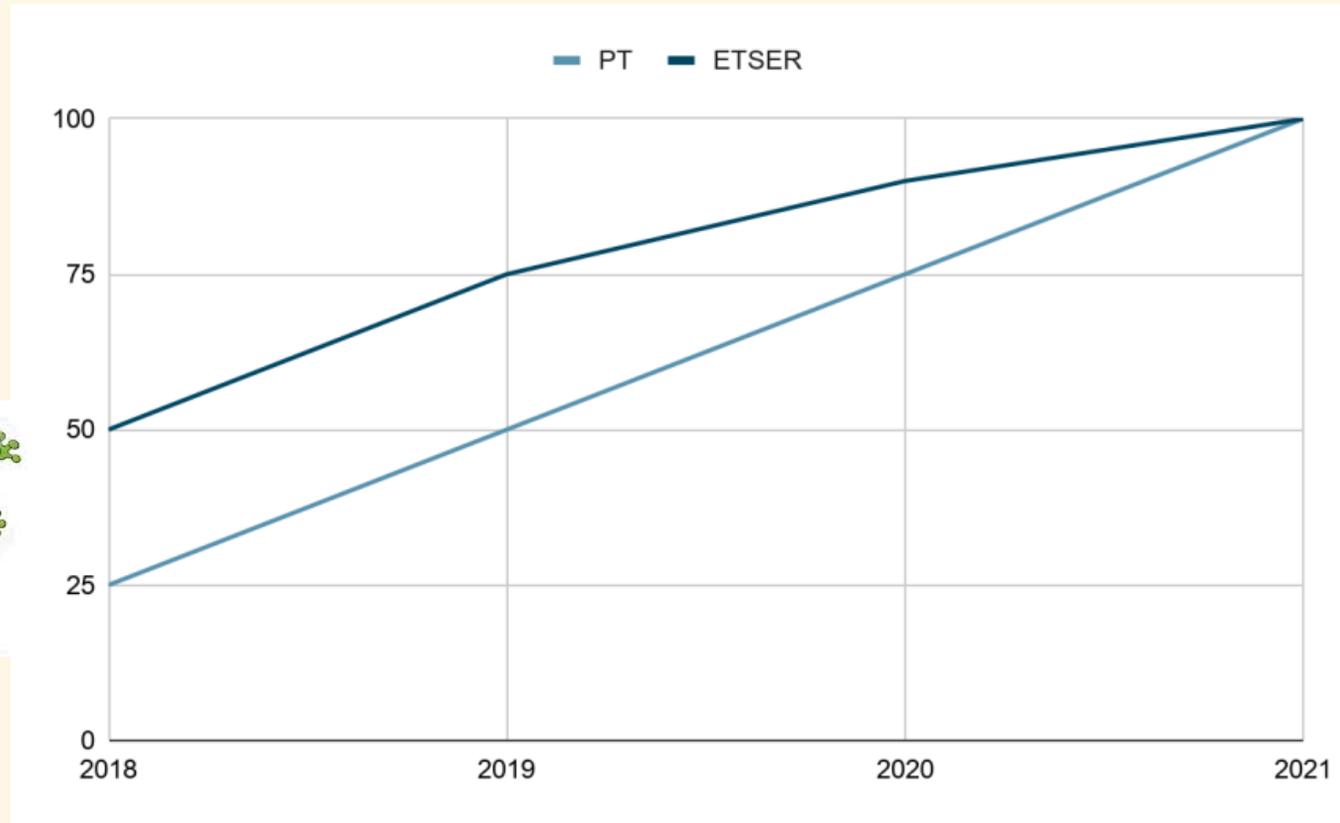
- Science Guide to 3 supported interdisciplinary programs
- Special projects
- CERs in 3-5
- *Are we seeing desired results?*



# 'Data'

ETSER vs.

PT



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# Phenomenon is more than a muppets' song



**Statement:** *There are reptile fossils in Antarctica* (7U3LS3)

**Question:** *How old is the Grand Canyon?* (8U1LS1)

**Picture + Identification:** *Star Trails* (6U2LS1)

**Picture without Identification:**



# Snapshot: MS Curriculum Guide

Gr.	Unit 1	Unit 2	Unit 3	Unit 4
6	Physical (Chemistry)	Earth & Space	Life Science	Energy
7	Physical (Motions & Forces)	Life Science	Earth & Space	Review & SL Projects
8	Earth & Space	Physical (Physics)	Life Science	HS Bio Prep

Hands-On Experiments	Hands-On Activities	Reading Passages	CERs
40+	60+	75+	30+

- **Tools 1-5 for Each Unit:**

**Tool 1** = Unit Blueprint

**Tool 2** = EoLs + Standards Alignment

**Tool 3** = Outline with References

**Tool 4** = Teacher-Student Lesson Plans

**Tool 5** = Performance Assessments

- Each **Unit** has 1-3 **Learning Sequences**

- Each **Learning Sequence** has 5+ **lessons** that follow the **5E** format:

**Engage** (hook them with the phenomena)

**Explore** (Inquiry)

**Explain** (Students discover truths, vocab)

**Elaborate** (Where else might this apply?)

**Evaluate** (Do students demonstrate understanding of the concept?)

## Performance Assessments

- Written specifically for each Unit
- District-Wide Data
- Aligns to AZSci

Lauren Marlatt, CK8

Kyle Sutton, Wk8

Leslie Ferre, LC

Pam Vandivort



# Clarification Snapshot: How do plants grow?

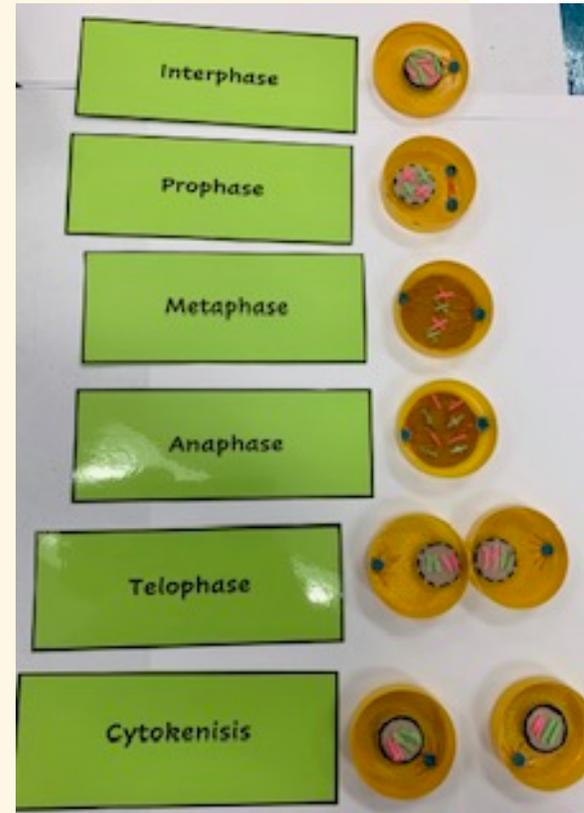
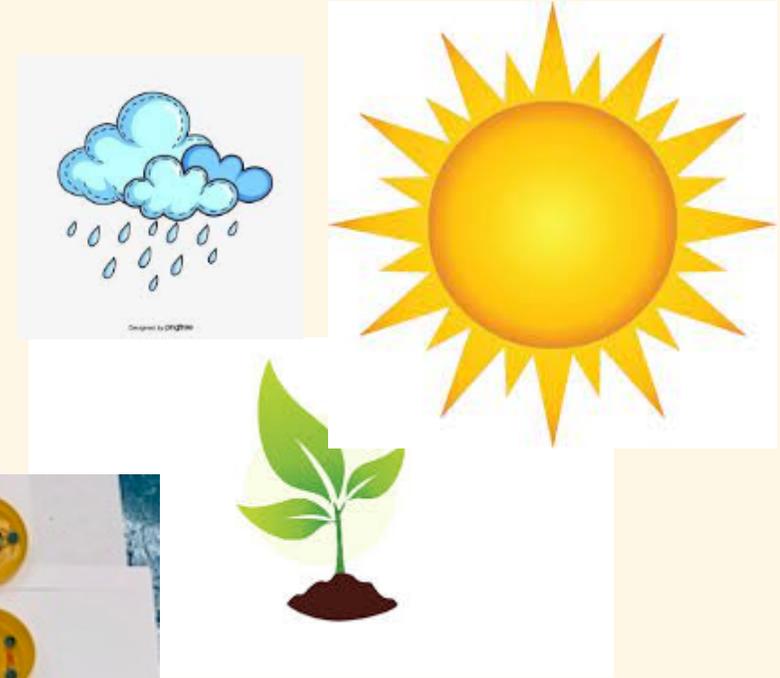
- What our approach looks like (how we obtain mastery with empty cd cases, paper towels, dog hairs, Dollar Store stuffs, etc.)

## 7th Grade Life Science Unit

- Preliminary, limited, results data
- Plan for 2021-22

### AZ State Standard

**7.L1U1.8:** *Obtain, evaluate and communicate information to provide evidence that all living things are made of cells, cells come from existing cells, and cells are the basic structural and functional unit of all living things.*



# Teacher Text-timonies

Mon, Mar 8, 9:57 AM

Been a long time since I had this much focus in observation. It is working great.



Fri, Dec 11, 8:25 AM

Thought you would want to see your models in action. The kids keep telling me these are so cool.



Fri, Feb 19, 2:05 PM

The kids LOVED the autopsy report activity to end life science. They were so happy. They were debating and actually talking. It was great.



# *How are we doing so far?*

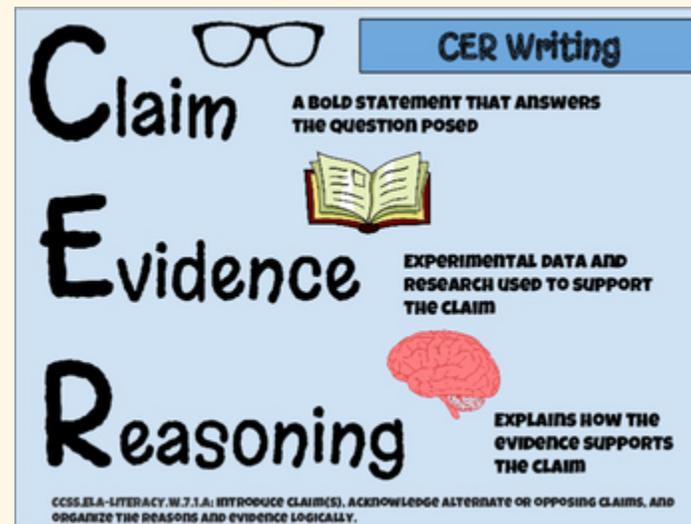
<b>Grade</b>	<b>Life Science 2019 % Correct District Average</b>	<b>2021 <math>\frac{3}{5}</math> of MS PA % Mastered Life Science LS 1 ,2,3 Averaged</b>
<b>4th</b>	<b>62.4</b>	
<b>8th</b>	<b>64.8</b>	<b>(7th) 78%</b>
<b>HS</b>	<b>49.1</b>	



# High School

## Focus on

- *Course Prerequisite Continuity*
- **Course Content Continuity**
- *Content Merging for AZSci Alignment*
- **Suitable Online Lab Experiment Simulation Platforms**
- *Deeper Content Mastery, Practice*
- **College Prep**
- *Life Applications*



# STEM Summer Institute Classes 2021

K-5	6-8	HS
PPS-How To	6 Units Training	Data Talks 9-12
EiE- How To 1-5; K	7th Units Training	
PLTS-L How To	8th Units Training	
PPS-K; 1;2;3;4;5	6-8 Science Adaptations for SpEd	
Data Talks K-2; 3-5	Data Talks 6-8	

**18 Workshops Total**



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# Connections to our *Strategic Plan*

## **Goal 1, Objective 1, Strategy 3:**

*Focus on instructional practices which do not inhibit students' critical thinking, problem solving, creativity and therefore promote retention and application of learning.*

**Goal 1, Objective 4, Strategy 2:** *Prepare curriculum guides in all subject areas which clearly outlines expectations and provides flexibility for teacher creativity.*

**Goal 1, Objective 5, Strategy 1:** *Develop well-articulated STEM/STEAM curriculum which is interdisciplinary in design and requires students to use creativity, critical thinking and problem solving.*



# Handouts

- **Amphi Science/STEM Coordinator Flow Chart**
- **Sample of Kindergarten writing (Prince Elementary; Ants Project; Journal page- October, 2018)**
- **Copy of Amphi Elementary Science Guide (2019 compilation)**
- **Copy of 1 MS Learning Sequence ( Tools 1-4; 7U3LS3)**
- **Copies of MS Students' Performance Assessments (2020-21; first year of new curriculum guide)**
- **Copy of HS Students' CERS (IRHS, AHS, 2021)**

*Thank You!*





# Language Arts Around the District



**Tonight's focus will be on...**



1. Our New Curriculum, Houghton Mifflin Harcourt



1. Professional development



1. Curricular collaboration



1. Support services and staying ahead of the game





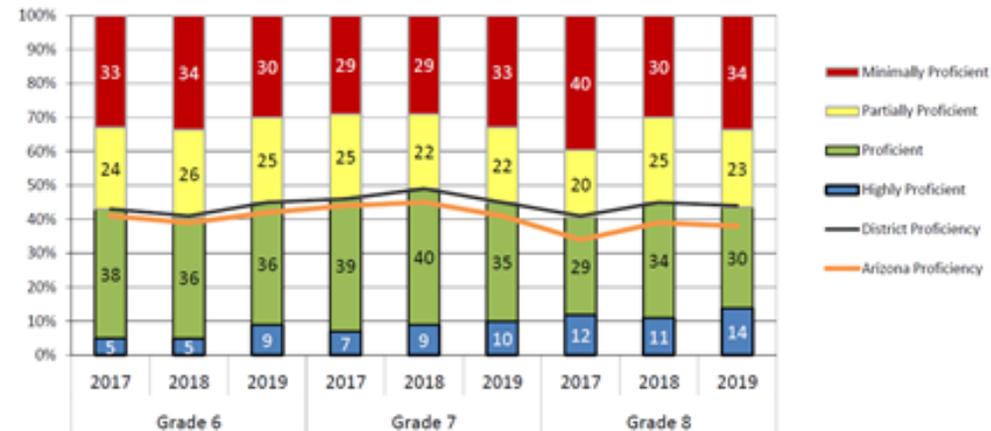
# Let's talk about data:



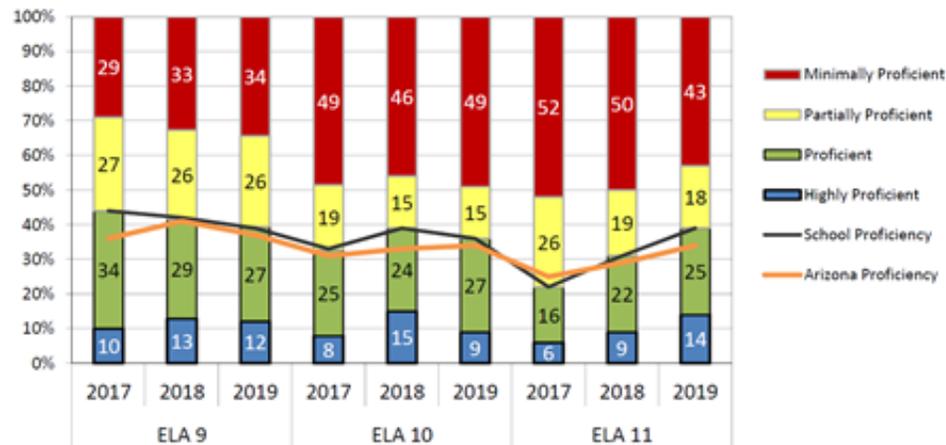
### Amphitheater School District English Language Arts



### Amphitheater School District English Language Arts



### Amphitheater School District English Language Arts

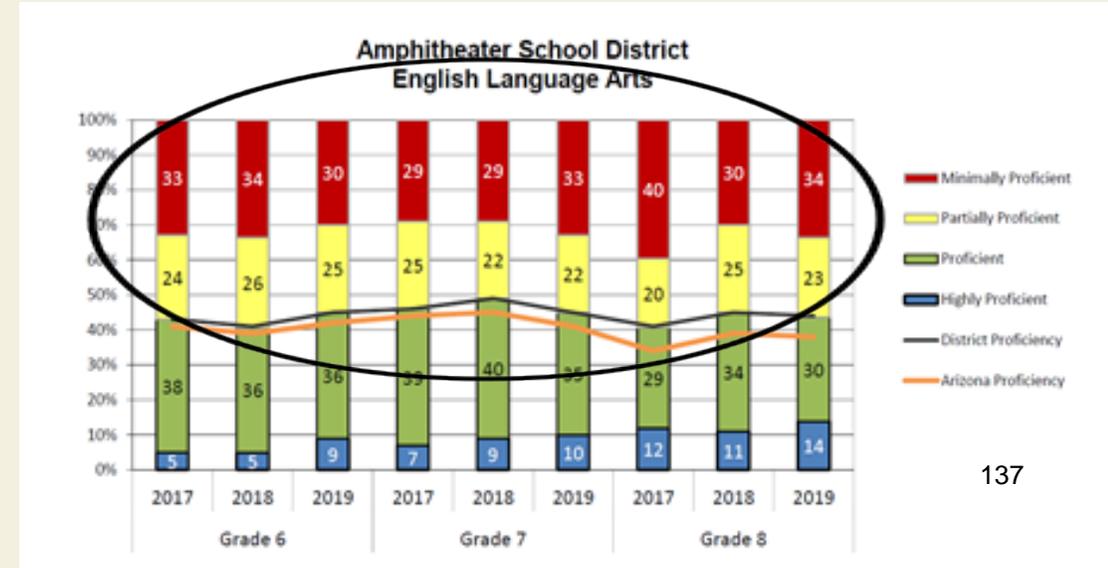
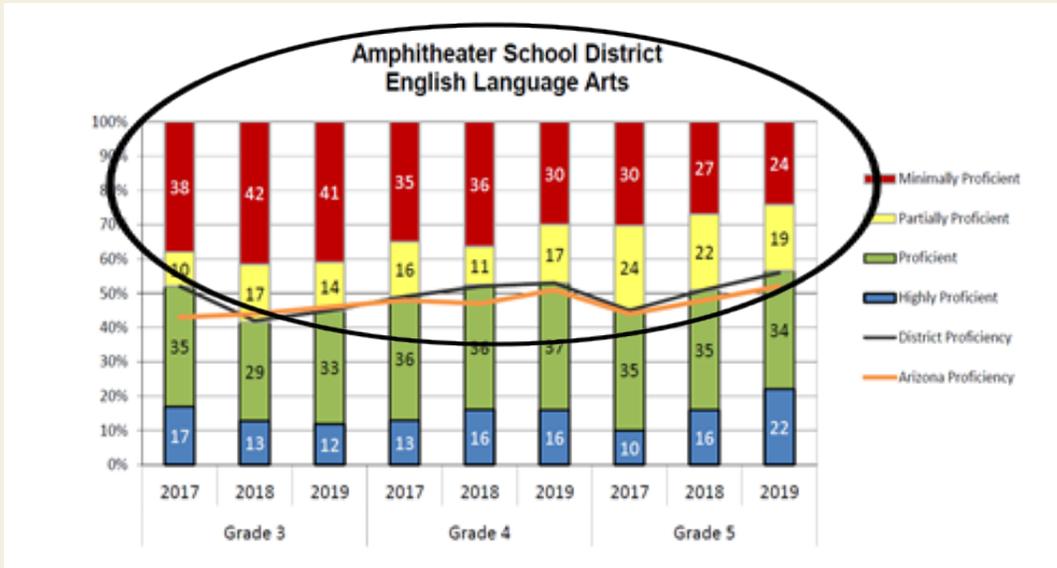


Historical data shows that Amphitheater Public Schools was performing above the state average before the pandemic.

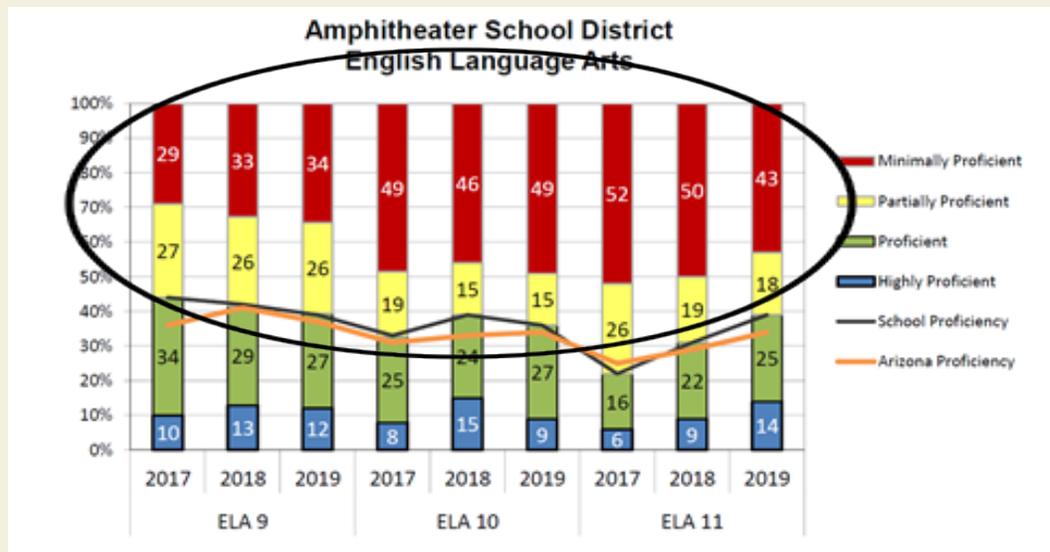




# Let's talk about data:



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...But we still have work to do.



# Identifying Needs and Challenges:

1. Data analysis

1. One to one visits (October/November)

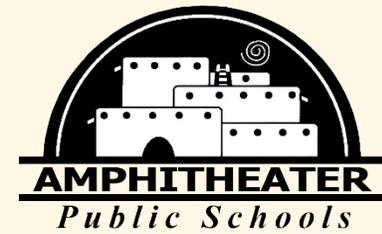
1. Open curricular meetings (K-2, 3-5, 6-8, 9-12)  
(December)

1. Piecing it all together (January-May)

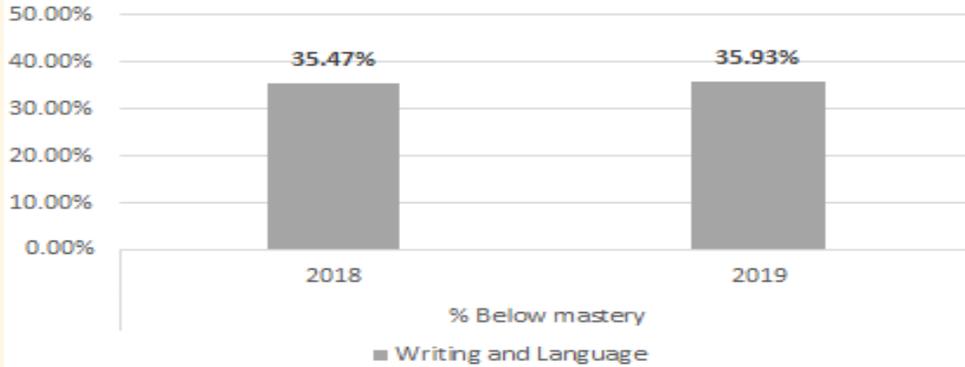




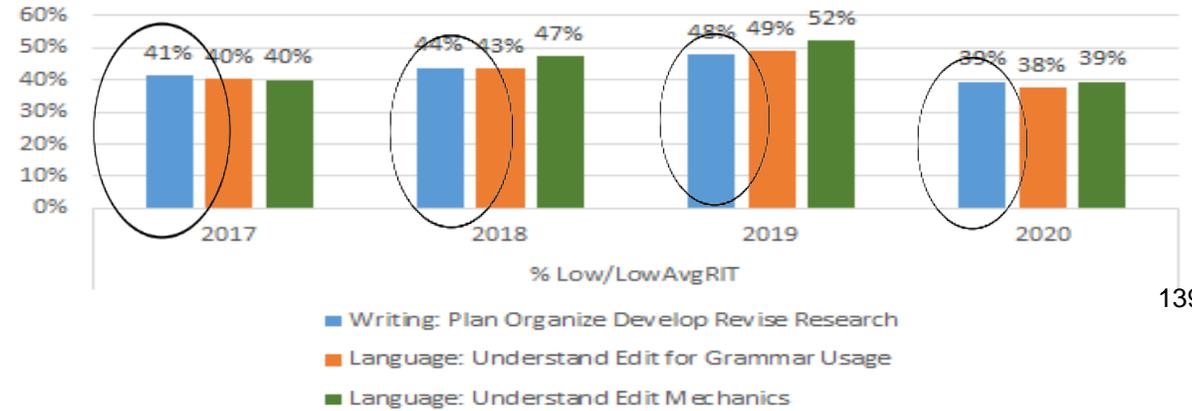
# Writing: Az Merit vs Fall MAP



### Average Elementary District Wide Data

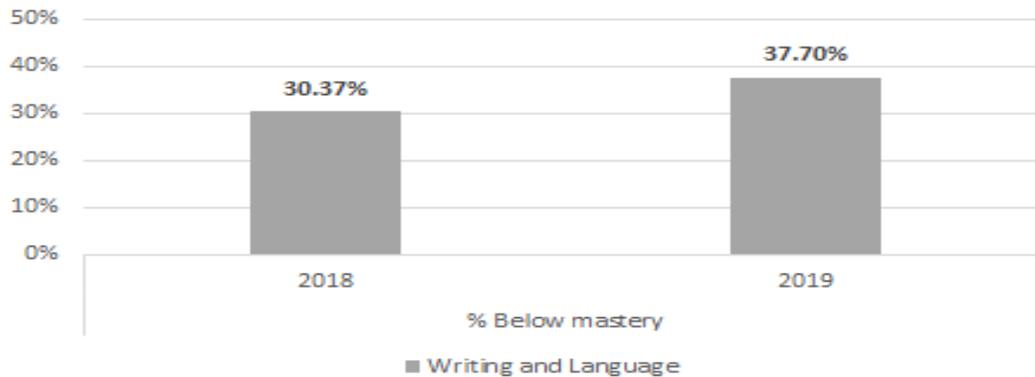


### % of Students Grades 2 - 5 Low/LowAvgRIT on Fall MAP - Language

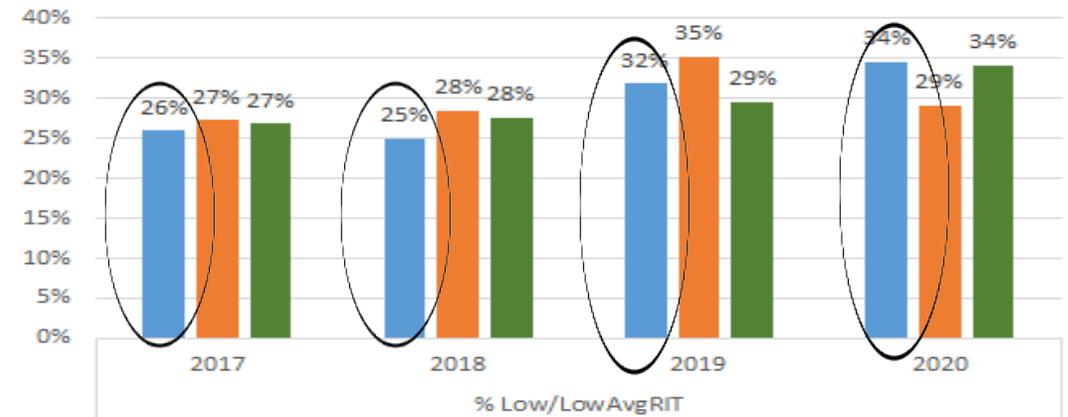


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### Average Middle School District Wide Data



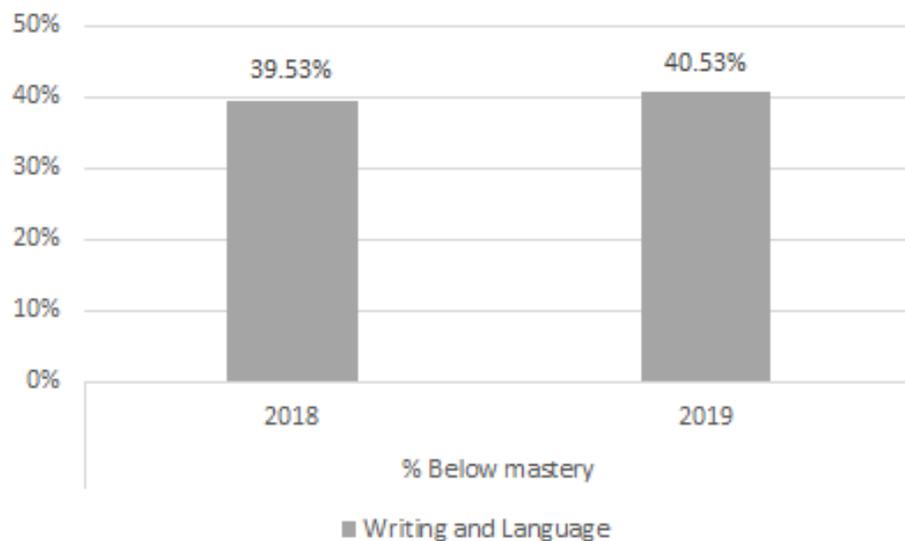
### % of Students Grades 6 - 8 Low/LowAvgRIT on Fall MAP - Language



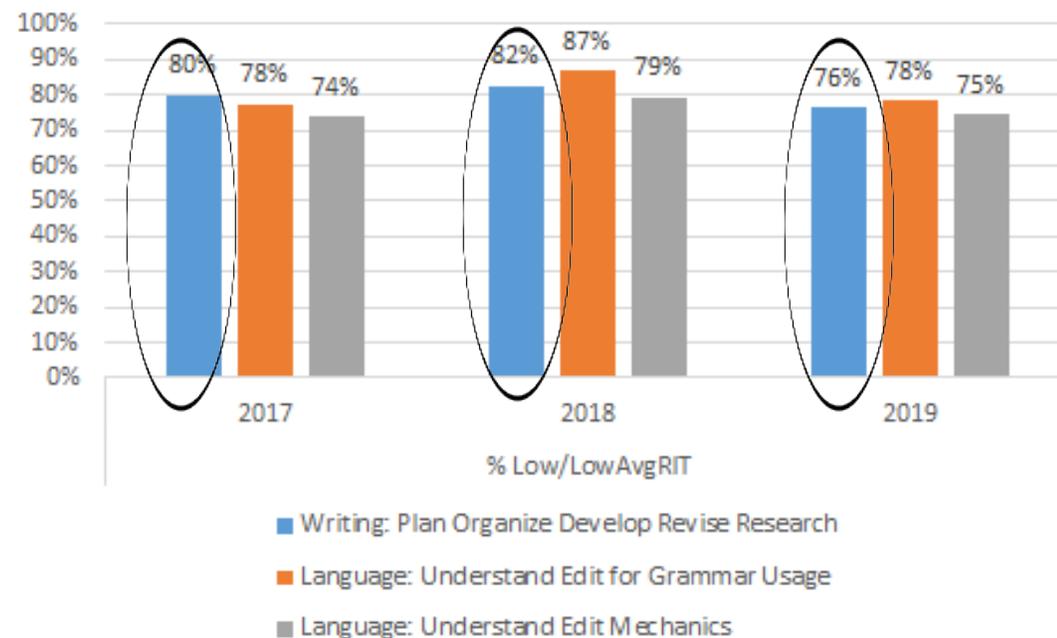


# Writing: Az Merit vs Fall MAP

Average High School District Wide Data



% of Students Grades 9-11  
Low/LowAvgRIT on Fall MAP -  
Language



# Why?

## When surveying Principals, Department Chairs, and Classroom teachers:

- a. Knowledgeable teachers, but methods of teaching vary from one class to another, and one school to the other.
- a. *We assume* all students have developed most writing skills by the time they reach high school. This is not the case.

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## Therefore:

We need a consistent, systematic, District-wide approach to teaching Writing.



# What's the plan?

## On the short term:

A semester-long, District-Wide, in-depth series of Writing Professional Development, provided by Mr. Steve Peha, a renown specialist in the art of writing (currently ongoing).

- Offered on Tuesdays and Wednesdays
- In Grade-level bands K-2 , 3-5, 6-12

## On the long term:

A systematic approach to teaching writing across the curriculum.





# The Adoption Process



1. We held grade-level optional virtual curricular meetings to compare data with teachers' perspectives.
1. Based on teacher recommendations as well as data, we created the list of requirements in our request for proposals (R.F.P.)
1. From January 28th-February 2nd A Committee of 70 K-12 ELA teachers met physically <sup>143</sup> analyzed curriculum from all vendors
1. Based on scores, we selected the top three vendors per category (elementary, middle school, and high school)
1. Additional virtual meetings per category (K-5, 6-8, 9-12) were held.



# The Results



A unified, cohesive, **single** K-12 ELA curriculum  
(first time in Amphitheater Public Schools history!)

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## How?

Through a strong, open and transparent process of **collaboration**

This collaborative process is still ongoing and producing results



# Collaboration, not Coblaboration!



Curricular meetings **per grade level (6-12)** have been held throughout the months of March and April and May.



a. We analyzed research about ELA Instruction and its alignment to state standards.



a. Reflected on teaching practices at the secondary level for alignment to standards and equity.

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a. In-depth analysis of the ELA Portrait of a Graduate (what should it look like in ELA?)

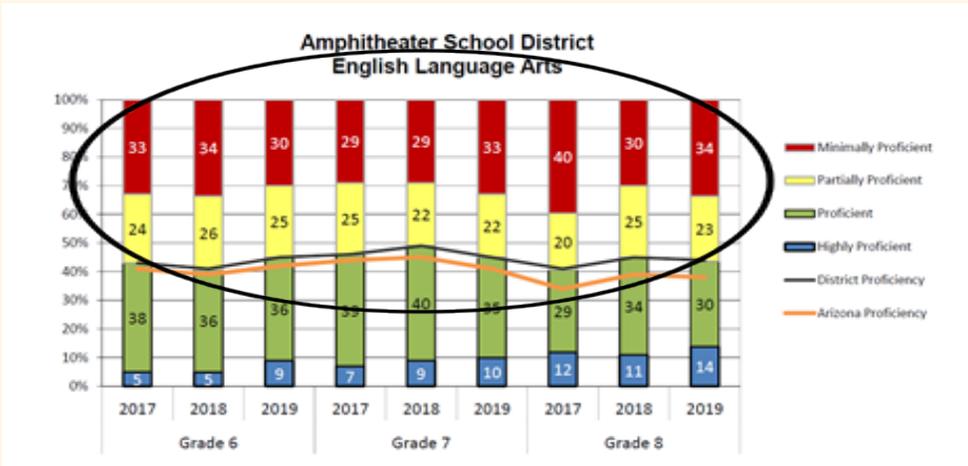
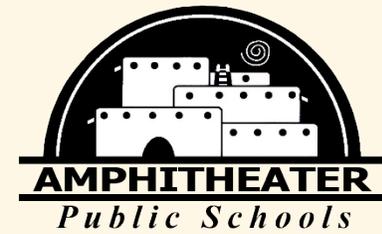


a. Analyzed additional resources per grade level to avoid “curricular overlapping”



## Elementary is next!

# What we know now...



\* Effective teachers, but inconsistent interpretation of the AZCCRS .

\* Experts on the research and use of resources, but not on their alignment to the State Standards.

## Getting a new curriculum is only the first step!

Consistent, District-wide, grade-level based, in-house professional development, centered around alignment of standards, curriculum, assessment, and interventions is needed

# Collaboration and Systems of Support



## Dyslexia Action Committee

- A team 15 staff members with extensive experience in literacy systems of support, and willing to do research (network, legal, or scientific) in the following areas:

- \* Best Teaching Practices
- \* Curriculum and Assessment
- \* Staff and community awareness

## Our Goal

-To support our District in its efforts to enable students who display characteristics of dyslexia to be **self-advocates**, **academically successful**, and **college and career ready**.

## How

- Making recommendations to the District, based on research on areas of need.

**Amphitheater Public Schools is ready to implement new State Requirements a  
year ahead**





# Collaboration and Systems of Support

**Consistency when providing interventions and support:**

## **Wilson Language**

- Based in Orton-Gillingham methods and the New Science of Reading.
- Used in Tiers 2 and 3.

## **i-Ready**

- An interactive online learning environment designed to assess students and provide individualized instruction based on each one's unique needs.

## **Reading Apprenticeship (6-12)**

- Secondary teachers of content **other than Language Arts** learn how to develop students' comprehension skills while also building subject-area knowledge, reader identity, collaboration, and persistence

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# Connections to our *Strategic Plan*



## Goal 1, Objective 3, Strategy 1:

Develop and enhance quality academic and instructional programs to improve student performance and close achievement gaps among all sub-groups.



## Goal 1, Objective 4, Strategy 1:

Develop well-articulated reading/writing/speaking (ELA) curriculum which ensures students<sup>149</sup> communicate effectively.



## Goal 2, Objective 2:

By 2021, develop and implement a district-wide professional development plan aligned with the needs identified through analysis of student achievement and teacher proficiency data.





The three Academic Coordinators fondly known as...

The 3 Amigas!

Working together to support Amphitheater's  
teachers and students to realize the  
Portrait of a Graduate!





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

---

**DATE OF MEETING:** May 11, 2021

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

---

**BACKGROUND:**

Administration presents the candidates identified herein to the Governing Board for review and approval for hire for 2021-2022 school year.

**1. Appointment for Elementary School Principal for Nash Elementary School**

When the position of Elementary School Principal at Nash Elementary School became vacant, the position was advertised as open and the applicants reviewed. A committee of administrators screened 17 files of qualified candidates for the position. The candidates were screened by Dr. Roseanne Lopez, Associate Superintendent for Elementary Education; Dr. Shannon McKinney, Director of Curriculum and Assessment; Rowdy Frederiksen, Principal, Holaway Elementary School; and Chris Trimble, Principal, Walker Elementary School.

Based on the file review, 6 candidates were brought forward for interview with the committee on May 4, 2021. One candidate failed to appear for their scheduled interview time. The following candidates were interviewed: Dr. Laura Esquibel, Cindy Lewis, William Rosenberg, Jenny Royer, and Kathryn Zanin. The interview committee consisted of the following individuals:

- Dr. Roseanne Lopez, Associate Superintendent for Elementary Education, Chair
- Kim Esposito, Special Education Teacher, Nash Elementary
- Monique Gamez, Parent, Nash Elementary
- Julia Gates, First Grade Teacher, Nash Elementary
- Shari Ann Lossou-Lossavi, Fourth Grade Teacher, Nash Elementary
- Michelle Martin, Kindergarten Teacher, Nash Elementary
- Michael McConnell, Principal, Innovation Academy
- Coral Roberts, Academic Interventionist, Nash Elementary
- Rebecca Ruiz, Assistant to School Administration, Nash Elementary
- Laurie Sheber, Principal, Prince Elementary

Based on the ratings of the school-based committee, Dr. Laura Esquibel and Jenny Royer were recommended for finalist interviews. In addition to Superintendent Todd Jaeger, finalist interviews were conducted by Dr. Roseanne Lopez; Michael Bejarano, Associate Superintendent for Secondary Education; Education; Michelle Tong, Associate to the Superintendent and General Counsel; Scott Little, Chief Financial Officer; Kristin McGraw, Executive Director of Student Services, and Dr. Shannon McKinney.

The Superintendent recommend **Dr. Laura Esquibel** for Principal at Nash Elementary School.

**2. Re-Appointment of ASRS Retiree Returning to Work Administrators**

In addition, Administration also recommends that the Governing Board approve issuing FY 2021-2022 contracts to the ASRS retired administrators presented on the attachment to this agenda item.

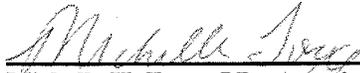
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**RECOMMENDATION:**

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

---

**INITIATED BY:**



---

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

Date: May 10, 2021



---

Todd A. Jaeger, J.D., Superintendent

5/11/2021

**GOVERNING BOARD MEETING  
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXP CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Mansouri	Darlene	Director of Federal Programs	CT-AD-RET	Federal/State Programs			Rehire		*\$67,259.27
McKinney	Shannon	Director of Curriculum and Asse	CT-AD-RET	Wetmore Center			Rehire		*\$72,115.31
Esquibel	Laura	Principal	CT-AD	Nash Elementary	ESPD	0 years	Replacement	Dr. Lopez	*

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*	2021-2022 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

**EDUCATION**

Northcentral University  
PHD in Educational Leadership  
English Language Learners in the Structured English Immersion Program in  
Arizona: A Descriptive Case Study  
2/8/19 Dissertation Defense  
2010-2019

Northern Arizona University  
Master of Education-Bilingual/Multicultural Education  
Graduated with Distinction

University of Arizona  
B.A. Elementary Education  
University of Arizona Dean's List  
2000-2001

**Work Experience**

Assistant Principal  
John E. White Elementary  
Provide instructional support for teachers and mentored new teachers  
Provide professional development and elicit resources  
Evaluate/Supervise teachers and assistants  
Assist in School Improvement and Title 1 reports, Budget  
Participated in making school wide decisions as a member of the executive team  
Analyze and interpret data  
Create daily school schedules  
Assist with discipline and behavior plans  
Communicate with parents and elicit parent participation  
Facilitate PLC meetings  
Direct and organize MTSS meetings  
Participate and organize IEP meetings  
Present

Instructional Data Interventionist/Principal Designee/MTSS Lead  
Tucson Unified School District  
Provided instructional support for teachers and mentored new teachers  
Provided professional development and elicited resources  
Evaluated curriculum and assessments  
Participated in making school wide decisions as a member of the executive team  
Analyzed and interpreted data  
Created daily school schedules  
2016-2017

Assisted with discipline and behavior plans  
Communicated with parents and elicited parent participation  
Facilitated PLC meetings

**Program Specialist/Language Acquisition Department**

Sunnyside School District

2012- 2016

Collaborate and plan district training for both certified and classified staff in areas such as English proficiency assessment, strategies for the development of the second language, and sheltered English instruction for teaching content to second language learners.  
Develop and provide Professional Development  
Implement Performance Based Coaching  
Evaluate curriculum and assist consultants  
Provide current compliance information and instructional methods to staff  
Understanding by Backward Design Model in curriculum and planning  
Implementation of English Language Developmental Model  
Develop detailed lesson plans for the grammar methods  
Develop scaffolding for Common Core Strategies  
Monitor and implement state guidelines throughout the district  
Serve as a main liaison between the department and schools  
Analyze and interpret data with schools  
Enter data in district databased and State system  
Identify ELL students and ensure correct placement  
Provide training and support for state testing, AZELLA  
Participate in Teaching and Learning Expanded District Team  
Work on district strategic plan

**Business Owner: Wings Over Broadway**

*Tucson, Arizona*

*2007-Present*

I am the primary owner of a restaurant. I am in charge of scheduling.  
My husband and I manage 15 part-time employees in this family business.

**Assistant Principal- Southside Community School**

2009-2012

Developed and delivered quality staff development to build and promoted a professional learning community  
Participated in leadership cadre to support professional growth  
Developed and implemented of school wide accountability plan  
Established partnerships with school council and parent organization  
Hired and evaluated faculty and staff performance  
Ensured a safe and orderly learning environment  
Communicated with students, faculty, parents and public relations with community

## LAURA B ESQUIBEL,PHD

### Observed and Analyzed Instruction

Provided instructional support for teachers and mentored new teachers  
Provided Professional Development and elicited resources  
Evaluated curriculum and assessments  
Participated in making school wide decisions as a member of the executive team  
Analyzed and interpreted data to desegregate the date to offer differentiation in instruction  
Created intervention groups based on data  
Created daily school schedules and made arrangements for substitutes  
Ensured a safe and orderly learning environment  
Use of assessment results to develop and carry out individual student improvement plans  
Assisted with discipline and behavior plans  
Used restorative practices  
Communicated with parents and elicited parent participation  
Participated in home visits  
Facilitated school events, field trips, assemblies and night events  
Started student of the month Program and started an incentive program for attendance  
Monitored and implemented school wide rules  
Attended conferences to obtain current information from the state and provided the information to staff  
Assisted with completing grants

### ELD Director/Coordinator- Southside Community School 2007-2012

Developed and organized the English Language Development Program (ELD)  
Implementation of the requirements of the Office of Civil Rights to ensure quality and equitable instruction for English language learners through school-wide implementation of SIOP model and ESL instruction  
Recruited and trained ELD Teachers  
Reviewed and implemented curriculum  
Supervised and monitored students' progress  
Maintained files and reports for the ELD program  
Taught small groups, K-8 ELD students  
Identified students that needed intervention  
Collaborated with teachers to create intervention plans

### 2<sup>nd</sup> Grade SEI Teacher-Los Ranchitos Elementary School

2000-2007

Taught in a multicultural Environment  
Held high expectations for my students  
Created individual lessons to meet students' needs  
Taught and created curriculum for after school tutoring  
Co-Sponsored Student Council  
Computer Tech for School

## LAURA B ESQUIBEL,PHD

**3<sup>rd</sup> Grade Teacher -Mary Dill Elementary** 1999-2000

Taught in a multicultural Environment  
Held high expectations for my students  
Created a safe learning environment  
Co-sponsored Student Council

**Customer Service**

Arizona Swim and Fitness  
Greeted customers and updated accounts  
Caregiver for the Daycare facility

1999-2000

**Bank Officer**

Bank of America

1996-1999

Processed deposits for checking, savings, and money market accounts. Cashed checks, sold bank services and bank products. Opened and closed accounts.

**Art Instructor**

Boys and Girls Club

Instructed an Arts and Crafts class with 12 to 20 students. Coordinated art contests and art events.

1998-1999

**Assistant Manager**

Kentucky Fried Chicken

Managed and directed work-flow. Placed customers' orders and worked cash registered during peak hours. Opened and closed the restaurant. Often cooked.

1991-1994

### LANGUAGES

Spanish-speak fluently and read/write with high proficiency

### Certification

Principal  
Elementary Education, Grades K-8, Arizona  
Early Childhood  
ESL/Bilingual  
SEI

REFERENCES

Marco Ruiz  
Principal  
White Elementary/ TUSD

Julia Lindberg  
Lead Program Specialist  
Sunny Side School District

Rosamaria Duarte  
Academic Specialist  
Sunnyside School District

Laura LaFave  
Principal  
Southside Community School



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

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**DATE OF MEETING:** May 11, 2021

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

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**BACKGROUND:**

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of May 10, 2021.

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**RECOMMENDATION:**

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

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**INITIATED BY:**

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

Date: May 10, 2021

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Todd A. Jaeger, J.D., Superintendent

5/11/2021

**GOVERNING BOARD MEETING  
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Bailey	Mark	Teacher - Grade 1	CT-RET	Painted Sky Elementary			Rehire		*\$47,493.96
Bermudez	Monica	Teacher - Grade 2	CT-RET	Walker Elementary			Rehire		*\$49,670.59
Bigelow	Sandra	Teacher - Grade 2	CT-RET	Rio Vista Elementary			Rehire		*\$48,287.82
Brady	Linda	Teacher - ELL/SEI	CT-RET	Copper Creek Elementary			Rehire		*\$14,605.80
Casey	Nancy	Teacher - REACH	CT-RET	Nash Elementary			Rehire		*\$13,744.12
Casey	Nancy	Teacher - REACH	CT-RET	Coronado K-8 School			Rehire		*\$20,661.18
Cochran	James	Teacher - Orchestra	CT-RET	Copper Creek Elementary			Rehire		*\$6,837.53
Cochran	James	Teacher - Band	CT-RET	Copper Creek Elementary			Rehire		*\$6,837.53
Cruz	Cynthia	Teacher - ELL/SEI	CT-RET	Wilson K-8 School			Rehire		*\$31,213.89
Deitering	Sheri	Teacher - Cross Categorical Class	CT-RET	Nash Elementary			Replacement	Mr. Hehli	*\$36,862.40
Derksen	Melanie	Teacher - Academic Intervention	CT-RET	Nash Elementary			Rehire		*\$40,088.53
Gallagher	Deborah	Teacher - Kindergarten	CT-RET	Rio Vista Elementary			Rehire		*\$51,959.38
Hervert	Margaret	Teacher - Grade 2	CT-RET	Rio Vista Elementary			Rehire		*\$50,506.39
Martinez	Kip	Teacher - Grade 2	CT-RET	Harelson Elementary			Rehire		*\$37,415.34
Oliver	Heather	Teacher - Academic Intervention	CT-RET	Painted Sky Elementary			Rehire		*\$23,837.83
Oliver	Heather	Teacher - Literacy Intervention	CT-RET	Painted Sky Elementary			Rehire		*\$23,837.84
Romero-Sewell	Diana	Teacher - Grade 4	CT-RET	Harelson Elementary			Rehire		*\$55,235.27
Rondeau	Caroline	Teacher - Special Education Reso	CT-RET	Walker Elementary			Rehire		*\$42,085.01
Cashin	Melissa	Speech/Language Pathologist	CT-PR	Wetmore Center	SLP	0 years	Replacement	Ms. Haller	*
Downs	Kade	Psychologist	CT-PR	Wetmore Center	PSYCH		Rehire		*
Holt	Kris	School Improvement Specialist	CT-PR	Prince Elementary	PR EX		Rehire		*
Lopez	Stephanie	Instructional Coach	CT-PR	Walker Elementary	PR EX		Rehire		*
Phelps	Susan	Psychologist	CT-PR	Wetmore Center	PSYCH-DOC	10 years	Replacement	Ms. Haller	*

*	2021-2022 School Year	HSP High School Principal					ADCT	Addendum Certified	
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal					ADCL	Addendum Classified	
New	New hire filling a newly created position	ESP Elementary School Principal					ADACS	Addendum Amphi Community Schools	
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal					ADDM	Addendum Only	
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal					CT-AD	Certified Administrative	
Rescind	Declined position after appointment	ESA Elementary Assistant Principal					CT	Certified	
		SAS Support Administrator					CL-AD	Classified Administrative	
							CL	Classified	
							PR	Professional	
							ASW	Student Worker	

# GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Snyder	Julee	Speech/Language Pathologist	CT-PR	Wetmore Center	SLP	10 years	Replacement	Ms. Haller	*
Alvarado	Alicia	Teacher - Special Education Reso	CT	Walker Elementary	CTT-BA		Rehire		*
Ashton	Christine	Teacher - Art	CT	Nash Elementary	CTT-MA		Rehire		*
Baca	Florence	Teacher - Technology	CT	Wilson K-8 School	CTT-BA		Rehire		*
Baca	Florence	Teacher - Computer Programming	CT	Wilson K-8 School	CTT-BA		Rehire		*
Baca	Florence	Teacher - Technology	CT	Wilson K-8 School	CTT-BA		Rehire		*
Bell	Morgann	Teacher - Grade 1	CT	Prince Elementary	CTT-BA		Rehire		*
Belleau	Karen	Teacher - Math Intervention	CT	Prince Elementary	CTT-MA		Rehire		*
Bjork	Susan	Teacher - Technology	CT	La Cima Middle School	CTT-MA+		Rehire		*
Bjork	Susan	Teacher - Orchestra	CT	La Cima Middle School	CTT-MA+		Rehire		*
Bjork	Susan	Teacher - Band	CT	La Cima Middle School	CTT-MA+		Rehire		*
Braden	Larissa	Teacher - ELL/SEI	CT	Rio Vista Elementary	CTT-BA		Rehire		*
Campbell	Ondrea	Teacher - STEM (Engineering)	CT	Amphi Middle School	CTT-MA		Rehire		*
Caputo	John	Teacher - Grade 4	CT	Donaldson Elementary	CTT-BA	0 years	Replacement	Ms. Letts	*
Duran	Juanita	Teacher - Language Arts	CT	Amphi Middle School	CTT-BA		Rehire		*
Edmondson	Heidi	Teacher - Cross Categorical Class	CT	Wilson K-8 School	CTT-BA		Rehire		*
Faniel	Kia	Teacher - American Sign Languag	CT	Ironwood Ridge High	CTT-MA		Rehire		*
Fengler	Katrina	Teacher - Art	CT	Copper Creek Elementary	CTT-MA		Rehire		*
Ferre	Leslie	Teacher - STEM (Engineering)	CT	La Cima Middle School	CTT-MA		Rehire		*
Ferre	Leslie	Teacher - Odyssey of the Mind	CT	La Cima Middle School	CTT-MA		Rehire		*
Finch	Richard	Teacher - Special Education ED-P	CT	Wilson K-8 School	CTT-BA		Rehire		*
Fulks	Neal	Teacher - Special Education Reso	CT	Ironwood Ridge High	CTT-MA		Rehire		*
Fulks	Neal	Teacher - Special Education Reso	CT	Ironwood Ridge High	CTT-MA		Rehire		*
Gallagher	Emily	Teacher - Kindergarten	CT	Rio Vista Elementary	CTT-BA		Rehire		*
Gotlieb	Hayley	Teacher - AVID	CT	La Cima Middle School	CTT-BA		Rehire		*

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*	2021-2022 School Year	HSP High School Principal		ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal		ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal		ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal		ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal		CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal		CT	Certified
		SAS Support Administrator		CL-AD	Classified Administrative
				CL	Classified
				PR	Professional
				ASW	Student Worker

# GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Gottlieb	Hayley	Teacher - Language Arts	CT	La Cima Middle School	CTT-BA		Rehire		*
Gruber	Alexis	Teacher - Grade 1	CT	Walker Elementary	CTT-BA		Rehire		*
Havard	Jaycie	Teacher - Grade 4	CT	Holaway Elementary	CTT-BA		Rehire		*
Hooton	Rose	Teacher - Special Education Reso	CT	La Cima Middle School	CTT-BA		Rehire		*
Huynh	Hoc	Teacher - Grade 4	CT	Keeling Elementary	CTT-BA		Rehire		*
Johnson	Neely	Teacher - Social Studies	CT	La Cima Middle School	CTT-BA		Rehire		*
Kaminski	Joni	Teacher - Adaptive P.E.	CT	Copper Creek Elementary	CTT-BA		Rehire		*
Kaminski	Joni	Teacher - P. E.	CT	Copper Creek Elementary	CTT-BA		Rehire		*
Kitay	Hillary	Teacher - Grade 3	CT	Prince Elementary	CTT-BA		Rehire		*
Kranich	Allison	Teacher - Special Education Reso	CT	Rio Vista Elementary	CTT-EDS		Rehire		*
Kruzsch	Mary	Teacher - Special Education Reso	CT	La Cima Middle School	CTT-MA		Rehire		*
Landen	MaryEllen	Teacher - Special Education Reso	CT	Amphi Middle School	CTT-BA		Rehire		*
Lee	Andrew	Teacher - Language Arts	CT	Amphi Middle School	CTT-MA		Rehire		*
Leider	Sydney	Teacher - Mathematics	CT	Ironwood Ridge High	CTT-BA		Rehire		*
Linn	David	Teacher - Career Exploration & Tr	CT	Wilson K-8 School	CTT-MA		Rehire		* 162
McFrederick	Kyle	Teacher - Academic Intervention	CT	Rio Vista Elementary	CTT-BA		Rehire		*
McFrederick	Kyle	Teacher - ELL/SEI	CT	Rio Vista Elementary	CTT-BA		Rehire		*
Meimer	Erwin	Teacher - Mathematics	CT	La Cima Middle School	CTT-MA		Rehire		*
Meimer	Erwin	Teacher - Math Lab	CT	La Cima Middle School	CTT-MA		Rehire		*
Morales	Maggie	Teacher - Special Education Reso	CT	Rio Vista Elementary	CTT-BA+		Rehire		*
Nenadovich	Heather	Teacher - Kindergarten	CT	Copper Creek Elementary	CTT-BA		Rehire		*
Newsom	Christopher	Teacher - Musical Theater	CT	La Cima Middle School	CTT-BA		Rehire		*
Newsom	Christopher	Teacher - Choir	CT	La Cima Middle School	CTT-BA		Rehire		*
Pieroway	Karl	Teacher - Mathematics	CT	Wilson K-8 School	CTT-MA		Rehire		*
Richards	Monet	Teacher - Grade 5	CT	Walker Elementary	CTT-BA		Rehire		*

*	2021-2022 School Year	HSP High School Principal		ADCT	Addendum Certified
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Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal		ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal		CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal		CT	Certified
		SAS Support Administrator		CL-AD	Classified Administrative
				CL	Classified
				PR	Professional
				ASW	Student Worker

# GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Rodrigues	Michaela	Teacher - Special Education Reso	CT	Donaldson Elementary	CTT-MA	10 years	Replacement	Ms. Letts	*
Samsel	Melissa	Teacher - Art	CT	Innovation Academy	CTT-BA		Rehire		*
Santoyo	Michelle	Teacher - Special Education Reso	CT	Copper Creek Elementary	CTT-BA+		Rehire		*
Sypherd	Tanner	Teacher - Special Education Reso	CT	Innovation Academy	CTT-BA		Rehire		*
Vance	Sarah	Teacher - Music	CT	Copper Creek Elementary	CTT-BA+		Rehire		*
Vandivort	Valerie	Teacher - Cross Categorical Class	CT	Wilson K-8 School	CTT-MA	7 years	Replacement	Ms. Sullivan	*
Warrior	Akia	Teacher - Biology	CT	Amphi High School	CTT-MA	0 years	Replacement	Mr. Malis	*
Wasilow	Andrew	Teacher - Career Exploration & Tr	CT	Amphi Middle School	CTT-BA		Rehire		*
Wasilow	Andrew	Teacher - Technology	CT	Amphi Middle School	CTT-BA		Rehire		*
Wilkes	Chelsie	Teacher - Literacy Intervention	CT	Copper Creek Elementary	CTT-MA	6 years	Replacement	Mr. Abney	*
Martinez	David	District Athletic Equipment Coordin	CL-RET	Wetmore Center			Rehire		*\$14.40 per hour
Miller	Mitchell	Instructional Technology Specialis	CL-RET	Walker Elementary			Rehire		*\$12.24 per hour
Romero	Alejandro	Custodian I	CL-RET	Rillito Center			Rehire		*\$12.33 per hour
Toothman	Victoria	Campus Monitor	CL-RET	CDO High School			Rehire		*\$12.42 per hour
Begay	Kimberly	Native American Education Advisc	CL-PR	Federal/State Programs	PR EX		Rehire		* 163
Atondo-Ballesteros	Perla	Bilingual Community Liaison	CL	La Cima Middle School	E		Rehire		*
Badr	Carolyn	Instructional Technology Specialis	CL	Innovation Academy	E		Rehire		*
Blaine	Margaret	Native American Tutor/Advisor	CL	Federal/State Programs	D		Rehire		*
Brown	Kerri	Special Education Teaching Assis	CL	La Cima Middle School	E		Rehire		*
Bustamante	Maria	Custodian I	CL	Prince Elementary	D	N/A	Replacement	Ms. Sheber	
Cook	Richard	Custodian I	CL	Harelson Elementary	D	N/A	Replacement	Mr. Weaver	
Escamilla de Gom	Amalia	Custodian I	CL	Amphi Middle School	D		Rehire	Ms. Wichers	
Franklin	Jennifer	Special Education Teaching Assis	CL	Copper Creek Elementary	E		Rehire		*
Gee	Cortney	Special Education Teaching Assis	CL	La Cima Middle School	E		Rehire		*
Gonzalez	Patricia	Custodian II	CL	Nash Elementary	G	0 years	Replacement	Mr. Hehli	

*	2021-2022 School Year	HSP High School Principal					ADCT	Addendum Certified	
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		SAS Support Administrator					CL-AD	Classified Administrative	
							CL	Classified	
							PR	Professional	
							ASW	Student Worker	

# GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Gregg	Bethani	Instructional Technology Specialis	CL	Copper Creek Elementary	E		Rehire		*
Hossain	Ismat	Special Education Teaching Assisi	CL	Copper Creek Elementary	E		Rehire		*
Jordison	Lauren	Special Education Teaching Assisi	CL	Harelson Elementary	E	N/A	Replacement	Mr. Weaver	*
Keifer	Violeta	Library Assistant	CL	Prince Elementary	F	N/A	Replacement	Ms. Sheber	
MacMeans	Maria	Clerk II	CL	Keeling Elementary	C	N/A	Replacement	Ms. Orelup	
Martin	Elinore	Special Education Teaching Assisi	CL	Copper Creek Elementary	E		Rehire		*
McCormick	Marina	Preschool Instructional Specialist	CL	Painted Sky Elementary	G		Rehire		*
Moreno Andrade	Elizabeth	Campus Monitor	CL	Rio Vista Elementary	A	N/A	Replacement	Ms. Kuhn	
Muscarello	Chelsea	Special Education Teaching Assisi	CL	La Cima Middle School	E		Rehire		*
Neisius	Megan	Preschool Teaching Assistant	CL	CDO High School	E		Rehire		*
Ortega	Myrna	Food Service Attendant I	CL	Coronado K-8 School	A		Rehire		
Pye	Alexander	Special Education Teaching Assisi	CL	La Cima Middle School	E		Rehire		*
Quijada	Mary	Special Education Teaching Assisi	CL	Copper Creek Elementary	E		Rehire		*
Quill	Heidy	Campus Monitor	CL	Painted Sky Elementary	A	N/A	Replacement	Ms. Papajohn	
Reinhardt	Camilla	Special Education Teaching Assisi	CL	Copper Creek Elementary	E		Rehire		* 164
Riley	Paula	Clerk II	CL	La Cima Middle School	C		Rehire		*
Ross	Gretchen	Special Education Teaching Assisi	CL	Copper Creek Elementary	E		Rehire		*
Russell	Carolyn	Preschool Teaching Assistant	CL	CDO High School	E		Rehire		*
Sanchez	Jennifer	Special Education Teaching Assisi	CL	Painted Sky Elementary	E		Rehire		*
Santillan	Mary Beth	Homeless Education Liaison	CL	Federal/State Programs	P		Rehire		*
Tapia	Arcadia	Budget Technician	CL	Federal/State Programs	L		Rehire		*
Vandermyde	Sherri	Reading Room Assistant	CL	Painted Sky Elementary	E		Rehire		*
Varela	Michelle	Custodian I	CL	Prince Elementary	D	N/A	Replacement	Ms. Sheber	
Vazquez Sanchez	Elva	Administrative Assistant I	CL	Federal/State Programs	J		Rehire		*
Watson	Amy	Reading Room Assistant	CL	Painted Sky Elementary	E		Rehire		*

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Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal					ADDM	Addendum Only	
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal					CT-AD	Certified Administrative	
Rescind	Declined position after appointment	ESA Elementary Assistant Principal					CT	Certified	
		SAS Support Administrator					CL-AD	Classified Administrative	
							CL	Classified	
							PR	Professional	
							ASW	Student Worker	

# GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Watson	Christy	Special Education Teaching Assisi	CL	Painted Sky Elementary	E		Rehire		*

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\* 2021-2022 School Year  
 Addendum Former employee or new hire receiving extra-curricular position  
 New New hire filling a newly created position  
 Rehire Former employee returning to a position in the district  
 Replacement New hire filling a vacated position  
 Rescind Declined position after appointment

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

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



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

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**DATE OF MEETING:** May 11, 2021

**TITLE:** Approval of Personnel Changes

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**BACKGROUND:**

Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of May 10, 2021.

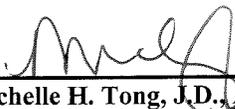
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**RECOMMENDATION:**

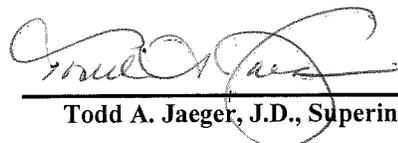
It is the recommendation of the Administration that the personnel changes be approved as presented.

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**INITIATED BY:**

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

Date: May 10, 2021

  
Todd A. Jaeger, J.D., Superintendent

5/11/2021

**GOVERNING BOARD MEETING  
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Adams	Elizabeth	Teacher - Early Childhood Educat	CT	CDO High School	Salary Level Change	CTT-MA		*
Arnold	Monika	Teacher - Pandemic Intervention	CT	Harelson Elementary	Reassignment	CTT-BA		*
Atwell	Betty	Teacher - Kindergarten	CT	Keeling Elementary	Reassignment	CTT-BA		*
Baeder	Lindsay	Teacher - P. E.	CT	Innovation Academy	Increase FTE			*
Cordell	Colin	Teacher - Grade 5	CT	Innovation Academy	Transfer	CTT-MA		*
Gradillas	Brittney	Teacher - ELL/SEI	CT	Prince Elementary	Increase FTE			*
Jimenez Smerz	Jocelyn	Teacher - Academic Intervention	CT	Donaldson Elementary	Reassignment	CTT-BA		*
Johnson	Marian	Teacher - Special Education Resc	CT	Amphi High School	Salary Level Change	CTT-EDS		*
Knight	Alison	Teacher - Grade 2	CT	Holaway Elementary	Reassignment	CTT-MA		*
Krim	Jennifer	Teacher - Grade 3	CT	Holaway Elementary	Reassignment	CTT-MA		*
Lindberg	Patricia	Teacher - Grade 3	CT	Rio Vista Elementary	Reassignment	CTT-MA		*
Maxon	Shannon	Teacher - Grade 3	CT	Innovation Academy	Transfer	CTT-BA		*
Menaugh	Jill	Teacher - Art	CT	Ironwood Ridge High	Salary Level Change	CTT-EDS		*
Mendez	Brenda	Teacher - Grade 2	CT	Innovation Academy	Reassignment	CTT-MA		*
Parkey	Kenda	Teacher - Kindergarten	CT	Prince Elementary	Reassignment	CTT-MA		*
Peplinski	Grace	Teacher - Grade 2	CT	Copper Creek Elementary	Reassignment	CTT-BA		*
Rossi	Eric	Teacher - History	CT	CDO High School	Transfer	CTT-MA		*
Speight-Clark	Lynnethea	Teacher - Grade 2	CT	Rio Vista Elementary	Reassignment	CTT-MA		*
Swartz	Danielle	Teacher - Grade 1	CT	Innovation Academy	Salary Level Change	CTT-EDS		*
Taylor	Carrie	Teacher - Kindergarten	CT	Painted Sky Elementary	Reassignment	CTT-MA		*

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*	2021-2022 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Demotion	Voluntary demotion	CL	Classified
Extension	End date being extended	PR	Professional
Increase FTE	Increase in hours/contract	EL	Elementary
Promotion	Employee receiving a promotion to another position	MS	Middle School
Reassignment	Employee moving to another position at the direction of the administration	HS	High School
Status Change	Employee changing status (i.e. short term to career)		
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		

# GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Walker	Jennifer	Teacher - Biology	CT	CDO High School	Transfer	CTT-BA		*
Young	Amanda	Teacher - Grade 1	CT	Holaway Elementary	Reassignment	CTT-MA		*
Harris	Herman	Campus Monitor	CL-RET	Wilson K-8 School	Transfer	A	N/A	
Cosbey-Lewis	Jennifer	Occupational Therapist	CL-PR	Wetmore Center	Increase FTE		N/A	*
Delgado	Selah	Occupational Therapist	CL-PR	Wetmore Center	Increase FTE		N/A	
Delgado	Selah	Occupational Therapist	CL-PR	Wetmore Center	Increase FTE		N/A	*
Allen	M. Michelle	Educational Assistant to the Elem	CL	Harelson Elementary	Transfer	F	N/A	*
Allen	M. Michelle	Behavioral Intervention Monitor	CL	Harelson Elementary	Transfer	D	N/A	*
Carreon	Ricardo	Cook III	CL	Ironwood Ridge High	Promotion	G	+\$0.48	
Lopez De Celaya	Brenda	Custodian I	CL	Holaway Elementary	Transfer	D	N/A	
Miranda	Maricela	Food Service Attendant I	CL	Donaldson Elementary	Transfer	A	N/A	
Stickle	Gina	Campus Monitor	CL	La Cima Middle School	Transfer	A	N/A	*
Vasquez	Paula	Crossing Guard	CL	Holaway Elementary	Transfer	A	N/A	
Vasquez	Paula	Food Service Attendant I	CL	Holaway Elementary	Transfer	A	N/A	
Vasquez	Paula	Custodian I	CL	Holaway Elementary	Decrease FTE		N/A	
Alvarado	Alicia	ADDN - Summer School Teacher	ADCT	Walker Elementary	Addendum			\$1,890.00
Anderson	Mallory	ADDN - Summer School Teacher	ADCT	Walker Elementary	Addendum			\$2,040.00
Arthurs	Robbin	ADDN - Summer School Coordin	ADCT	Wetmore Center	Addendum			\$8,300.00
Atwell	Betty	ADDN - Summer School Teacher	ADCT	Keeling Elementary	Addendum			\$2,040.00
Balachandran	Devahi	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum			\$4,845.00
Barrett	Pamela	ADDN - Summer School Teacher	ADCT	Innovation Academy	Addendum			\$3,930.00
Bell	Morgann	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum			\$2,040.00
* 2021-2022 School Year							ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend						ADCL	Addendum Classified
Added Duty	Employee working additional hours or days						ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position						CT-AD	Certified Administrative
Correction	Correction to contract						CT	Certified
Decrease FTE	Decrease in hours						CL-AD	Classified Administrative
Demotion	Voluntary demotion						CL	Classified
Extension	End date being extended						PR	Professional
Increase FTE	Increase in hours/contract						EL	Elementary
Promotion	Employee receiving a promotion to another position						MS	Middle School
Reassignment	Employee moving to another position at the direction of the administration						HS	High School
Status Change	Employee changing status (i.e. short term to career)							
Temporary	Employee working for a limited period of time							
Transfer	Employee moving from one position to another							

# GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Berry-Kelley	Monique	ADDN - Summer School Teacher	ADCT	Walker Elementary	Addendum		\$2,040.00	
Bjork	Susan	ADDN - Summer School Teacher	ADCT	La Cima Middle School	Addendum		\$1,725.00	
Blayda	Meghan	ADDN - Summer School Teacher	ADCT	Keeling Elementary	Addendum		\$2,040.00	
Bronson	Kelcy	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$3,930.00	
Brungardt	Elizabeth	ADDN - Summer School Teacher	ADCT	Keeling Elementary	Addendum		\$3,930.00	
Bulisache	Michelle	ADDN - Testing/Exam Proctor (C	ADCT	Coronado K-8 School	Addendum		\$25.00 per hour	
Bultman	Benjamin	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum		\$4,845.00	
Carter	Beth	ADDN - Summer School Teacher	ADCT	Harelson Elementary	Addendum		\$3,930.00	
Chen	Christopher	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum		\$4,845.00	
Cordell	Mandi	ADDN - Summer School Teacher	ADCT	Innovation Academy	Addendum		\$1,890.00	
Crist	Gary	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum		\$4,845.00	
Daigle	Joyce	ADDN - Summer School Teacher	ADCT	Keeling Elementary	Addendum		\$1,890.00	
Daigle	Joyce	ADDN - Summer School Lead Te	ADCT	Keeling Elementary	Addendum		\$3,200.00	
Downey	Therese	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum		\$4,020.00	169
Ferris	Rachelle	ADDN - Summer School Teacher	ADCT	Innovation Academy	Addendum		\$2,040.00	
Gee	Cortney	ADDN - Summer School Teacher	ADCT	La Cima Middle School	Addendum		\$1,860.00	
Gerik	Morgan	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum		\$4,845.00	
Glavin	Kelsey	ADDN - Extra Hours	ADCT	Prince Elementary	Added Duty		\$24.35 per hour	
Gonzalez	Gabriela	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$2,040.00	
Gould	Marni	ADDN - Summer School Teacher	ADCT	La Cima Middle School	Addendum		\$1,860.00	
Gradillas	Brittney	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$2,040.00	
Graun	Suzanne	ADDN - Summer School Teacher	ADCT	La Cima Middle School	Addendum		\$1,860.00	

*	2021-2022 School Year					ADCT	Addendum Certified	
Addendum	Employee receiving extra-curricular position or stipend					ADCL	Addendum Classified	
Added Duty	Employee working additional hours or days					ADACS	Addendum Amphi Community Schools	
Additional Position	Employee working an additional position					CT-AD	Certified Administrative	
Correction	Correction to contract					CT	Certified	
Decrease FTE	Decrease in hours					CL-AD	Classified Administrative	
Demotion	Voluntary demotion					CL	Classified	
Extension	End date being extended					PR	Professional	
Increase FTE	Increase in hours/contract					EL	Elementary	
Promotion	Employee receiving a promotion to another position					MS	Middle School	
Reassignment	Employee moving to another position at the direction of the administration					HS	High School	
Status Change	Employee changing status (i.e. short term to career)							
Temporary	Employee working for a limited period of time							
Transfer	Employee moving from one position to another							

# GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Graun	Suzanne	ADDN - GEAR UP Discover Guide	ADCT	La Cima Middle School	Addendum		\$25.00 per hour	
Hay	Amanda	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$1,890.00	
Heagle	Denise	ADDN - Curriculum Development	ADCT	Federal/State Programs	Addendum		\$25.00 per hour	
Holder	Kayla	ADDN - Extra Hours	ADCT	Walker Elementary	Added Duty		\$24.35 per hour	
Holt	Kris	ADDN - Extra Hours	ADCT	Prince Elementary	Added Duty		\$24.35 per hour	
Jackson	Jillian	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$2,040.00	
Johnson	Gabrielle	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$2,040.00	
Johnson	Gabrielle	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$1,890.00	
Johnson	Marian	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum		\$4,845.00	
King	Brenda	ADDN - Extra Hours	ADCT	Amphi Middle School	Added Duty		\$30.76 per hour	
Larussa	Lori	ADDN - Summer School Teacher	ADCT	Innovation Academy	Addendum		\$3,930.00	
Lewis	Kay	ADDN - Testing/Exam Proctor (C)	ADCT	Coronado K-8 School	Addendum		\$25.00 per hour	
Lipich	Brandi	ADDN - Extra Hours	ADCT	Holaway Elementary	Added Duty		\$26.39 per hour	
Lise	Ronald	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum		\$4,845.00	170
Mansour	Ghada	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$2,040.00	
Marquez	Michelle	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$1,890.00	
Maxon	Shannon	ADDN - Summer School Teacher	ADCT	Innovation Academy	Addendum		\$2,040.00	
Meimer	Erwin	ADDN - Summer School Teacher	ADCT	La Cima Middle School	Addendum		\$1,725.00	
Michaels	Christina	ADDN - Summer School Teacher	ADCT	La Cima Middle School	Addendum		\$3,345.00	
Mounts	Deborah	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$1,890.00	
Northam	Susan	ADDN - Testing/Exam Proctor (C)	ADCT	Coronado K-8 School	Addendum		\$25.00 per hour	
Olander	Jessica	ADDN - Summer School Teacher	ADCT	Keeling Elementary	Addendum		\$3,930.00	

*	2021-2022 School Year					ADCT	Addendum Certified	
Addendum	Employee receiving extra-curricular position or stipend					ADCL	Addendum Classified	
Added Duty	Employee working additional hours or days					ADACS	Addendum Amphi Community Schools	
Additional Position	Employee working an additional position					CT-AD	Certified Administrative	
Correction	Correction to contract					CT	Certified	
Decrease FTE	Decrease in hours					CL-AD	Classified Administrative	
Demotion	Voluntary demotion					CL	Classified	
Extension	End date being extended					PR	Professional	
Increase FTE	Increase in hours/contract					EL	Elementary	
Promotion	Employee receiving a promotion to another position					MS	Middle School	
Reassignment	Employee moving to another position at the direction of the administration					HS	High School	
Status Change	Employee changing status (i.e. short term to career)							
Temporary	Employee working for a limited period of time							
Transfer	Employee moving from one position to another							

# GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Paredez	Jerell	ADDN - Summer School Teacher	ADCT	Prince Elementary	Addendum		\$1,890.00	
Patchin	Patricia	ADDN - Summer School Teacher	ADCT	Innovation Academy	Addendum		\$3,930.00	
Powers	Brianne	ADDN - Summer School Teacher	ADCT	Harelson Elementary	Addendum		\$3,930.00	
Powers	Jennifer	ADDN - Summer School Teacher	ADCT	Walker Elementary	Addendum		\$2,040.00	
Queiruga	Jennifer	ADDN - Extra Hours	ADCT	Amphi Middle School	Added Duty		\$30.27 per hour	
Quevedo	Shelley	ADDN - Testing/Exam Proctor (C	ADCT	Coronado K-8 School	Addendum		\$25.00 per hour	
Quigley	Erin	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum		\$4,845.00	
Resley	Robin	ADDN - Testing/Exam Proctor (C	ADCT	Coronado K-8 School	Addendum		\$25.00 per hour	
Rondeau	Caroline	ADDN - Summer School Teacher	ADCT	Walker Elementary	Addendum		\$2,040.00	
Sallee	Katherine	ADDN - Summer School Teacher	ADCT	Harelson Elementary	Addendum		\$3,930.00	
Sheber	Drake	ADDN - Summer School Teacher	ADCT	Walker Elementary	Addendum		\$1,890.00	
Sheber	Drake	ADDN - Summer School Teacher	ADCT	Innovation Academy	Addendum		\$2,040.00	
Smith	Corey	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum		\$2,640.00	
Spurgiesz	Stanley	ADDN - Summer School Teacher	ADCT	Amphi High School	Addendum		\$4,845.00	
Steen	Susan	ADDN - Summer School Teacher	ADCT	Innovation Academy	Addendum		\$3,930.00	
Vaswani	Sabina	ADDN - Summer School Teacher	ADCT	Innovation Academy	Addendum		\$3,930.00	
Whitney	Asami	ADDN - Testing/Exam Proctor (C	ADCT	Coronado K-8 School	Addendum		\$25.00 per hour	
Williams	Catherine	ADDN - Summer School Teacher	ADCT	Walker Elementary	Addendum		\$3,930.00	
Yewell	Robyn	ADDN - Summer School Teacher	ADCT	Harelson Elementary	Addendum		\$3,930.00	
Arandules-Kishba	Myrna	ADDN - Summer School Campus	ADCL	CDO High School	Addendum		\$12.15 per hour	
Atondo-Ballesteros	Perla	ADDN - Summer School Health A	ADCL	La Cima Middle School	Addendum		\$12.15 per hour	
Bradley	John	Special Events Worker	ADCL	Ironwood Ridge High	Addendum		\$12.15 per hour	

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*	2021-2022 School Year					ADCT	Addendum Certified	
Addendum	Employee receiving extra-curricular position or stipend					ADCL	Addendum Classified	
Added Duty	Employee working additional hours or days					ADACS	Addendum Amphi Community Schools	
Additional Position	Employee working an additional position					CT-AD	Certified Administrative	
Correction	Correction to contract					CT	Certified	
Decrease FTE	Decrease in hours					CL-AD	Classified Administrative	
Demotion	Voluntary demotion					CL	Classified	
Extension	End date being extended					PR	Professional	
Increase FTE	Increase in hours/contract					EL	Elementary	
Promotion	Employee receiving a promotion to another position					MS	Middle School	
Reassignment	Employee moving to another position at the direction of the administration					HS	High School	
Status Change	Employee changing status (i.e. short term to career)							
Temporary	Employee working for a limited period of time							
Transfer	Employee moving from one position to another							

# GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Calderon	Jesus	ADDN - Summer School Campus	ADCL	Amphi High School	Addendum		\$13.58 per hour	
Dalton-Aragon	Jaron	ADDN - Summer School IT Speci.	ADCL	La Cima Middle School	Addendum		\$12.73 per hour	
Defrancesco	Emily	ADDN - Summer School Health A	ADCL	Keeling Elementary	Addendum		\$13.71 per hour	
Estrada	Ricardo	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$12.24 per hour	
Ferell	Joan	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$15.67 per hour	
Frank	Thomas	ADDN - Summer School IT Speci.	ADCL	Amphi High School	Addendum		\$13.81 per hour	
Kroell	Lorraine	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$12.24 per hour	
Leon	Francisca	ADDN - Summer School Administ	ADCL	Walker Elementary	Addendum		\$14.43 per hour	
Loy	Charles	ADDN - Summer School IT Speci.	ADCL	CDO High School	Addendum		\$12.15 per hour	
Rodriguez-Crespo	Sandra	ADDN - Summer School Administ	ADCL	Keeling Elementary	Addendum		\$15.68 per hour	
Steely	Kimberly	ADDN - Summer School Administ	ADCL	Innovation Academy	Addendum		\$14.97 per hour	
Valdez	Victor	ADDN - Summer School Campus	ADCL	La Cima Middle School	Addendum		\$12.15 per hour	

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*	2021-2022 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Demotion	Voluntary demotion	CL	Classified
Extension	End date being extended	PR	Professional
Increase FTE	Increase in hours/contract	EL	Elementary
Promotion	Employee receiving a promotion to another position	MS	Middle School
Reassignment	Employee moving to another position at the direction of the administration	HS	High School
Status Change	Employee changing status (i.e. short term to career)		
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		



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

---

**DATE OF MEETING:** May 11, 2021

**TITLE:** Approval of Leave(s) of Absence

---

**BACKGROUND:**

Leave(s) of absence will be presented herein and are current as of May 3, 2021.

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**RECOMMENDATION:**

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

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**INITIATED BY:**

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

Date: May 3, 2021

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Todd A. Jaeger, J.D., Superintendent

5/11/2021

**GOVERNING BOARD MEETING  
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Floyd	Scott	Teacher - Spanish Language	CT	Coronado K-8 School	04/12/2021	Start Date
Manley	Ashlee	Teacher - Literacy Intervention	CT	Innovation Academy	04/22/2021	Return Date
Arauz	Hermelinda	Custodian I	CL	Keeling Elementary	04/26/2021	Return Date
Soto	Benjamin	Custodian I	CL	Amphi High School	04/30/2021	Return Date
Thomas	Alexandre	Special Education Teaching Assist	CL	Ironwood Ridge High	04/29/2021	Return Date
Whitaker	Kaitlyn	Food Service Attendant I	CL	Wilson K-8 School	04/27/2021	Start Date
Williams	Daniel	Security Officer	CL	Ironwood Ridge High	04/19/2021	Return Date

- \* 2021-2022 School Year
- CT-AD Certified Administrative
- CT Certified
- CL-AD Classified Administrative
- CL Classified
- PR Professional



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

---

**DATE OF MEETING:** May 11, 2021

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

---

**BACKGROUND:**

Separation(s) and termination(s) will be presented herein. Separations are current as of May 10, 2021.

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**RECOMMENDATION:**

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

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**INITIATED BY:**

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

Date: May 10, 2021

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Todd A. Jaeger, J.D., Superintendent

5/11/2021

**GOVERNING BOARD MEETING  
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Allen	Laura	Psychologist	CT-PR	Wilson K-8 School	03/26/2021	Breach of Contract	
Roche	Janele	Athletic Trainer	CT-PR	Amphi High School	05/14/2021	Resignation	
Aguilera Ramirez	Maria	Teacher - ELL/SEI	CT	Coronado K-8 School	05/21/2021	Resignation	
Banales	Natasha	Teacher - Grade 4	CT	Wilson K-8 School	05/21/2021	Resignation	
Carreras	Sol	Teacher - Language Arts	CT	La Cima Middle School	05/21/2021	Resignation	
Chouinard	Joseph	Teacher - Band	CT	Amphi High School	05/21/2021	Resignation	
Cooper	Esther	Teacher - ELL/SEI	CT	Amphi Middle School	04/23/2021	Separation Agreement	
Downey	Therese	Teacher - ED (SPED) Classr	CT	Amphi High School	06/30/2021	Retirement	
Elandt-Goolsby	Ann	Teacher - Special Education	CT	CDO High School	05/21/2021	Resignation	
Houser	Jennifer	Teacher - P. E.	CT	Painted Sky Elementary	05/21/2021	Resignation	
Jackson	Kathryn	Teacher - Grade 1	CT	Wilson K-8 School	05/21/2021	Retirement	
Lopez	Gennesis	Teacher - Grade 2	CT	Wilson K-8 School	05/21/2021	Resignation	176
Manning	Marian	Teacher - Grade 2	CT	Wilson K-8 School	05/21/2021	Resignation	
Martinez	Diane	Teacher - Grade 4	CT	Nash Elementary	05/21/2021	Correction	Reason: retirement
McCarthy	Meagan	Teacher - Special Education	CT	Wilson K-8 School	05/21/2021	Resignation	
McQueen	Bradley	Teacher - Grade 5	CT	Painted Sky Elementary	05/21/2021	Resignation	
Nason	Ronald	Librarian	CT	Amphi Middle School	05/21/2021	Retirement	
Nugent	Debra	Teacher - Mathematics	CT	Ironwood Ridge High	05/21/2021	Retirement	
Padilla	Manuel	Teacher - Special Education	CT	Amphi Middle School	05/21/2021	Resignation	
Price	Deborah	Teacher - Grade 3	CT	Wilson K-8 School	05/21/2021	Resignation	
Robustelli	Gabrielle	Teacher - Grade 5	CT	Holaway Elementary	05/21/2021	Resignation	
Roper	Ana	Teacher - Special Education	CT	CDO High School	05/21/2021	Resignation	
Scolman	Melissa	Teacher - Special Education	CT	Wilson K-8 School	05/21/2021	Resignation	

*	2021-2022 School Year	ADCT	Addendum Certified
Budget RIF	Reduction in force due to budget	ADCL	Addendum Classified
Abandonment	Employee abandoned position	ADDM	Addendum Only
Breach of Contract	Employee did not fulfill contract	CT-AD	Certified Administrative
Dismissal	Employee terminated by the District	CT	Certified
Resignation	Employee resigning from the District	CL-AD	Classified Administrative
Retirement	Employee retiring from the District	CL	Classified
		PR	Professional

# GOVERNING BOARD MEETING SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Sears	Sydney	Teacher - ELL/SEI	CT	Amphi Middle School	05/21/2021	Resignation	
Sepich	Jemma	Teacher - Grade 3	CT	Amphi Academy Online	05/21/2021	Resignation	
Springetti	Margaret	Teacher - Academic Interve	CT	Harelson Elementary	05/21/2021	Resignation	
Sullivan	Patricia	Teacher - REACH	CT	Amphi Middle School	05/21/2021	Resignation	
Thamarus	Karen	Teacher - Integrated Science	CT	Amphi High School	05/21/2021	Retirement	
Vadnais	Ashley	Teacher - ELL/SEI	CT	Painted Sky Elementary	05/21/2021	Resignation	
Valenzuela	Eduardo	Teacher - Biology	CT	Amphi High School	05/21/2021	Resignation	
Alvarez	Linda	School Nurse	CL-PR	Coronado K-8 School	05/21/2021	Correction	Not returning ESI
Bright	Crystal	Social Worker	CL-PR	La Cima Middle School	05/21/2021	Resignation	
Afrangan	Reza	Custodian I	CL	Wilson K-8 School	03/31/2021	Resignation	
Afrangan	Reza	Crossing Guard	CL	Wilson K-8 School	03/31/2021	Resignation	
Brewer	Tina	Payroll Specialist I	CL	Wetmore Center	05/03/2021	Resignation	
Brinton	Sonya	Registrar - Middle School	CL	Amphi Middle School	06/04/2021	Resignation	
Carless	Julie	Special Education Teaching	CL	Mesa Verde Elementary	04/30/2021	Resignation	177
Chavez	Magdalena	Special Education Teaching	CL	Wilson K-8 School	05/20/2021	Resignation	
Crawford	Bill	Crossing Guard	CL	Copper Creek Elementary	05/20/2021	Resignation	This position only.
Crawford	Bill	Custodian I	CL	Copper Creek Elementary	05/20/2021	Resignation	This position only.
Franco	Dimas	Custodian III	CL	CDO High School	04/30/2021	Resignation	
Franklin	Fred	Auto Mechanic I	CL	Transportation	04/30/2021	Resignation	
Johnston	Poppy	Library Assistant	CL	Wilson K-8 School	05/28/2021	Resignation	
Kanoza	Sandra	Special Education Teaching	CL	CDO High School	05/20/2021	Retirement	
Nieporte	Lindsey	Bookkeeper I	CL	Ironwood Ridge High	04/30/2021	Resignation	
Port	Shannon	Campus Monitor	CL	Harelson Elementary	05/20/2021	Resignation	
Port	Shannon	Crossing Guard	CL	Harelson Elementary	05/20/2021	Resignation	
Prado	Alexander	Refrigeration Mechanic III	CL	Facilities Support	04/27/2021	Resignation	

*	2021-2022 School Year	ADCT	Addendum Certified
Budget RIF	Reduction in force due to budget	ADCL	Addendum Classified
Abandonment	Employee abandoned position	ADDM	Addendum Only
Breach of Contract	Employee did not fulfill contract	CT-AD	Certified Administrative
Dismissal	Employee terminated by the District	CT	Certified
Resignation	Employee resigning from the District	CL-AD	Classified Administrative
Retirement	Employee retiring from the District	CL	Classified
		PR	Professional

# GOVERNING BOARD MEETING SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Rappeport	Michael	Custodian I	CL	Wetmore Center	04/14/2021	LOA Ended	
Ricana	Alfreda	Library Clerk	CL	Amphi Middle School	05/28/2021	Retirement	
Steed	Greg	Instructional Technology Sp	CL	Keeling Elementary	05/20/2021	Retirement	
Stevens	Sheila	Special Education Teaching	CL	Wilson K-8 School	05/20/2021	Resignation	
Torgeson	Jessica	Special Education Teaching	CL	Wilson K-8 School	05/20/2021	Resignation	

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\* 2021-2022 School Year  
 Budget RIF Reduction in force due to budget  
 Abandonment Employee abandoned position  
 Breach of Contract Employee did not fulfill contract  
 Dismissal Employee terminated by the District  
 Resignation Employee resigning from the District  
 Retirement Employee retiring from the District

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



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

---

**DATE OF MEETING:** May 11, 2021

**TITLE:** Approval of Stipend for Coaching Volunteers

---

**BACKGROUND:**

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of May 3, 2021.

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**RECOMMENDATION:**

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

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**INITIATED BY:**

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

Date: May 3, 2021

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Todd A. Jaeger, J.D., Superintendent

5/11/2021

**GOVERNING BOARD MEETING  
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Reavis	Pamela	Associate Coach	Ironwood Ridge High	Stipend	\$1,000.00

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\* 2021-2022 School Year



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

---

**DATE OF MEETING:** May 11, 2021

**TITLE:** Approval of Vouchers Totaling and Not Exceeding Approximately \$1,826,566.33  
(Final Total)

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**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 10, 2021

Todd A. Jaeger, J.D., Superintendent



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

---

**DATE OF MEETING:** May 11, 2021

**TITLE:** Acceptance of Gifts

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**BACKGROUND:**

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

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**RECOMMENDATION:**

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

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**INITIATED BY:**

Scott Little, Chief Financial Officer

Date: April 28, 2021

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Todd A. Jaeger, J.D., Superintendent

### Gift and Donation List

Gifts and Donations	Exhibit	05-11-21
Ck in the amount \$38.05	Copper Creek PTO	Copper Creek Elementary
Ck in the amount \$4,000.00	Amphitheater Foundation	Prince Elementary
10 Gift Cards each at \$100.00	Tucson Casas Adobes Rotary	Amphitheater Middle School
Ck in the amount \$10,000.00	Amphitheater Foundation	Several School Sites
Ck in the amount \$1,000.00	Robson Communities	Ironwood Ridge High School (Boys Basketball)
Ck in the amount \$45.00	Lyle & Sherri Vandermyde	Ironwood Ridge High School (Boys Basketball)
Ck in the amount \$125.00	LH Skin Studio	Ironwood Ridge High School (Boys Basketball)
Ck in the amount \$2,036.60	Raytheon Technologies Charity Custodial	Wilson K-8



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

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**DATE OF MEETING:** May 11, 2021

**TITLE:** Approval to Establish District Services Fund for White Fleet Transportation

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**BACKGROUND:**

Arizona Revised Statute (ARS) §15-1108 allows district governing boards to create service programs to account for certain services on a cost reimbursement basis. Amphitheater has operated its print shop operations as an Internal Services Fund since 2005.

Internal Services Funds are an accounting method that allows the district to account for all of the expenditures associated with a specific activity and charge out the total expense on a cost reimbursement basis. This accounting method provides better cost tracking and allows for future capital costs to be considered in determining the cost reimbursement.

We are recommending the creation of a new Internal Service Fund for White Fleet Transportation.

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**RECOMMENDATION:**

The Administration recommends that the Governing Board approve the creation of the White Fleet Transportation District Service Fund pursuant to ARS §15-1108.

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**INITIATED BY:**

*Scott Little*

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Scott Little, Chief Financial Officer

Date: May 5, 2021

*Todd A. Jaeger*

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Todd A. Jaeger, J.D., Superintendent



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

**DATE OF MEETING:** May 11, 2021

**TITLE:** Approval of Out of State Travel

**BACKGROUND:**

**STAFF**

Todd Jaeger, Susan Zibrat, Scott Baker, Deanna Day, and Matthew Kopec from the District Offices request permission to attend the Model Schools Conference 2021 in Nashville, Tennessee, June 26-July 1, 2021. Approximate cost of travel is \$16,816 and will be paid for by maintenance and operations funds designated for staff development.

**BUDGET CODE KEY**

001-00-100-2579-6360-501/502-0000	M&O	Training, Wetmore, registration
001-00-100-2579-6582-501/502-0000	M&O	Training, Wetmore, staff travel

**RECOMMENDATION:**

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

**INITIATED BY:**

Michael Bejarano  
Associate Superintendent for Secondary Education

Date: April 28, 2021

Todd A. Jaeger, J.D., Superintendent

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

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

EMPLOYEE(S): Todd A. Jaeger \_\_\_\_\_ SCHOOL: District Offices  
Susan Zibrat Scott Baker Department (opt.): Superintendent/Governing Brd  
Deanna Day Matthew Kopec DATE(S): June 26- July 1, 2021

ACTIVITY/EVENT: Model Schools Conference 2021

LOCATION: Nashville, TN

ABSENCE: # Days 6 Sub Required:  Yes  No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
			(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$4,725.00</u>		<u>001-00-100-2579-6360-501/502-0000</u>
Transportation	<u>\$3,438.20</u>	Mode <u>Air</u>	<u>001-00-100-2579-6582-501/502-0000</u>
Rental Car	_____		_____
Meals	<u>\$1,402.50</u>		<u>001-00-100-2579-6582-501/502-0000</u>
Lodging	<u>\$7,250.00</u>		<u>001-00-100-2579-6582-501/502-0000</u>
Substitutes	_____		_____
TOTAL	<u>\$16,815.70</u>		

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

Purpose of travel: Attend Model Schools National Conference in Education.

Outcomes and academic benefits to students and staff: Learn from industry experts, model schools, and innovative districts from across the nation as they share strategies for rapid improvement.

Submitted by: Todd A. Jaeger \_\_\_\_\_ 4/26/2021  
 Signature Date

Principal/Supervisor \_\_\_\_\_ Date \_\_\_\_\_  
Michael Bryan 4/28/2021  
 Associate Superintendent/Superintendent Date



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

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**DATE OF MEETING:** May 11, 2021

**TITLE:** Approval of Revised Intergovernmental Agreement with Pima County for Additional Preschool Classes

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**BACKGROUND:**

On April 27, 2021, the Governing Board approved an Intergovernmental Agreement (IGA) with Pima County to fund 3 preschool classes at District schools. Then, the Pima County Board of Supervisors considered and approved the IGA on May 4, 2021.

There are two edits to the IGA approved by the Board of Supervisors. First, the amount in the box on the front page of the IGA was revised from \$396,000 to \$792,000 to account for the 2 years the IGA will be in place. Second, the maximum amount listed in section 7.2 was similarly revised to \$792,000 as a “not to exceed” payment. These edits do not change the intent of the IGA since the dates in section 2.0 clarified that the IGA is for 2 years and the amount to be paid per preschool class is the annual amount. Nevertheless, the county made these revisions after the Governing Board approved the IGA and, thus, the county’s modifications to the IGA must be reviewed by the Board for there to be a clear approval in place for the IGA.

The IGA as presented now has been submitted to the attorneys for each party for approval as to the form and content. It is in the proper form and is within the powers and authority granted to Amphitheater to execute.

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**RECOMMENDATION:**

The Administration recommends that the Board approve the attached IGA with Pima County.

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**INITIATED BY:**

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

Date: May 5, 2021

Todd A. Jaeger, J.D., Superintendent

**Pima County Community & Workforce Development Department**

**Program:** Pima Early Education Program

**IGA:** Amphitheater Unified School District No. 10

**Amount:** \$ 792,000

**IGA No:** CT-CR-21-416

**Funding:** Pima County General Funds

**INTERGOVERNMENTAL AGREEMENT**

This Intergovernmental Agreement ("IGA") is between Pima County ("County"), a body politic and corporate of the State of Arizona, and Amphitheater Unified School District No. 10 ("District"), a taxing district of the State of Arizona, pursuant to A.R.S. § 11-952.

- A. County and District may contract for services and enter into agreements with one another for joint or cooperative action pursuant to A.R.S. § 11-951, *et seq.*
- B. County is authorized by A.R.S. §§ 11-254.04 to appropriate and spend public monies for and in connection with activities that the County Board of Supervisors finds and determines will assist in the creation or retention of jobs or will otherwise improve or enhance the economic welfare of County inhabitants.
- C. District is authorized by A.R.S. § 15-342 to enter into this IGA with County.
- D. County, as part of its Economic Development Plan 2019-2021, has recognized the significance of workforce shortages and the need for reliable, high-quality, and affordable preschool programs to address barriers to parents entering and remaining in the workforce.
- E. Research shows that children, particularly economically disadvantaged children and children of color, who attend preschool are better prepared for kindergarten and are less likely to need expensive special education services, and that, with continued supportive education, these benefits may result in positive longer-term outcomes for those children, their parents, employers, and taxpayers.
- F. In Pima County, only 46% of third graders are minimally proficient at reading – a key educational indicator. Preschool enrollment is low, enrollment in quality preschool is even lower, half of all preschool-age children are from low-income families, a majority of preschool-age children from low-income families are children of color, and public funding and preschool capacity for those who need it is insufficient.
- G. County has determined that funding preschool expansion for low-income families that wish to enroll their preschool-age children in high quality preschools will improve the economic health and welfare of those children, their parents, employers, and taxpayers.

NOW, THEREFORE, County and District, pursuant to the above, and in consideration of the matters and things hereinafter set forth, do mutually agree as follows:

## **Agreement**

### **1.0 Purpose.**

The purpose of this IGA is to increase the number of high quality preschool classes at District sites without cost to low-income families.

### **2.0 Term**

This IGA commences on August 1, 2021 and will terminate on May 31, 2023. If the commencement date of the Term is before the date of execution, the parties will, for all purposes, deem the IGA to have been in effect as of the commencement date.

### **3.0 Party Responsibilities.**

- 2.1. District shall provide County with the services described in the attached Exhibit A ("Program Services"). District shall obtain and maintain all applicable licenses, permits, and authority required for its performance under this IGA. District shall also identify a Liaison for this IGA by July 1, 2021.
- 2.2. County shall pay District for the services described in the attached Exhibit A. County shall identify a Liaison for this IGA by July 1, 2021. County shall also notify District in advance if the IGA is transferred to a third party for administration and will also identify the new Liaison.

### **4.0 COVID-19 Restrictions**

District shall provide all in person and group Program Services in compliance with Centers for Disease Control and Prevention ("CDC"), State, and County guidelines for operating during the Coronavirus COVID-19 pandemic. If District's performance of the services must be modified or curtailed to comply with public health restrictions related to COVID-19, District shall immediately report the situation to County. County and District will confer at least monthly to determine appropriate performance requirements and activities until services can be resumed in full.

### **5.0 Confidentiality**

District acknowledges that student files and information are private and the use or disclosure of such information, when not directly connected with District's or County's responsibilities under this IGA is prohibited unless District obtains written consent from the individual or, in the case of a minor, from the responsible parent or guardian of the minor. District will allow only authorized individuals with a need for client or applicant information to have access to these files. District will comply with all state and federal statutes and regulations governing the use or disclosure of private information.

### **6.0 Monitoring**

County will monitor all of District's management, fiscal, and service provision activities to ensure that District is making adequate and acceptable progress in the provision of Program Services, maintaining adequate and acceptable systems to document services and expenditures, and using the provided funds effectively and efficiently to accomplish the program purposes. District will cooperate with County in the monitoring and evaluation process and will provide County with access to all documentation required to evaluate District's performance and use of funds under this IGA.

### **7.0 Financing.**

- 7.1 In consideration for the provision of Program Services, County shall pay District an amount not-to-exceed \$792,000 ("the maximum allocated amount"). District may not

submit requests for payment prior to the end of the first month of Program Services and before District has completed and submitted a W-9 Taxpayer Identification Number form and registered online as a Pima County Vendor through County's Vendor Self Service System. County will only pay for services provided between the commencement date in paragraph 2.1 and the termination date. County shall notify District by April 30, 2022 of County's ability to fund additional Program Services in Fiscal Year 2023.

- 7.2 County will pay District a per-class base reimbursement rate. The rates in 7.2.1 and 7.2.2 below are based on the following per child amounts to be paid by the County: \$6,600 per child per 10-month program. Because the total cost per child is \$8,350, the parties understand that District is making an in-kind contribution of \$1,750 per child in addition to the \$6,600 per child paid by the County:
- 7.2.1 Up to \$132,000 per 20-child class per 10-month program (4-year-old class, including 5 year olds not eligible for Kindergarten).
- 7.2.2 Up to \$118,800 per 18-child class per 10-month program (3-year-old class or mixed 3-5 year olds not eligible for Kindergarten).
- 7.3 District shall maximize existing financial assistance for preschools and use best efforts to reduce overall County funding of the per-class base reimbursement rate. District shall ensure other financial assistance has been applied and accepted if awarded before invoicing County. Examples include but are not limited to DES childcare subsidies and Quality First scholarships. District also shall not invoice County for costs that are paid by another fund source(s) and District shall allocate expenses between other fund sources, as allowable. District shall document receipt of alternative funding for costs which would otherwise be subject to payment under this IGA as part of the monthly invoice to the County under Section 7.6 below. District must have an accounting manual describing its financial procedures in sufficient detail to allow a reasonable understanding of District's financial practices.
- 7.4 The rates paid by County to District, in addition to the in-kind contribution by District, are intended to fully cover the cost of providing high quality preschool. Districts shall not charge eligible families any fees. District may only charge fees for before or after preschool care. In the event that the total reimbursable expenses under this IGA exceed the costs of services, District shall use such monies to improve the quality of preschool programming.
- 7.5 The District's in-kind contributions to this program include classroom space, utility costs, custodian services, security, and administrative overhead (Human Resources, Information Technology, payroll processing, etc.), valued at approximately \$1,750 per 10-month program per child.
- 7.6 District shall submit invoices and performance reports to County within 30 days from the end of the service month using the form in Exhibit B. The invoice will include the following information: (1) number of new classes in operation under this IGA multiplied by the per class base reimbursement rate for that age group, (2) the dollar amount of other financial assistance received by the school district that month for the children in the class(es), (3) the dollar amount received by the school district that month for private-pay children in the class(es), and (4) the total reimbursable amount for that month. The performance report will include (1) the total number of children enrolled per class for that month as of the last day of the month, (2) number of children receiving other financial assistance that month to

attend class(es), and (3) number of children funded under private pay to attend class(es). An authorized representative of District shall approve and sign all invoices and performance reports.

- 7.7 Because of continuing impacts from the COVID-19 public health emergency, County will reimburse District at the per class base reimbursement rate regardless of enrollment, less other financial assistance, and less private pay received for children in the class(es). For example, two classes of 20 children each at the per class base reimbursement rate of \$132,000 each (\$264,000), minus DES subsidy received for five children, minus private-pay received for two children = total reimbursement amount.
- 7.8 If District's invoices include adequate and accurate documentation, County will generally pay District within 30 days from the date County receives the invoice. Before paying District, County may first determine the acceptability and progress of work performed and determine the resulting entitlement to payment of each request for payment. In addition, County may liquidate funds available under this IGA for costs incurred by County on behalf of District. County may also deny reimbursement completely for requests for payment made later than six months after the last item of the account accrues. County may question any payment made under this Section 7.8 and require reimbursement by setoff or otherwise for payments that County determines were improper. District shall reimburse County for improper, unallowable, or unsubstantiated costs discovered as a result of audit or otherwise within 30 days following demand for reimbursement by County.

#### **8.0 Audit Requirements**

District shall establish and maintain a separate and identifiable account of all funds provided by County under this IGA. District shall also provide financial statement audits as required by law. Upon written notice from County, District shall provide a program-specific financial statement. The notice will identify the period to be covered by the statement and the deadline for District to complete and submit the statement. District shall ensure that any audit conducted pursuant to this IGA is performed by an independent certified public accountant and submitted to County within six months of completion of District's fiscal year unless a different time is specified by County. The audit submitted must include District's responses, if any, to audit findings. District is responsible for all costs for any audit required or requested pursuant to this Section 8.0, unless the cost was specifically included in the approved budget(s) under this IGA. District shall timely submit the required or requested audit(s) to:

Jenifer Darland Homeless Division Manager Community and Workforce Development Department 2797 E. Ajo Way, 3 <sup>rd</sup> Floor Tucson, AZ 85713
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#### **9.0 Insurance.**

- 9.1 District will procure and maintain at its own expense insurance policies (the "Required Insurance") satisfying the below requirements (the "Insurance Requirements") until all of its obligations under this Contract have been met. The below Insurance Requirements are minimum requirements for this Contract and in no way limit District's indemnity obligations under this Contract. The County in no way warrants that the required insurance is sufficient to protect the District for liabilities that may arise from or relate to this Contract. If

necessary, District may obtain commercial umbrella or excess insurance to satisfy the Insurance Requirements.

9.2 Insurance Coverages and Limits:

9.2.1 Commercial General Liability (CGL): Occurrence Form covering liability arising from premises, independent contractors, personal injury, bodily injury, broad form contractual liability and products-completed operations with minimum limits not less than \$2,000,000 Each Occurrence and \$2,000,000 General Aggregate.

9.2.2 Business Automobile Liability: Coverage for any owned, leased, hired, and/or non-owned autos assigned to or used in the performance of this Contract with minimum limits not less than \$1,000,000 Each Accident.

9.2.3 Workers' Compensation (WC) and Employers' Liability:

9.2.3.1 Workers' Compensation with Employers Liability limits of \$1,000,000 each accident and \$1,000,000 each employee – disease. Workers' Compensation statutory coverage is compulsory for employers of one or more employees.

9.2.3.2 Note: The Workers' Compensation requirement does not apply if District is exempt under A.R.S. § 23-901, and has executed the appropriate Pima County Sole Proprietor (Independent Contractor) Waiver form.

9.3 Additional Coverage Requirements:

9.3.1 Insurer Financial Ratings: Coverage must be placed with insurers acceptable to the County with A.M. Best rating of not less than A- VII, unless otherwise approved by the County.

9.3.2 Additional Insured: The General Liability policy must be endorsed to include Pima County and all its related special districts, elected officials, officers, agents, employees and volunteers (collectively "County and its Agents") as additional insureds with respect to liability arising out of the activities performed by or on behalf of the District. The full policy limits and scope of protection must apply to the County and its Agents as an additional insured, even if they exceed the Insurance Requirements.

9.3.3 Waiver of Subrogation: Commercial General Liability and Workers' Compensation coverages must each contain a waiver of subrogation in favor of County and its Agents for losses arising from work performed by or on behalf of the District.

9.3.4 Primary Insurance: The Required Insurance policies, with respect to any claims related to this Contract, must be primary and must treat any insurance carried by County as excess and not contributory insurance. The Required Insurance policies may not obligate the County to pay any portion of a District's deductible or Self Insurance Retention (SIR).

9.3.5 Subcontractors: District must either (a) include all subcontractors as additional insureds under its Required Insurance policies, or (b) require each subcontractor to separately meet all Insurance Requirements and verify that each subcontractor has done so, District must furnish, if requested by County, appropriate insurance certificates for each subcontractor. District must obtain

County's approval of any subcontractor request to modify the Insurance Requirements as to that subcontractor.

#### 9.4 Verification of Coverage:

- 9.4.1 Insurer or Broker of District must evidence compliance with the Insurance Requirements by furnishing certificates of insurance executed by a duly authorized representative of each insurer. Each certificate must include:
  - 9.4.1.1 The Pima County tracking number for this Contract, which is shown on the first page of the Contract, and a project description, in the body of the Certificate,
  - 9.4.1.2 A notation of policy deductibles or SIRs relating to the specific policy, and
  - 9.4.1.3 Certificates must specify that the appropriate policies are endorsed to include additional insured and subrogation wavier endorsements for the County and its Agents.
- 9.4.2 Each Required Insurance policy and appropriate endorsements must be in effect not less than fifteen (15) days prior to commencement of work under this Contract. A renewal certificate must be provided to County not less than fifteen (15) days prior to the policy's expiration date to include actual copies of the additional insured and wavier of subrogation endorsements. Failure to maintain the Required Insurance, or to provide evidence of renewal, is a material breach of this Contract.
- 9.4.3 County reserves the right to, at any time, require complete copies of any or all Required Insurance policies.
- 9.4.4 Cancellation Notice: District's insurance policies and endorsements shall not be permitted to expire, be cancelled, suspended or materially changed from the agreed upon Insurance Requirements for any reason without thirty (30) days advance written notice to the County of the policy cancellation, suspension or material change. District must provide written notice to County within two (2) business days of receipt of notice. For cancellation of non-payment, Insurer is to provide County with written notice ten (10) days prior to cancellation of policy.

#### 9.5 Approval and Modifications:

The Pima County Risk Manager may approve a modification of the Insurance Requirements without the necessity of a formal Contract amendment, but the approval must be in writing. Neither the County's failure to obtain a required insurance certificate or endorsement, the County's failure to object to a non-complying insurance certificate or endorsement, or the County's receipt of any other information from the District, its insurance broker(s) and/or insurer(s), constitutes a waiver of any of the Insurance Requirements.

### **10.0 Indemnification**

Each party (as Indemnitor) agrees to indemnify, defend and hold harmless the other party (as Indemnitee) from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "claims") for bodily injury of any person (including death) or property damage, but only to the extent that such injury or damage is caused or alleged to be caused by a negligent or intentionally wrongful act or omission of the Indemnitor, or of any of its officers, officials, agents, employees, or volunteers..

## **11.0 Suspension**

County reserves the right to suspend District's performance and payments under this IGA immediately upon notice delivered to District's designated agent in order to investigate District's activities and compliance with this Agreement. In the event of an investigation by County, District will cooperate fully and provide all requested information and documentation. At the conclusion of the investigation, or within 45 days, whichever is sooner, District will be notified in writing that the IGA will be immediately terminated or that performance may be resumed.

## **12.0 Termination**

- 12.1 Without Cause: Either party may terminate this IGA at any time, without cause, by notifying the other party, in writing, at least 30 days before the effective date of the termination. In the event of such termination, the County's only obligation to District will be payment for services rendered prior to the date of termination.
- 12.2 With Cause: Either party may terminate this IGA at any time without advance notice and without further obligation if either party finds the other party to be in default of any provision of this Agreement.
- 12.3 Non-Appropriation: Notwithstanding any other provision in this IGA, this IGA may be terminated if for any reason the Pima County Board of Supervisors or the District does not appropriate sufficient monies for the purpose of maintaining this IGA. In the event of such cancellation, the parties will have no further obligations under this IGA other than for payment for services rendered prior to cancellation.

## **13.0 Compliance with Laws**

The parties will comply with all federal, state and local laws, rules, regulations, standards and Executive Orders. The laws and regulations of the State of Arizona will govern the rights of the parties, the performance of this IGA and any disputes. Any action relating to this IGA will be brought in a court in Pima County.

## **14.0 Non-Discrimination**

The parties shall not discriminate shall not discriminate against any employee, client or any other individual in any way because of that person's age, race, creed, color, religion, sex, disability or national origin. The parties will comply with all provisions and requirements of Arizona Executive Order 2009-09 including flow down of all provisions and requirements to any subcontractors.

## **15.0 Americans with Disabilities Act**

The parties shall comply with Title II of the Americans with Disabilities Act (Public Law 110-325, 42 U.S.C. §§12101-12213) and the federal regulations for Title II (28 C.F.R. Part 35).

## **16.0 Cancellation for Conflict of Interest**

This IGA is subject to cancellation for conflict of interest pursuant to ARS § 38-511, the pertinent provisions of which are incorporated into this IGA by reference.

**17.0 Severability**

If any provision of this IGA, or any application of a provision to the parties or any person or circumstance, is found by a court to be invalid, that invalidity will not affect other provisions or applications of this IGA that can be given effect without the invalid provision or application.

**18.0 Legal Authority**

Neither party warrants to the other its legal authority to enter into this IGA. If a court, at the request of a third person, should declare that either party lacks authority to enter into this IGA, or any part of it, then the IGA, or parts of it affected by such order, will be null and void, and no recovery may be had by either party against the other for lack of performance or otherwise.

**19.0 Worker’s Compensation**

Each party will comply with the notice of A.R.S. § 23-1022 (E). For purposes of A.R.S. § 23-1022, irrespective of the operations protocol in place, each party is solely responsible for the payment of Worker’s Compensation benefits for its employees.

**20.0 No Joint Venture**

It is not intended by this IGA to, and nothing contained in this IGA will be construed to, create any partnership, joint venture or employment relationship between the parties or create any employer-employee relationship between a party and the employees of the other party. Neither party will be liable for any debts, accounts, obligations or other liabilities whatsoever of the other, including (without limitation) the other party's obligation to withhold Social Security and income taxes for itself or any of its employees.

**21.0 No Third-Party Beneficiaries**

Nothing in this IGA is intended to create duties or obligations to or rights in third parties not parties to this IGA or affect the legal liability of either party to the IGA by imposing any standard of care with respect to the maintenance of public facilities different from the standard of care imposed by law.

**22.0 Notice**

Any notice required or permitted to be given under this IGA must be in writing and served by delivery or by certified mail upon the other party as follows (or at such other address as may be identified by a party in writing to the other party):

<b><u>County:</u></b>	<b><u>District:</u></b>
Jenifer Darland Homeless Division Manager Pima County Community & Workforce Development 2797 E. Ajo Way 3 <sup>rd</sup> Floor Tucson, AZ 85713	Michelle Tong Associate to the Superintendent and General Counsel Amphitheater Public Schools 701 W. Wetmore Road Tucson, AZ 85705

**23.0 Counterparts**

The parties may execute this IGA in any number of counterparts, each counterpart is considered an original, and together such counterparts constitute one and the same instrument.

## **24.0 Entire Agreement**

This document, and any exhibits attached to it, constitutes the entire agreement between the parties pertaining to the subject matter addressed, and all prior or contemporaneous agreements and understandings, oral or written, are superseded and merged into this IGA. This IGA may not be modified, amended, altered or extended except through a written amendment signed by the parties.

**SIGNATURE PAGE TO FOLLOW**

In Witness Whereof, County has caused this Intergovernmental Agreement to be executed by the Chairman of its Board of Supervisors, upon resolution of the Board, and attested to by the Clerk of the Board, and District has caused this Intergovernmental Agreement to be executed by the District Superintendent upon resolution of the Governing Board and attested to by the District Clerk.

**PIMA COUNTY:**

**DISTRICT:**

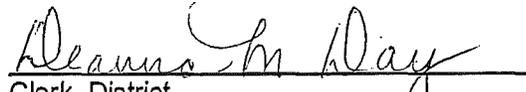
\_\_\_\_\_  
Chair, Board of Supervisors

  
\_\_\_\_\_  
Superintendent, District

ATTEST

ATTEST

\_\_\_\_\_  
Clerk of the Board

  
\_\_\_\_\_  
Clerk, District

**Approval**

The foregoing Intergovernmental Agreement between County and District has been reviewed by the undersigned and is hereby approved as to content.

\_\_\_\_\_  
C.H. Huckelberry, Pima County Administrator

**Intergovernmental Agreement Determination**

The foregoing Intergovernmental Agreement between County and the District has been reviewed by the undersigned, each of whom 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 party he or she represents.

**PIMA COUNTY:**

**DISTRICT**

\_\_\_\_\_  
Deputy County Attorney

\_\_\_\_\_  
Associate to the Superintendent and General Counsel

**EXHIBIT A – PROGRAM SERVICE  
PIMA EARLY EDUCATION PROGRAM (“the Program”)**

- 1. Family Eligibility:** To be eligible for the Program, families must have children ages three to five not eligible for Kindergarten, with a household income at or below 200% of the Federal Poverty Level.
  
- 2. District Eligibility:**
  - 2.1. Districts shall (1) operate preschool classes least six hours a day for 10 months of the year, (2) be contracted with DES to accept child care subsidies for DES eligible children, and (3) be considered “high-quality” meaning they have a Quality First rating of 3-5 stars, be a Head Start program, or be Nationally Accredited by one of the following organizations considered by DES as high quality: National Association for the Education of Young Children, American Montessori Society, Association for Christian Schools International, National Accreditation Commission for Early Care and Education Programs, National Early Childhood Program Accreditation. District shall provide County with a copy of the District’s current certification by DES prior to submitting District’s first invoice.
  
  - 2.2. If a District site is not rated high quality, but District operates preschool classes at other District sites that are rated high quality, the new classes shall be designed and operated to replicate those existing high quality classes and District shall submit proof of application for Quality First or another eligible high quality accreditation prior to submitting District’s first invoice.
  
- 3. Program Locations:** District shall provide the Program at the following locations:
  - 3.1. Amphitheater High School, 125 W. Yavapai Road, Tucson, AZ 85705 – 1 new class;
  - 3.2. Holaway Elementary School, 3500 N. Cherry Ave, Tucson, AZ 85719 – 1 new class;  
and
  - 3.3. Walker Elementary School 1750 W. Roller Coaster Road, Tucson, AZ 85704 – 1 new class.
  
- 4. District responsibilities:** District shall:
  - 4.1. Commence operation of new preschool classes of up to 18-20 children each, dependent on age, by August 31, 2021, or at the latest by January 10, 2022.
  - 4.2. Operate the new classes according to the High Quality standards as defined by the preschool’s applicable accreditation.
  - 4.3. Market the classes to eligible families.
  - 4.4. Confirm age, birthdate, and income eligibility for all children. Income eligibility shall be based on household income and size. The income eligibility check is only required when the child first enters the preschool program. If family income increases after that, the child is still age eligible and may continue to attend.
  - 4.5. For families with incomes at or below 165% of the Federal Poverty Level, (1) request the family apply for a DES childcare subsidy, (2) provide the family with information about how to apply, and (3) require the family to accept the subsidy if awarded and to notify District of the award.
  - 4.6. Provide families with a Family Award Notification Letter when enrollment is complete, provide County with a copy, and keep copy on file (sample letter attached as Exhibit

C, to include attestation for age and income eligibility, race and ethnicity, other data used for program evaluation, DES eligibility and attestation language, and acknowledgement of Pima County funding).

- 4.7. Have a written attendance policy in place and provide the policy to families.
- 4.8. Make a good faith effort to fill class vacancies within 30 calendar days.
- 4.9. Offer to provide snacks and meals to all children in the class, regardless of whether they qualify for free or reduced lunch.
- 4.10. Attend quarterly coordination meetings with County and other Districts.
- 4.11. If District's site provides infant/toddler care, District's site may not reduce the number of classes for that age group.

END OF EXHIBIT A



**EXHIBIT C**

**Pima Early Education Program**

**Draft Family Award Notification Letter**  
(Final to be provided in English and Spanish)

**[Insert school/enrollment year(s) here]**

Thank you for enrolling your child in a high quality preschool class! This class is funded by Pima County and your school district, as part of the Pima Early Education Program (PEEP). The PEEP mission is built on research which shows that children who attend high quality preschool programs are better prepared for kindergarten. There are long term benefits, too: Children are more likely to graduate high school, have higher incomes, and have better health. High quality preschool benefits not only children, but also families, schools and our community as a whole. Congratulations on your decision to participate!

[District/school] has confirmed that your child is age and income eligible to attend this class for free, and the school is only allowed to charge you for before or after school care.

---

*The following section is to be completed by School Personnel, with a copy provided to parents/guardians, Pima County, and kept on file by the School.*

Today's Date \_\_\_\_\_

Name of Child \_\_\_\_\_

Anticipated date child will start preschool \_\_\_\_\_

Child is age eligible for this class?      Yes or No

Child's family income is 200% or below the Federal Poverty Level.      Yes or No

Child's family income is 165% of below the Federal Poverty Level.      Yes or No.

If Yes, has family been provided with application information for DES child care subsidy? Yes, No, N/A

School District Name \_\_\_\_\_

School Name \_\_\_\_\_

School Address \_\_\_\_\_

---

Form completed by – please print and sign

Date

Contact Phone number



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

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**DATE OF MEETING:**      **May 11, 2021**

**TITLE:    Approval of School Facilities Board (SFB) Grant for Canyon del Oro High School  
          North Gym Evaporative Cooler Replacements**

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**BACKGROUND:**

On April 26, 2021 the District submitted a School Facilities Board (SFB) Grant request to replace three evaporative coolers on the North Gym at Canyon del Oro High School. The SFB Director has approved this grant request under the Executive Authority provisions of the SFB on April 26, 2021 in the amount of \$18,327.27.

The Governing Board is required to approve the grant's attached terms and conditions to accept this award.

Grant Number: SFB-ERR-00916

Grant Amount: \$18,327.27

---

**RECOMMENDATION:**

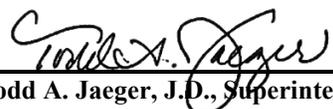
It is the recommendation of the Administration that the Governing Board accepts the SFB grant number SFB-ERR-00916 in the amount of \$18,327.27 to replace three evaporative coolers on the North Gym at Canyon del Oro High School and authorize the Governing Board President to sign the attached Terms and Conditions.

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**INITIATED BY:**

  
\_\_\_\_\_  
Jim Burns, Executive Manager, Operational Support

Date: May 3, 2021

  
\_\_\_\_\_  
Todd A. Jaeger, J.D., Superintendent

# SCHOOL FACILITIES BOARD

Adopted: December 4, 2008

Modified: November 4, 2009, June 23, 2010, July 11, 2012, October 9, 2013, April 6, 2016, December 8, 2016, October 4, 2017, July 11, 2018, January 8, 2020, May 6, 2020

## TERMS AND CONDITIONS FOR ACCEPTANCE OF MONIES FROM BUILDING RENEWAL GRANT FUND

School District:

School:

eCivis Project Number:

(This number must match the eCivis Project  
Number on Page 9 of 9)

eCivis Project Title:

### 1. PURPOSE OF TERMS AND CONDITIONS

These Terms and Conditions apply to the distribution of monies by the Arizona School Facilities Board ("Board") from the Building Renewal Grant Fund ("Fund") pursuant to Arizona Revised Statutes, ("A.R.S.") §15-2032, §15-2001, and §15-2002.

These monies are being awarded to the District for the purpose of maintaining the adequacy of existing school facilities owned by school districts that are required to meet the minimum adequacy standards for student capacity and that fall below the minimum school facility guidelines. Districts are prohibited from using monies from the Fund awarded pursuant to these Terms and Conditions on any project that is in a building, or part of a building, that is being leased to another entity. All monies used must be in compliance with the statutory requirements found in A.R.S. §15-2032 and the Building Renewal Grant Policy adopted on October 2, 2008 and as subsequently amended, as well as any applicable session law.

### 2. TERM OF TERMS AND CONDITIONS

The term of these Terms and Conditions shall begin on the date of the District's signature and shall continue until the Completion Report, pursuant to Paragraph 4.2, is received by the Board and the Project is closed.

#### 2.1 ABANDONMENT OF THE PROJECT

A Project is considered to be abandoned if construction has not begun within four months of Board approval of construction funding. In such an instance, any unspent monies advanced by the Board to the District must be returned to the Board within thirty (30) days.

### **3. FINANCIAL CONDITIONS**

The District will accept a grant from the Fund in accordance with all applicable state statutes and rules, and will expend the funds in compliance with all provisions of such statutes and rules, including but not limited to, the following:

- a. Use of fiscal control and fund accounting procedures as prescribed in the Uniform System of Financial Records, which will ensure proper disbursement of, and accounting for, monies paid to the District from the Fund;
- b. Compliance with the School District Procurement Rules adopted by the Arizona State Board of Education, the USFR purchasing guidelines, and the School Facilities Board's policies for procurement, as applicable;
- c. Compliance with all applicable state, federal, and local codes and laws related to buildings and building access, including permitting requirements of the Department of Environmental Quality for any construction project;
- d. Compliance with any applicable federal, state and local health or safety requirements;
- e. Any award based on an estimate is subject to School Facilities Board staff approval of the procurement process and award of the bid or quote as applicable prior to distribution of funds to the district;
- f. The School Facilities Board will require a pre-award meeting with the selected contractor before any funding is made available. School district non-compliance with these Terms and Conditions and/or non-performance through Closeout of the project may result in the delay of payments until the issue is corrected.

#### **3.1 UNIFORM SYSTEM OF FINANCIAL RECORDS**

The District will maintain records as required by the Uniform System of Financial Records and provide access to those records to the Board as necessary to perform its duties. The District will cooperate with the Board or the Auditor General or any of their authorized representatives when audits are conducted as authorized by law. This cooperation includes access without unreasonable restrictions to the District's records and personnel for the purpose of obtaining relevant information.

#### **3.2 SURPLUS FUNDS**

If the final cost of the Project is less than the amount awarded by the Board, the District shall return the unspent monies to the Board.

#### **3.3 UNFORESEEN CONDITIONS**

The District shall notify SFB staff if any unforeseen conditions arise during project

implementation. SFB staff will direct the District on how to proceed. The District must submit an executable Change Order which includes the signature of the District Representative, Architect, and contractor prior to receiving written approval from SFB staff to proceed. The Change Order is not considered executed until signed by SFB staff. The Change Order will also indicate any changes to the contract value, contract schedule, and contract scope. No work shall proceed without a fully executed Change Order. Any work the school district approves prior to the executed change order is the financial responsibility of the school district.

Pursuant to A.R.S. 15-2001.J.2., if a school district approves (If the District issues a purchase order or authorizes start the work) work referenced in a change order before the Board ('The Board' for the purposes of this Change Order is interchangeable with 'SFB Staff') approves the Change Order, the school district is responsible for the cost and construction of the project ('The Project' is defined for the purposes of the Change Order as the work defined in the Change Order).

### 3.4 LOCAL FUNDS

If the District intends to supplement the Project with additional funds, the District shall provide to the Board an itemized purchase order signed by a District representative authorized to make the expenditure. The District's purchase order shall clearly indicate the amount being committed in each project.

### 3.5 SCOPE OF WORK

Any change in the scope of work shall be implemented by a Change Order. The District must submit an executable Change Order which includes the signature of the District Representative, Architect, and contractor prior to receiving written approval from SFB staff to proceed. The Change Order is not considered executed until signed by SFB staff. No work shall proceed without a fully executed Change Order. If changes in the scope of work are made without SFB staff approval, the SFB will not release any funding for the changes in the scope of work, and further may consider the Project abandoned. Any work the school district approves prior to the executed change order is the financial responsibility of the school district. The District shall return any unspent monies to the Board, and reimburse the Fund for monies spent without proper authorization from the Board within thirty (30) days of being notified by the Board.

### 3.6 FUTURE REPAIRS – THIS SECTION SURVIVES THE TERMINATION OF THIS AGREEMENT

To the extent allowed by law, if the District has contributed local funds to pay for an upgrade of the Project beyond that required by the minimum school facilities guidelines; any increase in the cost of a future repair or replacement shall be paid for proportional to the original cost sharing.

## 4. REPORTING REQUIREMENTS

The District will make reports to the Board as requested, and will cooperate with any evaluation of the grant and/or project as required by the Board. All expenditures and projects are subject to

audit. All construction and related contracts entered into by the District shall contain a clause that will permit the Board and/or the District to audit the contract.

#### **4.1 PUBLIC RECORD**

Any application, report or plan, including school designs or architectural drawings relating to the funded Project in the possession of the District or its agents or designees is deemed a public record as defined by Arizona law.

#### **4.2 COMPLETION REPORT**

The District shall provide a completion report in a format prescribed by the Board, and shall maintain records for five years following the completion of the project, which show:

- a. The amounts received from the Fund;
- b. How the District spent the monies received from the Fund;
- c. The total cost of the project;
- d. The share of the total cost provided from other sources;
- e. A list of all change orders that were approved and denied for a construction project.

### **5. INSURANCE REQUIREMENTS**

For all construction projects, the District agrees to secure insurance coverage for purposes of general liability, property damage and workers' compensation and secure performance and payment bonds.

### **6. AUDIT OF RECORDS**

Pursuant to A.R.S. §§ 35-214 and 35-215, the District shall retain and shall contractually require each subcontractor to retain all data, books and other records ("records") relating to these Terms and Conditions for a period of five years after completion of these Terms and Conditions. All records shall be subject to inspection and audit by the State for five years after the termination of these Terms and Conditions.

### **7. AVAILABILITY OF FUNDS**

Every payment obligation of the State under these Terms and Conditions is conditioned upon the availability of funds allocated for the payment of such obligations. If funds are not allocated and available for the continuance of the Project, these Terms and Conditions may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to the

State in the event this provision is exercised, and the State shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

## **8. RESOLUTION OF DISPUTES**

The Parties to these Terms and Conditions agree to resolve all disputes arising out of or relating to these Terms and Conditions through arbitration, after exhausting applicable administrative review (pursuant to Title 41, Chapter 6, Article 10), to the extent required by A.R.S. § 12-1518, except as may be required by other applicable statutes.

## **9. NON-DISCRIMINATION**

The Parties shall comply with Executive Order 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities and all other applicable State and Federal employment laws, rules, and regulations, including the Americans with Disabilities Act. The Parties shall take affirmative action to ensure that Districts for employment and employees are not discriminated against due to race, creed, color, religion, sex, national origin or disability. However, Indian tribes are exempt from the definition of employer for both Federal and State Civil Rights Act.

## **10. TERMINATION**

Each party shall have the right to terminate this Agreement by notifying the other party in writing of the termination at least thirty (30) days prior to the effective date of said termination. If the Agreement is terminated by the Board, the District shall be paid for all the allowable costs incurred prior to the date of termination, and only cost determined appropriate by SFB staff to de-mobilize the contractor from the work site, if applicable.

The payment of costs may be subject to audit verification by the Board or its duly authorized representative.

## **11. ASSIGNMENT AND DELEGATION**

Neither party may assign any rights hereunder without the express, prior written consent of both parties.

## **12. CANCELLATION FOR CONFLICT OF INTEREST**

The parties acknowledge that these Terms and Conditions are subject to the cancellation provisions set forth in A.R.S. §38-511.

### **13. ENTIRE AGREEMENT**

These Terms and Conditions contain the entire understanding of the parties hereto. There are no representations or provisions other than those contained herein. Any amendment or modification of these Terms and Conditions shall be consistent with Section 1 of these Terms and Conditions.

### **14. APPLICABLE LAW**

These Terms and Conditions shall be governed and interpreted by the laws of the State of Arizona.

### **15. THIRD PARTY ANTITRUST VIOLATIONS**

The District assigns to the State any claim for overcharges resulting from antitrust violations to the extent that such violations concern materials or services supplied by third parties to the District toward fulfillment of these Terms and Conditions.

### **16. PROGRAM REVIEW AND SITE VISITS**

The Board has the right to make site visits at reasonable intervals for purposes of review of Project accomplishments and management control systems and to provide technical assistance, if required. The District will provide reasonable access to facilities, office space, resources, and assistance for the safety and convenience to the Board's representatives in the performance of their duties. All site visits and evaluations must be performed in a manner that does not unduly interfere with or delay the work.

### **17. RIGHT TO USE, DUPLICATE AND DISCLOSE**

The Board may duplicate, use, and disclose in any manner and for any purpose whatsoever, within the limits established by Federal and State laws and regulations, all information relating to these Terms and Conditions.

The District agrees that any negotiations, agreements, and/or contracts between the District and Architect(s) for the design of the Project shall provide that the Board retains the right to use design documents limited to Site Plan, Exterior Elevations, Floor Plans, models, photographs, and renderings for the following, restricted purposes:

- a) To acknowledge Architects and their school designs successfully funded by the Board;
- b) To create a resource collection of promotional architectural designs for elementary, middle and high schools that will be available to other school districts to use as a school design resource.

It is understood that other school districts cannot use the District's design plans as their own as mandated by Code and Rules under the Arizona State Board of Technical Registration. Artistic representations shall not contain confidential nor proprietary information, but shall include professional credit for the architect and engineers of the successful project.

## **18. FEDERAL IMMIGRATION AND NATIONALITY ACT**

By entering into the Contract, the District warrants compliance with the Federal Immigration and Nationality Act (FINA) and all other Federal immigration laws and regulations related to the immigration status of its employees. The District shall obtain statements from its contractors and its subcontractors certifying compliance and shall furnish the statements to the Board upon request. These warranties shall remain in effect through the term of the Terms and Conditions. The District and its contractor and its subcontractors shall also maintain Employment Eligibility Verification forms (I-9) as required by the U.S. Department of Labor's Immigration and Control Act, for all employees performing work under the Contract. I-9 forms are available for download at USCIS.GOV.

The State may request verification of compliance for any of the District's contractors or subcontractors performing work under these Terms and Conditions. Should the State suspect or find that the District or its contractor or any of its subcontractors are not in compliance, the State may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Terms and Conditions for default, and suspension and/or debarment of the contractor. All costs necessary to verify compliance are the responsibility of the contractor.

## **19. E-VERIFY REQUIREMENTS PURSUANT TO A.R.S. § 41-4401**

### **19.1 WARRANT COMPLIANCE**

The District's contractors must warrant compliance with all Federal immigration laws and regulations relating to employees and warrant its compliance with A.R.S. § 23-214(A). (That subsection reads: After December 31, 2007, each employer, after hiring an employee, shall verify the employment eligibility of the employee through the E-verify program.)

### **19.2 BREACH OF WARRANTY**

A breach of warranty regarding compliance with immigration laws and regulations shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.

### **19.3 FAILURE TO COMPLY**

Failure to comply with a Board audit process to randomly verify the employment of contractors and subcontractors shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.

19.4 INSPECTION

The Board retains the legal right to inspect the papers of any employee who works on the Project to ensure that the contractor or subcontractor is complying with the warranty under Paragraph 19.1.

**20. REIMBURSEMENTS FOR INVESTIGATIONS, ASSESSMENTS, REPAIRS AND REPLACEMENTS.**

The Board may enter into additional agreements with the District that authorize the District to utilize Board funded investigations, assessments, repairs or replacements for construction defect litigation. This agreement may require the District to reimburse the Board an agreed upon amount for the expenses incurred in obtaining those investigations, repairs or replacements if, upon the completion of the legal action, the District receives damages.

**21. PROHIBITED BEHAVIOR-BOYCOTT OF ISRAEL**

The District warrants that its contractors are not engaged in a boycott of Israel as defined by A.R.S. §35-393.01.

**22. FLOW-DOWN REQUIREMENTS**

The District shall comply with requirements of applicable Federal, State and local laws, regulations, policy and guidance, and shall flow down the requirements of applicable Federal, State, and local laws, regulations, policy and guidance to contractors and subcontractors at any tier to the extent necessary to ensure compliance with the requirements.

The District shall comply with all laws, statutes, ordinances, rules, codes, and regulations applicable to any school district.

**23. CERTIFICATION / AUTHORIZATION**

These Terms and Conditions must be signed by the President of the Governing Board, Superintendent, and CFO/Business Manager of the District and certifies that he or she has read these Terms and Conditions and represents and warrants that he or she is duly authorized to agree and accept and therefore sign these Terms and Conditions on behalf of the District.

See Page 9 for signature blocks.

\_\_\_\_\_  
Governing Board President (signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (printed/typed)

\_\_\_\_\_  
School District

\_\_\_\_\_  
Superintendent (signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (printed/typed)

\_\_\_\_\_  
CFO/Business Manager (signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (printed/typed)

eCivis Project Number:  
(This number must match the eCivis Project Number on Page 1 of 9)



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

---

**DATE OF MEETING:** May 11, 2021

**TITLE:** Study of Proposed 2021-2022 Code of Conduct

---

**BACKGROUND:**

State law requires school district governing boards to hold students accountable for misconduct at school and on the way to and from school. For this reason, the Governing Board is annually presented a proposed Student Code of Conduct for the following school year to establish rules for student behavior and appropriate consequences for violations of those rules.

Before presenting a proposed Code of Conduct to the Board, Administration invites school administrators to provide suggestions for revisions and clarifications to the Code of Conduct. Since school administrators are responsible for maintaining safety and security in the District and work closely with the Code of Conduct on a daily basis, they have experience with applications of the Code's provisions and can provide invaluable insight about any necessary revisions. The draft being proposed for 2021-2022 addresses this year's communications from District and site administration. The proposed modifications can be seen through the tracked changes in the draft with proposed additions in blue and proposed deletions in red.

In addition, it is important to note that federal and Arizona state law mandate specific outcomes for certain conduct on a school campus, such as where a student threatens the safety or security of a school campus or a student possesses a firearm. The proposed Code of Conduct likewise complies with these legal obligations.

Once approved, the Code of Conduct is provided to students and their families, as well as reviewed with students at the beginning of the school year, so there is a clear understanding of the Board's rules of conduct for students.

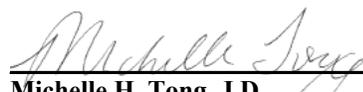
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**RECOMMENDATION:**

This Board item is presented to permit the Board to study and provide any direction concerning the proposed 2021-2022 Code of Conduct.

---

**INITIATED BY:**

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

**Date: May 3, 2021**

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

# Introduction to the Student Code of Conduct

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

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

This Code of Conduct includes the following elements:

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

## The District Values: Basic Expectations for Positive Student Conduct

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

### 1. DIVERSITY

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

### 2. CREATIVITY

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

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

### **3. CURIOSITY**

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

### **4. DILIGENCE**

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

### **5. ACHIEVEMENT**

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

### **6. HONESTY:**

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

### **7. CARING AND RESPONSIBILITY:**

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

### **8. KINDNESS**

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

## **9. FAIRNESS**

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

## **10. RESPECTFULNESS:**

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

## **11. SERVICE TO THE COMMUNITY:**

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

## **Shared Responsibilities for Student Behavior**

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

### **Students’ Responsibilities**

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

1. Become familiar with the conduct standards;

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

### **Parents' and Guardians' Responsibilities**

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

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

### **School Staff Responsibilities**

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

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

### **Community and Family Service Organizations' Responsibilities**

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

1. Serve as mentors to help students develop positive social skills that foster safe school environments.
2. Assist in violence prevention, substance abuse education and character development.
3. Serve as a resource for families of students unable to meet the behavioral expectations of the school and community;
4. Assist students and parents when students re-enter school following disciplinary exclusions; and
5. Become partners with schools to coordinate services which support the school system’s disciplinary policies.

# Understanding the Code of Conduct - Q & A

## **Why does the District have a Student Code of Conduct?**

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

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

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

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

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

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

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

## **How does one interpret the Code of Conduct?**

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

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

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

## **What does the Code mean by “possession?”**

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

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

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

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

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

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

## **Where and when does the Code of Conduct apply?**

This Code applies to students:

- During regular school hours;
- Whenever the student is being transported on a school bus or by other transportation arranged by the school district;
- When the student is traveling to and from school by any other means, including walking or personal travel;
  
- During school events, including off-campus events and activities such as field trips and athletic competitions;
- At other times where a school employee has jurisdiction or authority over students, including summer activities;
- During other activities associated with or supported by the school in any way; and

- On school or District grounds at any time, regardless of whether school is in session.

Additionally, the principal may take disciplinary action when a student's misconduct away from school has a detrimental effect on other students at school or on the orderly educational process of the District. Also, the principal may take disciplinary action if the violation is directly connected to prior violations at school or threatens to produce further violations or a risk of harm or injury at school.

## **What specific behaviors does this Code of Conduct prohibit?**

The tables which follow in the next section of this Code of Conduct list rules for student conduct (prohibited behaviors). Prohibited behaviors are classified by the following categories in the tables:

1. Aggression and Hostility
2. Alcohol, Tobacco, Medications, and Other Drugs
3. Arson and Combustibles
4. Attendance Violations
5. Harassment, Threats, Bullying, and Intimidation
6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)
7. Disruptions to the Academic Process
8. Threatening the School Environment
9. Sexual Behaviors
10. Technology Abuses
11. Theft
12. Trespassing
13. Vandalism and Damage
14. Weapons and Dangerous Items

## **What specific consequences can be imposed for violations of this Code of Conduct?**

The tables which follow in the next section of this Code of Conduct list consequences for violations of the Code - the types of discipline which school District personnel are permitted or – in some situations – are required to impose.

The school principal or designee may determine the consequences from those listed. Multiple consequences may be selected by the principal. Principals can consider the age and developmental level of the student in setting disciplinary consequences.

Where a long-term suspension consequence is stated as “(Mandatory),” a principal must present the matter to a long-term suspension hearing officer appointed by the Governing Board for a formal hearing unless the principal requests and obtains a written waiver approved by the Superintendent or his designee. If granted, a mandatory expulsion consequence for the same violation may be waived at the same time.

If not waived as noted above, a “(Mandatory)” expulsion consequence likewise requires that the matter be presented to a hearing officer appointed by the Governing Board to hear the matter and make a recommendation to the Governing Board about expulsion. This expulsion consequence may be waived by the Superintendent (or his designee) upon the student providing proof that he/she has met any terms and conditions set forth by the Long-term Suspension Hearing Officer.

The disciplinary consequences include the following school level and District level actions:

## **School Level Disciplinary Actions:**

Where appropriate or required, school personnel may implement the following disciplinary actions:

- **Activity Restriction** – Restricting a student from participating in or attending school activities such as dances, performances, athletic contests, team practices, club meetings, events, parties, etc.
- **Bus Probation** – Establishing conditions with which the student must comply in order to continue riding the school bus.
- **Bus Suspension** – Denying the student the privilege of riding a school bus for violations of the Student Code of Conduct, even if the student is not denied the right to attend school.
- **Conference** – Meeting or contacting two or more of the following: the student, parent, counselor, principal, and other District staff members.
- **Detention** – Requiring that a student report to a specified location at certain times during school and before or after school, including "Saturday school."
- **In-Class/School Discipline** – Imposing consequences, which do not require suspension from school, such as loss of privileges, additional work assignments, temporary removal from class, and/or other classroom or school-based consequences.
- **In-School Suspension** – Assigning a student to attend a location in the school that is in an area removed from the regular education setting.
- **Probationary Contract** – Executing a written document setting out academic and/or behavioral stipulations for the student. Violation of the contract will result in additional, usually more severe, disciplinary action.
- **Reprimand** – Reprimanding the student, verbally or in writing, by a principal or other staff member.
- **Removal From Class** – Excluding the student from a classroom. The teacher is responsible for maintaining an appropriate learning environment in the classroom. Arizona law, therefore, permits a teacher to temporarily exclude a student from the teacher's class for serious disruption of the educational process within the teacher's classroom or for exhibiting persistent disobedient behavior. The teacher may also refuse to readmit the student to the classroom under certain circumstances. In the event of such a removal from class, the student will report to a location at school determined by the school principal. School-based procedures which determine whether the student may return to the class are then implemented.
- **Requests for District-Level Disciplinary Actions** (listed below).
- **Revocation of Automobile Privileges** – Revoking automobile privileges.
- **Revocation of Off-Campus Privileges** – Revoking off-campus privileges.
- **Short-Term Suspension** – Suspending a student from school for up to nine (9) school days. During the term of a short-term suspension, the student must remain away from all

District schools and activities. If it is necessary for a student to come to a school during a short-term suspension, the student must make prior arrangements with the principal to do so. A short-term suspension imposed by the principal's designee may be appealed to the principal. A short-term suspension, which was imposed or approved by the actual school principal, is not subject to appeal.

- **Student Schedule or Curriculum Adjustment** – Changing the student's class schedule, teacher, courses, instruction, or access to components of curriculum.
- **Time Out** – Removing a student from instruction in the classroom or from other school activities for a period not to exceed three hours. During time out, the student is reassigned to a supervised area such as the principal's office, alternative or in-school suspension programs, or responsibility rooms.
- **Work Assignments/Community Service** – Providing the student, at the District's discretion, an opportunity to perform supervised activities related to the assistance of District personnel, or to the upkeep and maintenance of school facilities or other public properties, instead of serving or while serving a suspension or expulsion. The student and parent(s) may also request this alternative, however the final decision rests with the principal. Supervision by parents may be required for this alternative.

### **District-Level Disciplinary Actions:**

Where appropriate or required, District-level personnel may implement the following disciplinary actions:

- **Any of the School Level Disciplinary Actions (listed above)**
- **Long-Term Suspension** – Suspending a student from school for a term not to exceed the total number of school days in one school year (presently 178 school days). A long-term suspension may carry over from one school year into the next. The suspension hearing officer may provide an opportunity for the student to return early from suspension by meeting certain terms and conditions. During the term of a long-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a long-term suspension, the student must make prior arrangements with the principal to do so. A long-term suspension may only be imposed following a hearing held by a District-level hearing officer. A student or parent has a right to appeal the decision of the District hearing officer to the Governing Board in accordance with District policy and regulation. Suspensions remain in effect pending the Board's review of any appeal.
- **Expulsion** – Expelling a student from school until specifically permitted to return to school by the Governing Board, usually based upon the student's and the parent's compliance with certain terms and conditions. Expulsion can be permanent as well. During the term of an expulsion, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during an expulsion, the student must make prior arrangements with the principal *and the hearing officer* to do so.

Following a long-term suspension hearing, the hearing officer may provide an opportunity for the student to avoid an expulsion hearing by meeting certain terms and conditions. If this action is not appropriate based on the circumstances surrounding the student's Code violation(s), or the terms and conditions are not met, whether or not the student should be expelled, and if so, under what conditions<sup>21</sup>(if any) the student might be able to re-apply for

admission to the District. **Only the Governing Board can make the final determination of whether a student should be expelled and under what conditions the student might be able to re-apply for admission to the District.** Before making its decision, the Board will consider the reports of both hearing officers and the statements of the student, his/her family, and their lawyer if any are present and choose to speak in accordance with District policy and regulation.

## **Are educational services provided to suspended and expelled students?**

In some circumstances, the District will offer ongoing educational services to students who are suspended or expelled. Whether the District does so depends upon the length of the exclusion from school, the student's status as a disabled student, and the nature of the student's offense.

Where students are eligible for and are offered continuing services by the District, the student's active participation in the alternative education services offered may be considered as a factor in reducing the level of discipline normally appropriate for the offense involved. For example, if a student is suspended for possession of illegal drugs and is being considered for expulsion as well, the fact that the student has enrolled in and is actively pursuing his/her education in the alternative program offered by the District may result in waiver of the requirement under this Code for expulsion or may even serve to reduce the term of the long-term suspension.

## **Are there special considerations for athletes and extracurricular participants?**

Students participating in interscholastic activities for their schools do so as representatives of their school community and as role models for other students. Their involvement with tobacco, drugs and alcohol at any time can therefore negatively reflect upon their community and convey a poor example to their peers. In addition, the use of tobacco, drugs or alcohol by athletic or activity participants can lead to an increased risk of harm or severe injury to themselves or others during those activities.

The Amphitheater District therefore maintains a zero tolerance "24/7" policy on the use of tobacco, drugs or alcohol by interscholastic participants. Any interscholastic participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during their active season of competition will be immediately removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

Similarly, other behaviors by student representatives can reflect upon their team, school and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior and etiquette when acting in any way that is connected to the school or team.

## **How does this Code of Conduct apply to students of different ages and developmental factors?**

The rules and procedures outlined in this Student Code of Conduct apply to all District students. The age, maturity and developmental factors of students may be considered in determining the type of

disciplinary action to be taken in the event of violations. Generally speaking, the older and more mature a student is and/or the more serious the infraction, the more personal responsibility the student will carry for his or her actions.

District personnel who administer student discipline will follow appropriate disciplinary procedures for disabled students when dealing with students in special education programs, with those receiving Section 504 accommodations, and with those who are pending evaluation.

## Conduct Rules and Consequences

### School-Level Actions

Code of Conduct Rule violations may result in one or more of the following School-Level Actions:

Activity Restriction	Removal from Class
Bus Probation/Suspension	Reprimand
Community Service	Revocation of Automobile Privileges
Conference	Revocation of Off-Campus Privileges
Detention	Schedule or Curriculum Adjustment
In-Class/School Discipline	Short-term Suspension
In-School Suspension	Time Out
Probationary Contract	Work Assignment

Each School Level Action involves a conference with the student to review appropriate conduct.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Aggression and Hostility</b>		
<b>1A. Provocation</b> Use of any form of communication (verbal or written) or gestures, including exhibiting gang signs, that may cause others to fight or engage in other hostilities; challenging someone to fight.	School Level Actions <del>and:</del> Short-term Suspension	School Level Actions, <del>and:</del> Short-term Suspension Long-term Suspension
<b>1B. Minor Aggressive Act</b> Inappropriate physical contact (non-sexual) which does not cause serious injury.	School Level Actions, <del>and:</del> Short-term Suspension	School Level Actions, <del>and:</del> Short-term Suspension Long-term Suspension

Examples of **MINOR AGGRESSIVE ACT** include, but are not limited to, spitting, tripping, hitting, poking, pulling, or pushing.

<b>1C. Fighting</b> Mutual participation by two or more students in an incident involving physical violence, where there is no major injury.	School Level Actions, <del>and:</del> Short-term Suspension Long-term Suspension	School Level Actions, <del>and:</del> Short-term Suspension Long-term Suspension Expulsion
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A verbal confrontation alone does not constitute **FIGHTING**. Students should avoid fighting at all times. If provoked, the first response should be to walk away.

“Mutual participation” for **FIGHTING** may exist if physical violence continues longer than reasonably necessary.

Self-defense is NOT a defense if excessive force is used to defend.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Aggression and Hostility</b>		
<b>1D. Assault</b>  Causing any physical injury to another person; making another person reasonably fearful of physical injury; knowingly touching another person with the intent to hurt, insult or provoke that person.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>1E. Aggravated Assault</b>  Committing assault which: <ul style="list-style-type: none"> <li>• Causes serious physical injury to another; or</li> <li>• Involves a deadly weapon or dangerous instrument; or</li> <li>• Is inflicted upon someone 15 years or younger by someone 18 years old or older; or</li> <li>• Is an assault of a police officer; or</li> <li>• Is an assault of a school employee.</li> </ul>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Alcohol, Tobacco, Medications and Other Drugs</b>		
<b>2A. Alcohol Use or Possession</b>  Using or being under the influence of alcohol; possession of an alcohol beverage.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>2B. Alcohol Distribution</b>  Providing or selling an alcohol beverage to another.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>

**ALCOHOL** includes substances represented to be alcohol or believed to be alcohol, regardless of whether they are actually alcohol.

**Special 24/7 Rule for Interscholastic competitors and athletes**

Interscholastic participants who use, possess or distribute tobacco, drugs or alcohol at any time during their season of competition will be removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

<u>Prohibited Behavior</u>  <b>Alcohol, Tobacco, Medications and Other Drugs</b>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>2C. Drug Use or Possession</b>  Use or possession of any drug or narcotic substance;  Being under the influence of any drug at school or at any school-related event.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions <del>, and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>2D. Drug Paraphernalia Possession</b>  Possession of any paraphernalia.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion
<b>2E. Drug or Paraphernalia Distribution</b>  Making, distributing, selling, buying, or giving any drug, narcotic substance or paraphernalia to another person;  Transporting or holding drugs or paraphernalia for another;  Providing prescription or over-the-counter medication to another student.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>

To prevent accidental injuries and protect others, students must obtain written permission from the principal to possess or use any form of **MEDICATION**, including over-the-counter substances like pain relievers, vitamins, and supplements at school.

Over-the-counter **cough drops** and **sunscreen** are permissible to bring to school, without written permission from the Principal, for self-administration at school, but **may not be shared**.

**DRUG** means any narcotic drug, dangerous drug, marijuana, or peyote (A.R.S. §13-3415) and may include:

- Prescription Drugs (Inappropriately Used);
- Over-the-Counter Drugs (Inappropriately Used);

- Illicit Drugs, including but not limited to, Methamphetamines; Ecstasy, Cocaine or Crack, Hallucinogens, or Heroin.
- All parts of any plant of the genus *Cannabis*, including, but not limited to, extracted resin, salt, compound, derivative, mixture or preparation.
- Cannabinoids (synthetic or natural) commonly called marijuana, THC, “fake weed,” “spice,” “K2,” “bath salts,” etc.; and/or
- Any substance represented to be a drug.

**PARAPHERNALIA** means all equipment, products and materials of any kind which are used, intended for use, or designed for use in producing, testing, packaging, storing, concealing, ingesting, inhaling or otherwise introducing a drug into the human body, including a vapor releasing device such as an electronic cigarette or parts from a vapor releasing device, such as an adapter, cartridge or charger.

<u>Prohibited Behavior</u>  <b>Alcohol, Tobacco, Medications and Other Drugs</b>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>2F. Tobacco Possession</b>  Possession of tobacco and related products.	School Level Actions; <del>and:</del>  Short-term Suspension	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion
<b>2G. Tobacco</b>  Use, distribution or sale of tobacco and related products other than liquid nicotine*.  <i>* Liquid nicotine is addressed under Rule 2I as Vaping.</i>	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>2H. Medication Violation</b>  Use or possession of prescription, over-the-counter or herbal medications at school without prior written permission of the principal.*	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>2I. Vaping</b>  Use or possession of an inhalant product from a vapor-releasing device.  <i>Inhalant</i> includes liquid nicotine or other liquid substances for inhaling in a vapor form through an electronic cigarette or similar device.	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion

Examples of **TOBACCO** and **TOBACCO-RELATED PRODUCTS** include: cigars, cigarettes, and other nicotine delivery devices, cigarette papers, and smoking or chewing tobacco, except that any substance inhaled through a vapor releasing device (including liquid nicotine) is classified as **“VAPING”** under Rule 2I.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Arson and Combustibles</b>		
<b>3A. Arson</b>  Damaging a structure or property by knowingly causing a fire or explosion.	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>
<b>3B. Combustibles</b>  Possession or use of something capable of causing bodily harm or property damage if ignited;  Possession or use of a smoke bomb or something similar that is capable of causing others to believe a fire is occurring.	School Level Actions Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory in situations of serious risk of harm to persons or property)</b>

When a student uses a combustible to cause a fire, he/she has committed **ARSON**.

**COMBUSTIBLES** include, but are not limited to:

- Matches
- Lighters
- Flammable substances
- Firecrackers, Fireworks
- Poppers
- Smoke/Stink bombs
- Flash paper
- Sparklers
- Caps
- Ammunition (live or blank).

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Attendance Violations</b>		
<b>4A. Tardy</b> Arriving at school or to class after the scheduled start time.	School Level Actions	School Level Actions; <del>and:</del>  Short-term Suspension
<b>4B. Excessive Tardies</b> Arriving at school or to class after the scheduled start time five percent (5%) or more of the time.	School Level Actions; <del>and:</del>  Short-term Suspension	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension Expulsion*
<b>4C. <del>Off</del> Off Campus/<u>Unauthorized Area Violation</u></b> Leaving school grounds or being in an “off limits” area during regular school hours without permission of the Principal.	School Level Actions	School Level Actions; <del>and:</del>  Short-term Suspension
<b>4D. Unexcused Absence</b> Failing to attend school without parent or legal guardian permission.	School Level Actions; <del>and:</del>  Short-term Suspension	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension*
<b>4E. Excessive Absences / Truancy</b> Failing to attend school, unless excused, for more than ten percent (10%) of the number of required attendance days.	School Level Actions	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension* Expulsion
<b>4F. Leaving Class Without Permission</b> Leaving class without teacher permission.	School Level Actions	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension* Expulsion*

\* when combined with other offenses

<u>Prohibited Behavior</u>  <b>Harassment, Threats, Bullying, and Intimidation</b>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>5A. Nonsexual Harassment</b>  Any form of communication or conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, or harassed- <u>due to their race, color, religion/religious beliefs, creed, gender, identity, age, national origin, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background.</u>	School Level Actions, <del>and:</del>  Short-term Suspension <u>(Mandatory)</u> Long-term Suspension  Expulsion	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion
<b>5B. Bullying and Cyberbullying</b>  Acting toward someone in an unwelcome and unprovoked manner, repeated over time, which exerts power over that person on or off District property;  <del>Bullying (defined below) related to gender, race, ethnicity, socio-economic class, sexual orientation or identity (real or perceived), disability or other aspects of human differences.</del>  Actions that contribute to a substantial risk of potential injury, mental harm, degradation, or societal exclusion or causes physical injury, mental harm or personal degradation.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>5C. Threats and Intimidation</b>  Threatening or suggesting, by words or conduct, the intention to cause physical injury or serious damage to a person or their property;  Associating with or participation in a group which exhibits negative attitudes and actions toward others.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>5D. Hazing</b>  Acting against another student, where both of the following apply:  The act is in connection with initiation into, affiliation with, or membership in any school organization; and  The act poses a risk of or causes injury, mental harm or degradation.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion

**BULLYING** requires an imbalance of power (real or perceived), repeated over time, between one or more persons and the victim. Actions may include:

- physical (pushing, hitting, kicking, spitting, stealing);
- verbal (making threats, taunting, teasing, name-calling); or
- psychological (spreading rumors, social exclusion, manipulating social relationships)-.

**NONSEXUAL HARASSMENT** is different from **BULLYING** in that ~~it is a form of discrimination.~~the reason for the negative comment or act is due to a person being a part of a particular category of identity/group which has legal protections, or for which the District's policies provide protections, such as race, ethnicity, gender, sexual orientation or identity, or disability. It also does not require the conduct to be repeated over time.

**NONSEXUAL HARASSMENT** is different from **SEXUAL HARASSMENT** due to a lack of connection between the comment/actions to a desired sexual relations, sexual act, or romantic involvement of the parties.

**CYBERBULLYING** includes behavior that occurs through direct and indirect electronic acts (electronic mail, text messages, instant messaging, digital pictures or images, website / social media / blog postings, etc.).

An example of **HAZING** includes using hand signals, graffiti, apparel, accessory, or manner of dress or grooming which by color, arrangement, trademark, symbol, or other attribute indicates or implies membership or affiliation with such a group.

A "**SCHOOL ORGANIZATION**" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with District school and whose membership consists primarily of students.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Academic Dishonesty</b>		
<p><b>6A. Cheating</b></p> <p>Claiming someone else's information or school work for your own;</p> <p>Recording and/or transferring information about tests or quizzes to another person.</p>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension Long-term Suspension Expulsion</p>
<p><b>6B. Forgery</b></p> <p>Falsely and fraudulently making or altering a document;</p> <p>Modifying a school-related document by any means without written permission.</p>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension Long-term Suspension Expulsion</p>
<p><b>6C. Lying</b></p> <p>Making an untrue statement with intent to deceive; creating a false or misleading impression.</p>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension Long-term Suspension Expulsion</p>
<p><b>6D. Plagiarism</b></p> <p>Stealing and passing off the ideas or words of another as one's own.</p>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension Long-term Suspension</p>	<p>School Level Actions; <del>and:</del></p> <p>Long-term Suspension Expulsion</p>

<u>Prohibited Behavior</u>  <b>Disruptions to the Academic Process</b>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>7A. Disruption</b>  Engaging in behavior which causes an interruption in a class, activity, or school business;  Any behavior that requires the involvement of law enforcement personnel.	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension
<b>7B. Dress Code Violation</b>  Wearing clothing or accessories which do not comply with the dress code guidelines stated by school or District policy;  The failure to wear or display student identification.	School Level Actions	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension
<b>7C. Insubordination</b>  Refusal to follow directions of school personnel;  Delivering socially rude comments or conduct toward school personnel.	School Level Actions; <del>and:</del>  Short-term Suspension	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension Expulsion
<b>7D. Inappropriate Language or Gestures</b>  Verbal swearing, name-calling, making racial, ethnic, religious or gender slurs, exhibiting gang signs, or the use of words in an offensive or demeaning manner;  Making gestures toward others intended to offend or annoy the other person;  Making gestures that communicate a hostile or sexual message.	School Level Actions; <del>and:</del>  Short-term Suspension	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension

A **DISRUPTION** may include, but is not limited to:

- sustained talk or verbal outbursts; horseplay or roughhousing; being out of your seat repeatedly; or
- an act that occurs off campus, including online or through social media, which has a disruptive impact on the learning environment of a school campus.

<u>Prohibited Behavior</u>  <b>Disruptions to the Academic Process (cont.)</b>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>7E. Parking Violation</b>  Parking on school grounds or near school in a manner or location contrary to the school's parking rule;  Not displaying proper and required permits as may be issued by the District or the Arizona Department of Motor Vehicles.	School Level Actions	School Level Actions
<b>7F. Gambling</b>  Playing games of chance for money or property.	School Level Actions <del>;</del> <del>and:</del>  Short-term Suspension	School Level Actions <del>;</del> <del>and:</del>  Short-term Suspension Long-term Suspension
<b>7G. Pranks</b>  Any act of mischief that disrupts or distracts from a class, school activity or school event.	School Level Actions	School Level Actions <del>;</del> <del>and:</del>  Short-term Suspension Long-term Suspension
<b>7H. Probation Violation</b>  Violation of any term or condition of academic and/or disciplinary probation contract assigned by a school administrator or District hearing officer.	School Level Actions <del>;</del> <del>and:</del>  Short-term Suspension	School Level Actions <del>;</del> <del>and:</del>  Short-term Suspension Long-term Suspension Expulsion
<b>7I. Safety Violation</b>  Acting in a manner that endangers the well-being of yourself or other person(s).	School Level Actions <del>;</del> <del>and:</del>  Short-term Suspension	School Level Actions <del>;</del> <del>and:</del>  Short-term Suspension Long-term Suspension Expulsion
<b>7J. Gang-related Clothing or Accessories</b>  Wearing or displaying clothing items, images or accessories that represent gang affiliation or membership.	School Level Actions <del>;</del> <del>and:</del>  Short-term Suspension <b>(Mandatory)</b>	School Level Actions <del>;</del> <del>and:</del>  Short-term Suspension <u><b>(Mandatory)</b></u> Long-term Suspension <u><b>(Mandatory)</b></u>

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<p><b>8A. Bomb Threat</b></p> <p>Threatening to cause harm to property or person using a bomb, dynamite, explosive, or arson-causing device.</p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b></p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b></p>
<p><b>8B. Chemical or Biological Threat</b></p> <p>Threatening to cause harm using dangerous chemicals or biological agents.</p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b></p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b></p>
<p><b>8C. False Fire Alarm</b></p> <p>Intentionally ringing a fire alarm when there is no fire; Falsely reporting a fire.</p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b></p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b></p>
<p><b>8D. Other Threat to School</b></p> <p>Any threat (not listed in Rules 8A, 8B or 8C above) to cause damage to a school building or school property, or to harm students or staff.</p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b></p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b></p>

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Sexual Behaviors</b>		
<p><b>9A. Sexually Inappropriate Materials</b></p> <p>Possession of materials containing sexually explicit depictions.</p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension</p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension</p>
<p><b>9B. Inappropriate Physical Contact</b></p> <p>An isolated incident of unwelcome contact of a sexual nature.</p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension Long-term Suspension  Expulsion</p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion</p>
<p><b>9C. Sexual Harassment</b></p> <p>Unwelcome conduct <u>or comment</u> of a sexual nature toward another person <u>associated with their gender/sex, sexual orientation, gender identity, or gender expression</u> which <u>is</u>:</p> <ul style="list-style-type: none"> <li>• <u>Severe; AND</u></li> <li>• <u>Pervasive; AND</u></li> <li>• <u>Objectively Offensive so it interferes with another person's full participation in the educational process or any school program or activity</u></li> </ul> <p><del>occurs repeatedly;</del> <del>Interferes with; and/or</del> <del>Limits another person's participation in the educational process and school program.</del></p> <p><u>Sexual Assault, Dating Abuse/Violence and Domestic Abuse/Violence are considered Sexual Harassment.</u></p> <p><u>Comments and contact toward anyone due to their sexual orientation, gender identity, or gender expression may be considered Sexual Harassment.</u></p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b><u>(Mandatory)</u></b> Long-term Suspension  Expulsion</p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion</p>
<p><b>9D. Sexual Harassment With Bodily Contact</b></p> <p>Sexual Harassment (defined above) that includes unwanted physical contact of sexual or non-sexual body parts.</p> <p><u>Any bodily contact linked to dating abuse/violence or domestic abuse/violence.</u></p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b></p>	<p>School Level Actions, <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion</p>

	Expulsion <i>(Mandatory)</i>	<i>(Mandatory)</i>
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**SEXUALLY INAPPROPRIATE MATERIALS** includes, but is not limited to, photographs, drawings, recordings, and written language.

**SEXUAL HARASSMENT** includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, teasing, jokes, and other verbal, nonverbal, or physical conduct of a sexual nature; coercion of a third party to commit harassment towards another person.

**SEXUAL ORIENTATION** means romantic attraction to a male, female or alternative gender.

**GENDER IDENTITY** means a person's deeply-felt, inherent sense of being male, female or an alternative gender.

**GENDER EXPRESSION** is how the person shows their gender identity in their mannerisms, dress, or ways of communication.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Sexual Behaviors (cont.)</b>		
<b>9E. Indecent Exposure</b> Exposure of a person’s own genitals, buttocks or female areola.	School Level Actions, <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion	School Level Actions, <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>9F. Inappropriate Public Display of Affection</b> Affectionate behavior between two consenting students that would reasonably offend another person.	School Level Actions, <del>and:</del> Short-term Suspension Long-term Suspension Expulsion	School Level Actions, <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion
<b>9G. Public Indecency</b> Displaying one's private parts or engaging in sexual acts.	School Level Actions, <del>and:</del> Short-term Suspension Long-term Suspension Expulsion	School Level Actions, <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion

**INDECENT EXPOSURE** requires the presence of another person and disregard about whether that other person would be reasonably offended or alarmed by the act.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Technology Abuses</b>		
<b>10A. Inappropriate Use of Technology</b> Using District computers, network or other technology to post, send, or share personal information, on or off District property, about one’s self or about others without prior permission from a teacher and parent to do so.	School Level Actions	School Level Actions, <del>and:</del> Short-term Suspension Long-term Suspension Expulsion

**PERSONAL INFORMATION** includes names, pictures, addresses, telephone numbers, school address, etc.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Technology Abuses (cont.)</b>		
<p><b>10B. Misuse of Technology</b></p> <p>Making or attempting unauthorized access to any Amphitheater Information System (AIS):</p> <ul style="list-style-type: none"> <li>• Using or attempting to use the AIS to:</li> <li>• Access any other computer system;</li> <li>• Access District-prohibited website;</li> <li>• Bypass firewall or access proxy accounts;</li> <li>• Perform any illegal or inappropriate acts; and/or</li> <li>• Disrupting or modifying the AIS or data by spreading viruses or by any other means.</li> </ul>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension Long-term Suspension</p> <p>Expulsion</p>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion</p>
<p><b>10C. Misuse of Personal Technology</b></p> <p>Using personal technology, on or off District property, in a manner that has a disruptive impact in class, on a school campus or at school activities.</p>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension Long-term Suspension Revocation of BYOD (Bring Your Own Device)</p>	<p>School Level Actions; <del>and:</del></p> <p>Short-term Suspension Long-term Suspension Expulsion</p>

**MISUSE OF TECHNOLOGY / PERSONAL TECHNOLOGY** includes, but is not limited to:

- a student logging in through another person's account or accessing their files without their written permission;
- drug or alcohol purchase, distribution, or sale;
- criminal or related gang activities;
- threatening conduct, bullying;
- searching and/or posting obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language, or pictures;
- posting false or defamatory information about a person or organization;
- posting a donation request which inaccurately represents that the District, or any of its schools, clubs, or activities, are a beneficiary of the request;
- posting or sending harassing messages or chain letters;
- engaging in "spamming" (sending unnecessary messages to a large number of people);
- unauthorized use of a cell phone or other form of technology;
- installation of unauthorized hardware, software or code on any AIS or on any personal device at school.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Theft</b>		
<b>11A. Theft of School Property</b> Taking District money or property with the intent to deprive the District of the money or property.	School Level Actions, <del>and:</del> Short-term Suspension Long-term Suspension	School Level Actions, <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion
<b>11B. Theft of Non-School Property</b> Taking money or property belonging to someone other than the District with the intent to deprive the victim of the money or property.	School Level Actions, <del>and:</del> Short-term Suspension Long-term Suspension	School Level Actions, <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion
<b>11C. Extortion</b> Obtaining or trying to obtain someone else's property by threatening to do any of the following: <ul style="list-style-type: none"> <li>• Causing physical injury to someone;</li> <li>• Causing damage to property;</li> <li>• Accusing someone of a crime; or</li> <li>• Exposing a secret which may subject someone to contempt, hatred, or embarrassment.</li> </ul>	School Level Actions, <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion	School Level Actions, <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>
<b>11D. Robbery</b> Using force to take money or property belonging to someone else with the intent to deprive the victim of the money or property.	School Level Actions, <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension	School Level Actions, <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Theft</b>		
<b>11E. Breaking and Entering</b> Entering or remaining unlawfully in or on property that does not belong to you with the intent to commit theft.	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>11F. Burglary with a Dangerous Instrument or Weapon</b> Entering or remaining unlawfully in or on property that does not belong to you with the intent to commit theft while in possession of a dangerous instrument or weapon.	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Trespassing and Loitering</b>		
<b>12A. Trespassing</b> Entering or remaining on a school campus or other District facility (other than where you are enrolled) without authorization, invitation or lawful purpose.	School Level Actions; <del>and:</del> Short-term Suspension	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension Expulsion
<b>12B. Loitering</b> Being on school property without a legitimate reason for being there;  Refusing or failing to identify yourself while on school property.	School Level Actions; <del>and:</del> Short-term Suspension	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension Expulsion

**TRESPASSING** includes students under suspension/expulsion; and those students who enter, or remain at, a school campus or facility after being directed to leave.

A **LOITERING** student includes one visiting any School District campus (other than where the student is enrolled) while school is in session without first receiving permission from the principal of the campus being visited.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Vandalism and Damage</b>		
<b>13A. Vandalism</b> Destroying or defacing school or personal property.	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension Expulsion
<b>13B. Graffiti or Tagging</b> Making drawings or writing words or symbols on the property of another by scratching, painting or other means.	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Weapons and Dangerous Items</b>		
<b>14A. Weapon (Other Than Firearm)</b> Possession, transfer, concealment, sale or use of any item that may be used for attack or defense that is capable of causing death or serious injury;  Use of a dangerous item to threaten, intimidate, attack or harm another.	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>
<b>14B. Firearm</b> Possession, transfer, concealment, sale or use of any weapon that is designed to expel a projectile by the action of an explosive or which may readily be converted to expel a projectile by the action of an explosive.	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>
<b>14C. Dangerous Item</b> Possession, transfer, concealment, sale or use of anything that is readily capable of causing death or serious physical injury.	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion

A **WEAPON (NON-FIREARM)** includes, but is not limited to:

- Knives with locking blades and/or blades longer than two and one-half (2 ½) inches);
- Brass knuckles;
- Explosive or destructive device intended for use as weapon;
- Any dangerous or hazardous object or substance intended for use as weapon;
- Nunchakus; and
- Poisonous gas.

A **FIREARM** includes, but is not limited to: handgun, pistol, revolver, rifle, shotgun, starter pistol.

A **DANGEROUS ITEM** includes, but is not limited to:

- B.B. or pellet guns,
- simulated firearms,
- knives with blade length of less than 2.5 inches,
- laser pointers,
- letter openers,
- mace/pepper spray,
- paintball guns,
- razor blades,
- box cutters,
- simulated knives,
- tasers or stun guns,
- tear gas, or
- unauthorized use of a drone/UAS/unmanned aerial systems.

# Special Disciplinary Rules

## Weapons and Drugs

In the case of *weapon* or *drug distribution* violations, long-term suspensions, and expulsion hearings are (MANDATORY), with limited exceptions.

Possession of weapons is a particularly serious matter. Federal and state law require the school District to expel any student – for no less than one school year - who brings a firearm to school or to a school activity. The law provides for very limited exceptions to this strict rule, which can only be determined by the Governing Board of the District on a case-by-case basis.

## Special Rule for Athletic and Activity Participants

Students participating in interscholastic activities for their schools do so as representatives for their school community and as role models for other students. When those students engage in drug or alcohol related behavior, it can negatively reflect upon their school community and can jeopardize their safety or that of other participants. Such involvement by these student leaders also sets a poor example for their peers.

As a consequence, the Amphitheater District maintains a “24/7” policy on the use of drugs or alcohol by interscholastic activity participants. Any participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during a season will be immediately removed from the activity for the balance of that season. This rule applies 24 hours a day, seven days a week, regardless of a student’s location.

Other (non-drug or alcohol related) behaviors by student representatives can also reflect upon their team, school and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior and etiquette when acting in anyway that is connected to the school or team.

## Threatening an Educational Institution

Arizona law prohibits any person, including students, from threatening the safety and security of a public school or school district.

In accordance with Arizona Revised Statutes Section 15-841(H), a student who threatens a school must be expelled for a period of no less than one full year. The School District Governing Board may only rarely modify this strict expulsion requirement on a case-by-case basis.

A student subject to this expulsion requirement may also be assigned to an alternative educational program if the student participates in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat. The District may require the student’s parent(s) to participate in such programs with the student as a condition to the student’s reassignment to an alternative educational program.

# Behaviors that Must Be Reported to Law Enforcement

Regardless of disciplinary action taken (or not taken) by a school, certain student behaviors must be reported to appropriate law enforcement authorities under the law. In accordance with law, school officials will report the following behaviors to law enforcement authorities:

- Aggravated assault
- Arson
- Bomb threats
- False fire alarms
- Non-accidental injuries to student.
- Assault
- Possession of weapons
- Possession, sale, or distribution of drugs; dangerous items, or alcohol
- Sexual assault/misconduct
- Threatening an educational institution

The District will also report any person's involvement in illegally removing a student from the school or other places where the Principal has jurisdiction over the student, such as on school buses, on field trips, at athletic functions, and during school-sponsored events.

Additionally, the Principal may report to the law enforcement agencies other potentially disruptive incidents occurring within the regular operation of the school. Such incidents include, but are not limited to, the following:

- Demonstration by students which could create unsafe conditions
- Extortion
- Theft/possession of stolen property
- Trespassing
- Vandalism

The District may also report any person's disruption or interference with any school function.

The foregoing lists are not exclusive and exhaustive. Other conduct MAY be reported to law enforcement officials if deemed necessary by the Principal or other administration of the District.



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

---

**DATE OF MEETING:**      **May 11, 2021**

**TITLE:**      **Study and Approve Governing Board Policy IKFB (Graduation Exercises)**

---

**BACKGROUND:**

Arizona Governor Ducey has signed HB 2705 (Fifty-fifth Legislature, First Regular Session, 2021) into law and filed it in the office of the Secretary of State on April 20, 2021. HB 2705 includes an emergency measure that makes it operative immediately. The entire text HB 2705 is set forth below:

*Be it enacted by the Legislature of the State of Arizona:*

*Section 1. Title 15, chapter 3, article 3, Arizona Revised Statutes, is amended by adding section 15-348, to read:*

*15-348. Dress code policies; traditional tribal regalia; objects of cultural significance; graduation ceremonies; definitions*

*A. A school district governing board, a charter school governing body or any public-school may not prohibit a student who is a member of a federally recognized Indian tribe or who is eligible to be enrolled as a member of a federally recognized Indian tribe from wearing traditional tribal regalia or objects of cultural significance at a graduation ceremony.*

*B. For the purposes of this section, "objects of cultural significance" and "traditional tribal regalia" include an eagle feather or eagle plume.*

*Section 2. Emergency*

*This act is an emergency measure that is necessary to preserve the public peace, health or safety and is operative immediately as provided by law.*

Administration now recommends that Policy IKFB (Graduation Exercises) be revised for consistency with HB 2705. The recommended additions are set forth in [blue](#).

While the Governing Board typically uses a two-meeting process for policy approval, the Board may consider applying the emergency measures outlined in Policy BGB (Policy Adoption) to approve these proposed revisions in a single meeting. This will ensure that Policy IKFB is consistent with HB 2705 before graduation ceremonies occur at Amphitheater Public Schools.

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**RECOMMENDATION:** This item is presented as a study/action item to provide the Board with an opportunity to study and approve the policy changes in a single meeting. Administration recommends that the Board approve the proposed changes to Policy IKFB as presented.

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**INITIATED BY:**

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

**Date: April 30, 2021**

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

## IKFB ©

### GRADUATION EXERCISES

Graduation exercises will be held for students who have met state and local requirements for graduation from high school.

Participation in high school commencement exercises is encouraged but is not compulsory. However, since these exercises require planning and rehearsals, the following rules shall apply:

A. Students who wish to participate must be present at the rehearsals. Failure to do so, except for legitimate reasons for absence, may be cause for excluding students from participating in the exercises.

B. Students may not participate in the commencement exercises unless they have successfully completed the requirements for graduation.

C. Awards to seniors will be printed on the commencement program and announced at the exercises only in cases where the recipients have been selected solely by the school.

D. Other awards to graduating seniors selected by persons or organizations outside the school may be presented at the final awards assembly if approved by the principal.

E. A student who is a member of a federally recognized Indian tribe or who is eligible to be enrolled as a member of a federally recognized Indian tribe may wear traditional tribal regalia or objects of cultural significance at a graduation ceremony.

F. For the purposes of this section, "objects of cultural significance" and "traditional tribal regalia" include an eagle feather or eagle plume.



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

---

**DATE OF MEETING:**      **May 11, 2021**

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

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**BACKGROUND:**

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

The budget for Maintenance and Operations fund was adjusted down in December of 2020 to reflect the lower projected revenues associated with an enrollment drop of 1,410 Average Daily Membership (ADM). The District projected an ADM of 12,360 during the budget adoption in July. The December budget revision was based upon a projected 100<sup>th</sup> day ADM of 10,950. This budget revision is based upon an ADM of 10,792.

Further budget reductions to the Maintenance and Operations fund may be needed if the legislature does not resolve the distance learning reductions. Arizona's School funding formula only provides 95% funding for full-time students and 85% funding for part-time students. This additional budget reduction was spelled out in the Governor's Executive Order 2020-51 2(d). This additional reduction is anticipated to be around \$3,567,965.00.

The other significant change in the budget is an increase of \$10,000,000 in the Other Federal Projects budget (page 6 of 8 line 17). This increase is the result of the ESSR II grant.

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**RECOMMENDATION:**

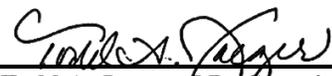
It is the recommendation of the Administration that the Governing Board approve the second revision of the 2020-2021 Expenditure Budget.

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**INITIATED BY:**

  
\_\_\_\_\_  
Scott Little, Chief Financial Officer

Date: May 7, 2021

  
\_\_\_\_\_  
Todd A. Jaeger, J.D., Superintendent



FY 2021  
STATE OF ARIZONA  
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET  
DISTRICTWIDE BUDGET

Revised #2

Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2021 was

Proposed	<u>June 23, 2020</u>
Adopted	<u>July 14, 2020</u>
Revised	<u>May 11, 2021</u>
	Date

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SIGNED

SIGNED

The FY 2021 budget file for the version described above will be uploaded via

the Common Logon on ADE's website by May 12, 2021.

Type the Date as MM/DD/YYYY

Superintendent Signature

Todd Jaeger

Superintendent Name (Typed Name)

Business Manager Signature

Scott Little

Business Manager Name (Typed Name)

District Contact Employee: Scott Little

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

REVENUES AND PROPERTY TAXATION

1. Total Budgeted Revenues for Fiscal Year 2020	\$ <u>110,000,000</u>
2. Estimated Revenues by Source for Fiscal Year 2021 (excluding property taxes)	
Local	1000 \$ _____
Intermediate	2000 \$ _____
State	3000 \$ <u>25,000,000</u>
Federal	4000 \$ <u>14,000,000</u>
TOTAL	\$ <u>39,000,000</u>

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

	Prior FY 2020	Est. Budget FY 2021
Primary Tax Rate:	3.9558	3.7551
Secondary Tax Rates:		
M&O Override	0.4973	0.4699
Special Program Override		0.1645
Capital Override		
Class A Bonds		
Class B Bonds	0.8394	0.8200
CTED	0.0500	0.0500
Desegregation	0.2530	0.2500
Total Secondary Tax Rate	1.6397	1.7544

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

	Budgeted Expenditures	Budget Limit
1. Maintenance and Operation Fund (from pages 1, line 30 and 7, line 11)	\$ <u>91,443,509</u>	\$ <u>91,443,509</u>
2. Unrestricted Capital Fund (from pages 4, line 10 and 8, line A.12)	\$ <u>6,596,463</u>	\$ <u>6,596,463</u>
3. Federal Projects Other Than Impact Aid (from Budget, page 6, Federal Projects, line 18 minus line 16)		\$ <u>31,462,149</u>
4. Total Aggregate School District Budget Limit (sum of lines 1 through 3)		\$ <u>129,502,121</u>

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

1. Average salary of all teachers employed in FY 2021 (budget year)	\$ <u>47,491</u>
2. Average salary of all teachers employed in FY 2020 (prior year)	\$ <u>45,191</u>
3. Increase in average teacher salary from the prior year	\$ <u>2,300</u>
4. Percentage increase	<u>5%</u>

Comments on average salary calculation (Optional):

5. Average salary of all teachers employed in FY 2018	\$ <u>38,596</u>
6. Total percentage increase in average teacher salary since FY 2018	\$ <u>23%</u>

**FUND 001 (M&O)**

**MAINTENANCE AND OPERATION (M&O) FUND**

Expenditures		FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease	
		Prior FY	Budget FY						Prior FY 2020	Budget FY 2021		
		100 Regular Education										
1000 Instruction	1.	608.00	545.40	18,905,000	6,805,800	1,016,000	469,000	16,300	31,133,883	27,212,100	-12.6%	1.
2000 Support Services												
2100 Students	2.	89.66	89.66	2,534,000	760,200	255,000	21,000	0	3,249,470	3,570,200	9.9%	2.
2200 Instructional Staff	3.	54.10	54.10	1,321,000	397,000	212,000	39,000	2,000	1,965,643	1,971,000	0.3%	3.
2300 General Administration	4.	11.75	11.75	990,000	297,000	254,000	47,000	21,000	1,564,435	1,609,000	2.8%	4.
2400 School Administration	5.	91.00	91.00	4,525,000	1,281,000	49,000	2,000	1,000	5,628,457	5,858,000	4.1%	5.
2500 Central Services	6.	47.30	47.30	2,025,000	607,500	735,000	102,000	60,000	3,739,810	3,529,500	-5.6%	6.
2600 Operation & Maintenance of Plant	7.	216.43	216.43	5,715,000	1,714,500	3,449,793	4,898,000	11,000	15,958,868	15,788,293	-1.1%	7.
2900 Other	8.	0.00	0.00						0	0	0.0%	8.
3000 Operation of Noninstructional Services	9.	7.50	7.50	200,000	60,000	13,800	175,000		401,353	448,800	11.8%	9.
610 School-Sponsored Cocurricular Activities	10.	25.00	25.00	114,000	35,000				187,600	149,000	-20.6%	10.
620 School-Sponsored Athletics	11.	6.00	6.00	775,000	232,500	295,000	141,500	37,000	1,502,750	1,481,000	-1.4%	11.
630 Other Instructional Programs	12.	0.00	0.00						0	0	0.0%	12.
700, 800, 900 Other Programs	13.	0.00	0.00						0	0	0.0%	13.
Regular Education Subsection Subtotal (lines 1-13)	14.	1,156.74	1,094.14	37,104,000	12,190,500	6,279,593	5,894,500	148,300	65,332,269	61,616,893	-5.7%	14.
200 and 300 Special Education												
1000 Instruction	15.	310.31	310.31	9,446,000	2,833,800	466,000	32,000	4,000	11,708,000	12,781,800	9.2%	15.
2000 Support Services												
2100 Students	16.	61.05	61.05	3,491,000	1,047,300	1,650,000	75,000		4,986,000	6,263,300	25.6%	16.
2200 Instructional Staff	17.	21.05	21.05	519,000	155,700	196,000	7,000		795,902	877,700	10.3%	17.
2300 General Administration	18.	0.00	0.00	139,000	41,700	7,000			151,598	187,700	23.8%	18.
2400 School Administration	19.	1.00	1.00	9,000	2,700	14,000			12,000	25,700	114.2%	19.
2500 Central Services	20.	0.00	0.00			4,748			6,715	4,748	-29.3%	20.
2600 Operation & Maintenance of Plant	21.	1.00	1.00	47,000	14,100	8,000	2,000	500	48,950	71,600	46.3%	21.
2900 Other	22.	0.00	0.00						0	0	0.0%	22.
3000 Operation of Noninstructional Services	23.	0.00	0.00						0	0	0.0%	23.
Subtotal (lines 15-23)	24.	394.41	394.41	13,651,000	4,095,300	2,345,748	116,000	4,500	17,709,165	20,212,548	14.1%	24.
400 Pupil Transportation	25.	133.78	133.78	2,000,000	600,000	1,500,000	900,000		6,892,301	5,000,000	-27.5%	25.
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	95.05	68.94	2,662,223	844,167	471,450	47,160	0	4,025,000	4,025,000	0.0%	26.
530 Dropout Prevention Programs	27.	2.50	2.50	103,000	20,600		5,812		129,412	129,412	0.0%	27.
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%	28.
550 K-3 Reading Program	29.	11.80	11.80	357,935	100,221	1,500	0		523,767	459,656	-12.2%	29.
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	1,794.28	1,705.57	55,878,158	17,850,788	10,598,291	6,963,472	152,800	94,611,914	91,443,509	-3.3%	30.

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

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

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total All Disability Classifications	16,667,665	18,182,448	1.
2. Gifted Education	1,040,000	1,130,100	2.
3. Remedial Education	0		3.
4. ELL Incremental Costs	0		4.
5. ELL Compensatory Instruction	0		5.
6. Vocational and Technical Education (non-CTED)	0		6.
7. Career Education (non-CTED)	0		7.
8. Career Technical Education (CTED)	1,500	900,000	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	17,709,165	20,212,548	9.

**Proposed Ratios for Special Education**

(A.R.S. §§15-903.E.1 and 15-764.A.5)

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

**Estimated FTE Certified Employees**

(A.R.S. §15-903.E.2)

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

**Expenditures Budgeted for Audit Services**

M&O Fund - Nonfederal	<b>6350</b>	<u>51400</u>
All Funds - Federal	<i>6330</i>	<u>5,000</u>

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

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

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

**Expenditures Budgeted in the M&O Fund for Food Service**

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

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 6810, 6890	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
							Prior FY 2020	Budget FY 2021	
<b>Classroom Site Fund 011 - Base Salary</b>									
100 Regular Education									
1000 Instruction	1.	871,477	215,180				1,119,839	1,086,657	-3.0%
2100 Support Services - Students	2.	30,662	7,666				41,994	38,328	-8.7%
2200 Support Services - Instructional Staff	3.	20,442	5,110				27,996	25,552	-8.7%
Program 100 Subtotal (lines 1-3)	4.	922,581	227,956				1,189,829	1,150,537	-3.3%
200 and 300 Special Education									
1000 Instruction	5.	153,312	38,328				209,969	191,640	-8.7%
2100 Support Services - Students	6.						0	0	0.0%
2200 Support Services - Instructional Staff	7.						0	0	0.0%
Program 200 and 300 Subtotal (lines 5-7)	8.	153,312	38,328				209,969	191,640	-8.7%
Other Programs (Specify) _____									
1000 Instruction	9.						0	0	0.0%
2100 Support Services - Students	10.						0	0	0.0%
2200 Support Services - Instructional Staff	11.						0	0	0.0%
3300 Community Services Operations	12.						0	0	0.0%
Other Programs Subtotal (lines 9-12)	13.	0	0				0	0	0.0%
Total Expenditures (lines 4, 8, and 13)	14.	1,075,893	266,284				1,399,798	1,342,177	-4.1%
<b>Classroom Site Fund 012 - Performance Pay</b>									
100 Regular Education									
1000 Instruction	15.	3,639,369	904,491				4,406,839	4,543,860	3.1%
2100 Support Services - Students	16.	61,806	15,451				77,120	77,257	0.2%
2200 Support Services - Instructional Staff	17.						0	0	0.0%
Program 100 Subtotal (lines 15-17)	18.	3,701,175	919,942				4,483,959	4,621,117	3.1%
200 and 300 Special Education									
1000 Instruction	19.	573,911	143,478				716,111	717,389	0.2%
2100 Support Services - Students	20.	26,488	6,622				33,051	33,110	0.2%
2200 Support Services - Instructional Staff	21.						0	0	0.0%
Program 200 and 300 Subtotal (lines 19-21)	22.	600,399	150,100				749,162	750,499	0.2%
Other Programs (Specify) _____									
1000 Instruction	23.	220,735	55,185				275,428	275,920	0.2%
2100 Support Services - Students	24.						0	0	0.0%
2200 Support Services - Instructional Staff	25.						0	0	0.0%
3300 Community Services Operations	26.						0	0	0.0%
Other Programs Subtotal (lines 23-26)	27.	220,735	55,185				275,428	275,920	0.2%
Total Expenditures (lines 18, 22, and 27)	28.	4,522,309	1,125,227				5,508,549	5,647,536	2.5%
<b>Classroom Site Fund 013 - Other</b>									
100 Regular Education									
1000 Instruction	29.	1,748,966	431,860				2,623,232	2,180,826	-16.9%
2100 Support Services - Students	30.	61,550	15,388				98,371	76,938	-21.8%
2200 Support Services - Instructional Staff	31.	41,033	10,258				65,581	51,291	-21.8%
2310 Support Services - Governing Board	32.							0	0.0%
Program 100 Subtotal (lines 29-32)	33.	1,851,549	457,506	0	0		2,787,184	2,309,055	-17.2%
200 and 300 Special Education									
1000 Instruction	34.	307,750	76,938				491,856	384,688	-21.8%
2100 Support Services - Students	35.						0	0	0.0%
2200 Support Services - Instructional Staff	36.						0	0	0.0%
2310 Support Services - Governing Board	37.							0	0.0%
Program 200 and 300 Subtotal (lines 34-37)	38.	307,750	76,938	0	0		491,856	384,688	-21.8%
530 Dropout Prevention Programs									
1000 Instruction	39.						0	0	0.0%
Other Programs (Specify) _____									
1000 Instruction	40.						0	0	0.0%
2100, 2200 Support Serv. Students & Instructional Staff	41.						0	0	0.0%
2310 Support Services - Governing Board	42.							0	0.0%
3300 Community Services Operations	43.							0	0.0%
Other Programs Subtotal (lines 40-43)	44.	0	0	0	0		0	0	0.0%
Total Expenditures (lines 33, 38, 39, and 44)	45.	2,159,299	534,444	0	0		3,279,040	2,693,743	-17.8%
Total Classroom Site Funds (lines 14, 28, and 45)	46.	7,757,501	1,925,955	0	0	254 0	10,187,387	9,683,456	-4.9%

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

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

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

**FUND 610**

**UNRESTRICTED CAPITAL OUTLAY (UCO) FUND**

Expenditures		Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/Decrease
							Prior FY 2020	Budget FY 2021	
<b>Unrestricted Capital Outlay Override (1)</b>	1.						0	0	0.0%
<b>Unrestricted Capital Outlay Fund 610 (6)</b>									
1000 Instruction	2.	4,444,600	447,100				2,547,724	4,891,700	92.0%
2000 Support Services									
2100, 2200 Students and Instructional Staff	3.	317,400	30,000			1,500	192,946	348,900	80.8%
2300, 2400, 2500, 2900 Administration	4.		1,293,363				1,667,206	1,293,363	-22.4%
2600 Operation & Maintenance of Plant	5.		15,000				0	15,000	--
2700 Student Transportation	6.		26,500				0	26,500	--
3000 Operation of Noninstructional Services (5)	7.						0	0	0.0%
4000 Facilities Acquisition and Construction	8.					21,000	0	21,000	--
5000 Debt Service	9.						0	0	0.0%
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	4,762,000	1,811,963	0	22,500	4,407,876	6,596,463	49.7%

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

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

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

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

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 317,400
6642 Textbooks	4,069,600
6643 Instructional Aids	375,000
673X Furniture and Equipment	458,000
673X Vehicles	26,500
673X Tech Hardware & Software	1,349,963

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

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

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

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

Expenditures		UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES		ADJACENT WAYS		
		Fund 610		Fund 630		Fund 695		Fund 620 (2)		
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
<b>Total Fund Expenditures</b>	1.	4,407,876	6,596,463	14,528,348	6,400,000	0	0	832,869	598,700	1.
<b>Select Object Codes Detail (1)</b>										
6150 Classified Salaries	2.	0	0	0	0	0	0	0	0	2.
6200 Employee Benefits	3.	0	0	0	0	0	0	0	0	3.
6450 Construction Services	4.	0	0	0	0	0	0	0	0	4.
6710 Land and Improvements	5.	0	0	0	0	0	0	832,869	598,700	5.
6720 Buildings and Improvements	6.	0	0	14,528,348	6,400,000	0	0	0	0	6.
673X Furniture and Equipment	7.	371,095	458,000	0	0	0	0	0	0	7.
673X Vehicles	8.	287,434	26,500	0	0	0	0	0	0	8.
673X Technology Hardware & Software	9.	1,366,596	1,349,963	0	0	0	0	0	0	9.
6831, 6832 Redemption of Principal	10.	0	0	0	0	0	0	0	0	10.
6841, 6842, 6850 Interest	11.	0	0	0	0	0	0	0	0	11.
Total (lines 2-11)	12.	2,025,125	1,834,463	14,528,348	6,400,000	0	0	832,869	598,700	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	0	20,000	14,528,348	6,400,000			0	0	13.
New Construction	14.	0	0	0	0	0	0	832,869	598,700	14.
Other	15.	2,025,125	1,814,463	0	0	0	0	0	0	15.
Total (lines 13-15, must equal line 12)	16.	2,025,125	1,834,463	14,528,348	6,400,000	0	0	832,869	598,700	16.

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

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2021 \$ -

**SPECIAL PROJECTS**

**FEDERAL PROJECTS**

1. 100-130 ESEA Title I - Helping Disadvantaged Children
2. 140-150 ESEA Title II - Prof. Dev. and Technology
3. 160 ESEA Title IV - 21st Century Schools
4. 170-180 ESEA Title V - Promote Informed Parent Choice
5. 190 ESEA Title III - Limited Eng. & Immigrant Students
6. 200 ESEA Title VII - Indian Education
7. 210 ESEA Title VI - Flexibility and Accountability
8. 220 IDEA Part B
9. 230 Johnson-O'Malley
10. 240 Workforce Investment Act
11. 250 AEA - Adult Education
12. 260-270 Vocational Education - Basic Grants
13. 280 ESEA Title X - Homeless Education
14. 290 Medicaid Reimbursement
15. 374 E-Rate
16. 378 Impact Aid
17. 300-399 Other Federal Projects (Besides E-Rate & Impact Aid)
18. Total Federal Project Funds (lines 1-17)

**STATE PROJECTS**

19. 400 Vocational Education
20. 410 Early Childhood Block Grant
21. 420 Ext. School Yr. - Pupils with Disabilities
22. 425 Adult Basic Education
23. 430 Chemical Abuse Prevention Programs
24. 435 Academic Contests
25. 450 Gifted Education
26. 456 College Credit Exam Incentives
27. 457 Results-based Funding
28. 460 Environmental Special Plate
29. 465-499 Other State Projects
30. Total State Project Funds (lines 19-29)
31. Total Special Projects (lines 18 and 30)

**INSTRUCTIONAL IMPROVEMENT FUND (020)**

1. Teacher Compensation Increases
2. Class Size Reduction
3. Dropout Prevention Programs (M&O purposes)
4. Instructional Improvement Programs (M&O purposes)
5. Total Instructional Improvement Fund (lines 1-4)

		FTE		TOTAL ALL FUNCTIONS	
		Prior FY	Budget FY	Prior FY	Budget FY
6000		63.80	63.80	4,967,300	4,161,733
6000		1.80	1.80	782,159	477,264
6000		0.20	0.20	430,831	251,320
6000		0.00	0.00	0	0
6000		3.00	3.00	105,443	227,336
6000		1.00	1.00	17,802	16,382
6000		0.00	0.00	0	0
6000		43.00	43.00	2,800,737	2,898,075
6000		1.00	1.00	22,379	42,675
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		1.00	1.00	385,489	402,680
6000		0.00	0.00	0	0
6000		0.00	0.00	1,963,411	1,963,411
6000		0.00	0.00	500,000	500,000
6000		0.00	0.00	0	0
6000		8.00	110.60	4,464,587	20,521,273
		122.80	225.40	16,440,138	31,462,149
6000		2.00	2.00	102,173	112,192
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		0.20	0.20	12,338	0
6000		0.00	0.00	350,000	350,000
6000		0.00	0.00	700,000	700,000
6000		0.00	0.00	0	0
6000		9.15	9.15	356,108	615,000
		11.35	11.35	1,520,619	1,777,192
		134.15	236.75	17,960,757	33,239,341

	Prior FY	Budget FY
6000	100,000	100,000
6000	100,000	100,000
6000	100,000	298,000
6000	100,000	58,742
	400,000	556,742

**OTHER FUNDS**

1. 050 County, City, and Town Grants
2. 071 English Language Learner (1)
3. 072 Compensatory Instruction (1)
4. 500 School Plant (2)
5. 510 Food Service
6. 515 Civic Center
7. 520 Community School
8. 525 Auxiliary Operations
9. 526 Extracurricular Activities Fees Tax Credit
10. 530 Gifts and Donations
11. 535 Career & Tech. Ed. & Voc. Ed. Projects
12. 540 Fingerprint
13. 545 School Opening
14. 550 Insurance Proceeds
15. 555 Textbooks
16. 565 Litigation Recovery
17. 570 Indirect Costs
18. 575 Unemployment Insurance
19. 580 Teacherage
20. 585 Insurance Refund
21. 590 Grants and Gifts to Teachers
22. 595 Advertisement
23. 596 Career Technical Education
24. 597 Arizona Industry Credentials Incentive
25. 639 Impact Aid Revenue Bond Building
26. 650 Gifts and Donations-Capital
27. 660 Condemnation
28. 665 Energy and Water Savings
29. 686 Emergency Deficiencies Correction
30. 691 Building Renewal Grant
31. 700 Debt Service
32. 720 Impact Aid Revenue Bond Debt Service
33. 850 Student Activities
34. 855 - Employee Ins

**INTERNAL SERVICE FUNDS 950-989**

1. 9\_\_ Self-Insurance
2. 955 Intergovernmental Agreements
3. 950 WAREHOUSE
4. 951 PRINT SHOP

	Prior FY	Budget FY
6000	0	0
6000	0	0
6000	0	0
6000	752,182	2,177,666
6000	6,000,000	6,000,000
6000	601,337	558,289
6000	100,000	138,958
6000	2,100,000	2,100,000
6000	1,100,000	1,100,000
6000	1,000,000	1,657,964
6000	50,000	50,000
6000	25,000	25,000
6000	0	0
6000	140,000	187,318
6000	59,000	60,258
6000	121,265	128,146
6000	500,000	356,065
6000	56,980	41,140
6000	0	0
6000	0	23,903
6000	18,000	18,000
6000	0	0
6000	1,281,273	1,281,273
6000		100,000
6000	0	0
6000	445,000	424,182
6000	4,200	4,200
6000	0	0
6000	0	0
6000	4,500,000	4,500,000
6000	16,000,000	16,000,000
6000	0	0
6000		1,000,000
6000	9,500,000	8,500,000

6000	0	0
6000	50,000	50,000
6000	30,000	30,000
6000	500,000	500,000

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

**CALCULATION OF FY 2021 GENERAL BUDGET LIMIT  
 (A.R.S. §15-947.C)**

	A. Maintenance and Operation	B. Unrestricted Capital Outlay
*1. FY 2021 Revenue Control Limit (RCL) (from APOR55 tab, page 4)	\$ <u>69,169,307</u>	\$ <u>0</u>
*2. (a) FY 2021 District Additional Assistance (DAA) (from APOR55 tab, page 5)	\$ <u>6,139,670</u>	
(b) DAA Reduction for State Budget Adjustments (from APOR55 tab, page 5)	<u>987,049</u>	
(c) Total DAA (line 2.a minus 2.b)	\$ <u>5,152,621</u>	<u>4,352,621</u>
*3. FY 2021 Override Authorization (A.R.S. §§15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Calculations page, Calculation of Maximum Override for a District No Longer Eligible for a Small School Adjustment, line 6 and Calculation of Small School Adjustment Phase Down Limit, line 6)		
(a) Maintenance and Operation	<u>7,792,593</u>	
(b) Unrestricted Capital Outlay		
(c) Special Program	<u>2,727,407</u>	
*4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (Up to \$50,000 if no election is chosen for phase down, see Calculations page, Calculation of Small School Adjustment Phase Down Limit, line 6)		
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824) Local (Do <b>not</b> include full-day kindergarten or summer school tuition)		
(a) Individuals and Other Private Sources	<u>2,600</u>	<u>145</u>
(b) Other Arizona Districts	<u>1,800,000</u>	<u>67,000</u>
(c) Out-of-State Districts and Other Governments	<u>35,000</u>	<u>300</u>
State		
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)		
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)		
*7. Increase Authorized by County School Superintendent for Accommodation Schools [not to exceed amount on Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 15(e)] (A.R.S. §15-974.B)		
8. Budget Increase for:		
(a) Desegregation Expenditures (A.R.S. §15-910.G-K)	<u>4,025,000</u>	
* (b) Tuition Out Debt Service (from Calculations page, Calculation of Tuition Out for High School Students, line 5) (A.R.S. §15-910.M)	<u>0</u>	
* (c) Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 13) (A.R.S. §15-943.01)	<u>4,072,523</u>	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)	<u>129,412</u>	
(e) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2019 (A.R.S. §15-910.N)		
* (f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)		
* (g) FY 2020 Performance Pay Unexpended Budget Carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.f) (A.R.S. §15-920)	<u>0</u>	
(h) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)		
* (i) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)		
*9. Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.		
(a) Prior Year Over Expenditures/Resolutions:		
(b) <u>Decrease for Transfer from M&amp;O to Energy and Water Savings Fund</u>		
(c) <u>Increase for Energy and Water Savings Fund Transfer to M&amp;O</u>		
(d) <u>Noncompliance Adjustment</u>		
(e) <u>ADM/Transportation Audit Adjustment</u>		
(f) <u>Other:</u>		
*10. Estimated Allocation of Additional Funding (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)	<u>889,667</u>	
11. FY 2021 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)	\$ <u>91,443,509</u>	
12. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line A.11)		\$ <u>4,420,066</u>

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



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

English Language Learners Supplement	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY 2020	Budget FY 2021							Prior FY 2020	Budget FY 2021	
<b>Expenditures</b>											
<b>English Language Learner Fund 071 (A.R.S. §15-756.04)</b>											
1000 Instruction	1.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	2.	0.00							0	0	0.0%
2200 Instructional Staff	3.	0.00							0	0	0.0%
2300 General Administration	4.	0.00							0	0	0.0%
2400 School Administration	5.	0.00							0	0	0.0%
2500 Central Services	6.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	7.	0.00							0	0	0.0%
2700 Student Transportation	8.	0.00							0	0	0.0%
2900 Other	9.	0.00							0	0	0.0%
<b>Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)</b>	10.	0.00	0.00	0	0	0	0	0	0	0	0.0%
<b>Compensatory Instruction Fund 072 (A.R.S. §15-756.11)</b>											
1000 Instruction	11.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	12.	0.00							0	0	0.0%
2200 Instructional Staff	13.	0.00							0	0	0.0%
2300 General Administration	14.	0.00							0	0	0.0%
2400 School Administration	15.	0.00							0	0	0.0%
2500 Central Services	16.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	17.	0.00							0	0	0.0%
2700 Student Transportation	18.	0.00							0	0	0.0%
2900 Other	19.	0.00							0	0	0.0%
<b>Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)</b>	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%



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

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**DATE OF MEETING:        May 11, 2021**

**TITLE:                    Determination of Proposed Issues for Consideration for the Arizona School Boards Association 2022 Political Agenda**

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**BACKGROUND:**

The Arizona School Boards Association, of which the District is a member, is holding its annual ASBA Delegate Assembly on September 11, 2021. The Delegate Assembly determines ASBA's positions for any future Special Sessions of the current legislature and for the Second Regular Session of the Fifty-fifth Legislature (and any special meetings).

In advance of the September Delegate Assembly, ASBA is requesting that individual Governing Boards review its 2021 Political Agenda, attached, as compiled at its 2020 annual meeting. From the Agenda, ASBA asks the Board to affirm its top five (5) priorities and then select two (2) additional priorities for consideration by the ASBA Legislative Committee. The deadline for submission of the priorities is May 21, 2021.

At its June 4, 2021 meeting, the ASBA Legislative Committee will create a draft document to be circulated, during the week of June 21, 2021, to all governing boards and superintendents. That document will be the basis for discussion at the official Delegate Assembly on September 11, 2021. The Item for appointment of a Delegate and Alternate to the ASBA Delegate Assembly will be submitted to the Board in August.

On May 26, 2020, the Governing Board determined its own 2021 legislative priorities:

The top five (5) legislative priorities for submission to the ASBA were:

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

The two (2) alternative submissions to the ASBA were:

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

The Governing Board may want to use these legislative priorities as a starting point as it considers the attached ASBA 2021 Political Agenda. After the Board votes to approve its top five (5) priorities as well as the two (2) additional priorities to put forward to the ASBA, the District administration will submit the information to the ASBA on behalf of the Governing Board.

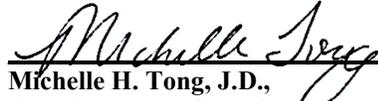
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**RECOMMENDATION:**

This Item is presented for the Board's consideration and discussion of proposed Action Agenda Items for submission to the ASBA Legislation Committee. By motion, the Board will need to state their recommended top five legislative priorities (and two alternative recommendations) for submission to ASBA.

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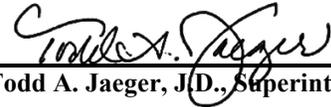
**INITIATED BY:**



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

Date: April 30, 2021



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Todd A. Jaeger, J.D., Superintendent

# 2021 Political Agenda

Adopted by the ASBA Delegate Assembly | October 17, 2020

The Arizona School Boards Association represents and advocates for the diverse interests of the state’s school district governing boards and the approximately 1 million Arizona children whose education is entrusted to their care. ASBA’s legislative, regulatory and legal advocacy is based on the association’s Political Agenda. A member-developed document, the Political Agenda is discussed, debated and approved by ASBA membership at the annual Delegate Assembly. Every district member board has the opportunity to influence the yearly agenda.

## 2021 Priority Issues

**Adequately and Equitably Fund District Schools to at Least the National Median per Pupil Funding**

**Preserve and Strengthen Local Control**

**Improve Outcomes for All Students**

**Require Public Accountability for Taxpayer Dollars Spent on Education**

**Manage the Impact of COVID-19 on Public Schools**

### Adequately and Equitably Fund District Schools to at Least the National Median Per Pupil Funding

- Maximize state funding for nationally and locally competitive salaries to attract, recruit, and retain talented teachers and staff, including incentives for difficult to fill positions.
- Revise the School Finance formula to:
  - Provide a stable, dedicated revenue source less reliant on the general fund or annual legislative appropriation.
  - Provide dedicated school capital funding consistent with the constitutional requirement of a general and uniform public school system.
  - Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural and remote schools.
  - Revise the funding formula to add funding for student mental health and well-being initiatives.
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Advocate to preserve and protect the voters’ original intent of Prop 301.
- Index district additional assistance (DAA) funding for inflation.
- Provide funding for new space before existing schools exceed their maximum capacity and become overcrowded, and provide dedicated and flexible ongoing maintenance funding, including building replacement. Advocate for capacity standards that reflect the design of instructional space.
- Eliminate unfunded mandates and administrative burdens.

- Return desegregation funding to a primary tax levy.
- Conduct an exceptional student services cost study to assure students, including in rural or remote areas, are being funded at the actual cost of their services.
- Adequately fund the cost of student transportation.
- Provide funding for preschool programs.
- Reform current year funding to a system that provides districts with appropriate stable annual budgeting ability and technical reliability.
- Prorate funding over the entire school year among all public schools that a student has attended during the year.
- Provide funding to individual districts to implement locally directed school safety programs as well as student mental health and wellbeing initiatives.
- Equitably invest in technology and reliable internet access for all students.
- Adequately fund programs under exceptional student services.
- Provide funding for districts to improve student achievement by addressing social-emotional learning needs and create training programs for school staff in cultural proficiency and responsiveness.

## Preserve and Strengthen Local Control

Adopted by the ASBA Delegate Assembly | October 17, 2020

- Ensure local control and flexibility in managing funds and programs when possible, given the Arizona constitutional requirements of a general and uniform public school system.
- Change “override/budget increase” language to better reflect what voters are being asked to support.
- Allow school districts greater flexibility in the divestiture or use of taxpayer-funded assets.
- Oppose legislative intrusion on school site budgeting decisions.
- Maintain exclusive local authority over any measure that would propose to consolidate and/or unify any number of school districts into a larger district.

- Support local board authority for student suspensions and open enrollment.
- Support policy that eliminates the use of corporal punishment in Arizona schools.
- Amend current statute to allow school board members to use the E-Qual system in addition to in-person signatures to appear on the ballot.

## Improve Outcomes For All Students

- Increase the compulsory attendance age from 16 to 18 years.
- Enact research-based reform of the English Language Learner model of instruction that may include primary language literacy to improve student achievement that does not segregate English Language Learners from English speaking peers; integrates reading, writing and oral language instruction; and incorporates multiple assessment measures to demonstrate English proficiency.
- Fully restore 9th-grade CTE/CTED eligibility and funding to allow students to explore career fields and/or certification completion.
- Allow CTEDs to serve students through age 21 regardless of graduation status.

- Support policy that recognizes, respects, and promotes teaching as a profession.
- Defend against efforts to chill the free speech rights of school employees.
- State standardized testing shall not be used for any purpose other than a year-over-year measurement of student growth in the tested subject.
- Support policy that protects school district employees and students from discrimination based on sexual orientation and gender identity.

## Require Public Accountability for Taxpayer Dollars Spent on Education

- Establish financial and academic transparency for all institutions and individuals that accept public funds.
- Repeal any program that gives public funds for private schools, vouchers (Empowerment Scholarship Accounts) and private school subsidies (Student Tuition Organizations) and prevent any future expansion.
- Require comparative classroom spending audits for school districts and all other institutions that accept public funds and define “classroom spending” as both instructional spending and student support spending.
- Enforce financial requirements and seek recovery of improperly received and/or expended public funds by charter and private schools and organizations.

## Manage the Impact of COVID-19 on Public Schools

- Hold school districts harmless for significant enrollment losses for school year 2020-2021.
- Provide flexibility in seat time and attendance requirements for school districts for the 2020-2021 school year.
- Suspend state standardized testing requirements for school year 2020-2021.
- Enact a moratorium on school letter grades for school year 2020-2021.
- Provide districts flexibility in teacher evaluation requirements and procedures.
- Facilitate regulatory relief in the event the pandemic continues to (or does so at a future date) interrupt the academic year.
- Create a state-funded program designed to bulk purchase sanitation supplies (i.e. PPE, cleaning supplies, etc.) for distribution to school districts and schools.
- Provide funding for increased expenses incurred due to COVID-19, including costs to meet the social-emotional needs of students.
- Fund technology modernization and accessibility to ensure students have the technology and equipment to use during times like these with the current COVID-19 pandemic.
- Unless a public emergency is declared, maintain the right of school districts to close for safety concerns related to COVID-19 outbreak in the community.
- Protect public schools from liability if a community member contracts COVID-19 while engaged in school-sponsored activities.