

Final Posting: Monday, December 6, 2021, 4:00pm

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, December 7, 2021

5:30 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. This meeting will also be audio streamed live for the public online. The link for the meeting will be posted on the District's website, www.amphi.com.

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

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

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

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

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

Ms. Susan Zibrat, President

2. **EXECUTIVE SESSION**

5

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

A. Consideration and Determination of Appeal of Long-term Suspension/Expulsion Hearing Officer's Decision Pursuant to A.R.S. §15- 843(A), Regarding:

- a. Student # 30052712
- b. Student # 30043457

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

- a. Student # 30051393
- b. Student # 30066586
- c. Student # 30055330

C. Discussion and Consultation with Representatives of the Governing Board In Order to Consider its Position and Instruct Its Representatives in the Meet and Confer Process Pertaining to Policy, Compensation and Benefits for Certificated, Professional Non-Teaching, Support and Administrative Staff Pursuant to A.R.S. § 38-431.03(A)(5), and

D. Discussion or Consultation with the Attorneys of the Public Body, Pursuant to A.R.S. § 38-431.03(A)(3), Concerning Pandemic Conditions and Mitigation Measures.

3. **RECONVENE PUBLIC MEETING** (at approximately 6:30 p.m.)

4. **PLEDGE OF ALLEGIANCE**

Painted Sky Elementary School Students

5. **RECOGNITION OF STUDENT ART**

Painted Sky Elementary School Students

6. **ANNOUNCEMENT OF DATE AND TIME OF THE NEXT REGULAR GOVERNING BOARD MEETING**

Tuesday, January 11, 2022 at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705, in the Leadership and Professional Development Center, SE Entrance and Parking.

7. **RECOGNITIONS**

- A. Presentation of Distinguished Service Award 6
- B. Recognition of Canyon del Oro High School Division 4A Girls Volleyball State Runners-Up 7
- C. Recognition of Canyon del Oro High School Division II Boys 2021 Swimming State Champion and Runners-Up 8
- D. Recognition of Ironwood Ridge High School Division II Boys 2021 Cross Country Runners-Up 9
- E. Recognition of Ironwood Ridge High School Division II Boys 2021 Swimming State Champion and Runners-Up 10
- F. Recognition of Ironwood Ridge High School Division II Girls 2021 Golf Team State Champions 11
- G. Recognition of Ironwood Ridge High School Division II Boys 2021 Golf State Champion

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H. Recognition of Arizona Science Teachers Association Elementary School Teacher of the Year for 2021	13
8. <u>INFORMATION</u>²	
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B. Status of Construction Projects	30
C. Introduction of New Committee Members for the Amphitheater Education Association's Meet and Confer Teams	39
9. <u>PUBLIC COMMENT</u>¹ (45 Minutes Maximum)	
10. <u>CONSENT AGENDA</u>³	
A. Approval of Appointment of Non-Administrative Personnel	41
B. Approval of Personnel Changes	45
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L. Approval of Donation of Surplus Education Materials	107
M. Approval of Disposal of Surplus Property via PublicSurplus.com	108
N. Approval of 2022-2023 Governing Board Meeting Schedule	109
O. Approval of Out of State Travel	111
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Q. Approval of Intergovernmental Agreement with the Arizona Board of Regents, University of Arizona	128
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S. Approval of School Facilities Oversight Board (SFOB) Grant for Ironwood Ridge High School Buildings A, B, C, D Weatherization Assessment	176
11. <u>STUDY</u>⁴	
A. Approval of Budget Neutral Leave Buy-Back Program for Classroom Teachers (For Pilot in Current Fiscal Year)	186
12. <u>STUDY/ACTION</u>	
A. Authorization to Initiate eSports Interscholastics for FY 2023	201
B. Approval to Increase Pay Rates for Classified Employees Effective January 1, 2022 for Compliance with Arizona's Minimum Wage Laws and to Address Wage Compression	212
C. Study and Approval of 2021-2022 District 301 Plan	230
13. <u>ACTION</u>	
A. Approval of Letter by Board Members and Superintendent to the Arizona Independent Redistricting Commission	266
14. <u>PUBLIC COMMENT</u>¹ (45 Minutes Maximum)	

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

16. **ADJOURNMENT**

In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at www.amphi.com, and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible.

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

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

DATE OF MEETING: December 7, 2021

TITLE: Executive Session

- A. Motion to Recess Open Meeting and Hold an Executive Session for:**
 - A. Consideration and Determination of Appeal of Long-term Suspension/Expulsion Hearing Officer's Decision Pursuant to A.R.S. §15-843(A), Regarding:**
 - a. Student # 30052712
 - b. Student # 30043457
 - B. Consideration and Decision Upon Expulsion Hearing Officer's Recommendations, Pursuant to A.R.S. §15-843(F)(2), Regarding:**
 - a. Student # 30051393
 - b. Student # 30066586
 - c. Student # 30055330
 - C. Discussion and Consultation with Representatives of the Governing Board In Order to Consider its Position and Instruct Its Representatives in the Meet and Confer Process Pertaining to Policy, Compensation and Benefits for Certificated, Professional Non-Teaching, Support and Administrative Staff Pursuant to A.R.S. § 38-431.03(A)(5), and**
 - D. Discussion or Consultation with the Attorneys of the Public Body, Pursuant to A.R.S. § 38-431.03(A)(3), Concerning Pandemic Conditions and Mitigation Measures.**

BACKGROUND:

The Board may wish to convene an executive session to discuss the items listed above pursuant to A.R.S. § 15-843(A), A.R.S. § 15-843(F)(2), and/or A.R.S. § 38-431.03(A)(3) & (5).

RECOMMENDATION:

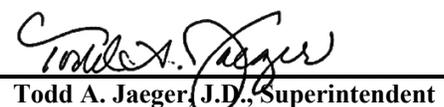
The administration recommends the Board take action to convene an Executive Session.

INITIATED BY:



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

Date: December 6, 2021



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Presentation of Distinguished Service Award

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 December:

- Devahi Balachandran, ELD Math Teacher, Amphitheater High School
- Claudia Bustamante, Health Assistant, Innovation Academy

RECOMMENDATION:

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

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: November 29, 2021

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Recognition of Canyon del Oro High School Division 4A Girls Volleyball State Runners-Up

BACKGROUND:

The Canyon del Oro High School Girls Volleyball team is the Division 4A State Runner-Up.

Team:

**Alina Nunez
Abby Whatton
Anissa El - Ali
Madison Navarrete
Kamryn McDaniel
Morgan Hains
Angelica Lopez
Genna Burns
Katelyn Hawkins
Emma Guzman
Kendal Snyder
Chris Placencia**

Coaches:

**Michael Owens
Kimberly Dotseth
Jose Robles**

RECOMMENDATION:

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

INITIATED BY:

Michelle Valenzuela, Communications Director

Date: November 29, 2021

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Recognition of Canyon del Oro High School Division II Boys Swimming 2021 State Champion and Runners-Up

BACKGROUND:

The following Canyon del Oro High School students will be recognized for their performances at the Arizona State Division II Boys Swim Competition.

Division II State Individual Champion 200-yard Individual Medley
Division II State Individual Boys 500 Yard Freestyle Runner-Up
Riley Stewart

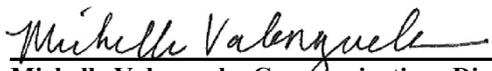
Division II State Runner Up 400 Relay
Aaron Lopez
Vincent Ferrara
Scott Edmiston
Riley Stewart

Coaches:
Jen Inboden
James Yewell

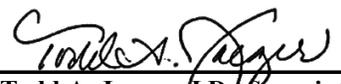
RECOMMENDATION:

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

INITIATED BY:


Michelle Valenzuela, Communications Director

Date: November 29, 2021


Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Recognition of Ironwood Ridge High School Division II Boys 2021 Cross Country Runners-Up

BACKGROUND:

The following Ironwood Ridge High School students will be recognized for being the Division II Cross Country Team and Individual Runners-Up:

Team:

**Logan Marek
Nathan Richardson
Noah Brunet
Declan Jorgensen
John Richardson
Mason Tengel
Gage Robbins
Matt Pueschner**

Individual:

Logan Marek

Coaches:

**Emily Adeyemi
Emily Bartz
Mike Smith
Melanie Zibrat**

RECOMMENDATION:

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

INITIATED BY:

Michelle Valenzuela

Michelle Valenzuela, Communications Director

Date: November 29, 2021

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Recognition of Ironwood Ridge High School Division II Boys 2021 Swimming State Champion and Runners-Up

BACKGROUND:

The following Ironwood Ridge High School students will be recognized for their performances at the Arizona State Division II Boys Swim Competition.

Division II State Individual Champion 100-yard Breast-stroke:

Carter Dooling

Division II State Runners Up 200 Relay

Braden Hess

Edgar Betancourt

Isaac Baesler

Carter Dooling

Coaches:

Nancy Smith

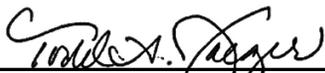
RECOMMENDATION:

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INITIATED BY:


Michelle Valenzuela, Communications Director

Date: November 29, 2021


Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Recognition of Ironwood Ridge High School Division II Girls 2021 Golf Team State Champions

BACKGROUND:

The Ironwood Ridge Girls Golf Team are this year's Arizona State Division II Girls Golf Team Champions. They are the first Southern Arizona high school golf team to win three state championships in a row.

Team:

Zoe Newell
Raina Ports
Hannah Ports
MaKenna Brown
Celia Schrecker
Lucy Newell
Charlotte Schrecker
Braelynne Hopkins

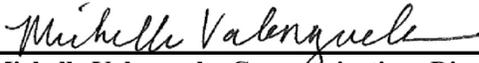
Coaches:

Doug Kautz, head coach
Sydney Calwill, assistant coach
Troy Jewkes, volunteer

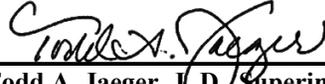
RECOMMENDATION:

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

INITIATED BY:


Michelle Valenzuela, Communications Director

Date: November 29, 2021


Todd A. Jaeger, J. D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Recognition of Ironwood Ridge High School Division II Boys 2021 Golf State Champion

BACKGROUND:

The following Ironwood Ridge High School student will be recognized for being the Division II Boys Golf State Champion.

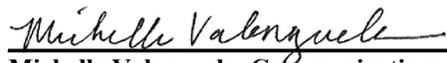
Champion:
Brasen Briones

Head coach:
Ryan Bais

RECOMMENDATION:

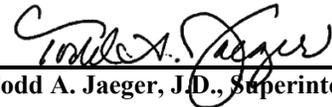
This is presented for the Board's information and recognition.

INITIATED BY:



Michelle Valenzuela, Communications Director

Date: November 29, 2021



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Recognition of Arizona Science Teachers Association Elementary School Teacher of the Year for 2021

BACKGROUND:

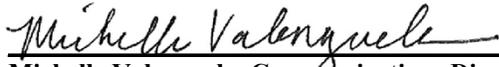
The Arizona Science Teachers Association gives Teacher of the Year Awards annually to recognize and honor teachers who exemplify quality science instruction. The award is presented to one teacher from the elementary level, middle school/junior high level, and the high school level at the association's annual convention.

This year's Elementary School Arizona Science Teacher of the Year is Rachelle Ferris from Innovation Academy.

RECOMMENDATION:

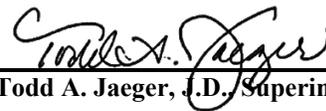
This is presented for the Board's information and recognition.

INITIATED BY:



Michelle Valenzuela, Communications Director

Date: November 29, 2021



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 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.

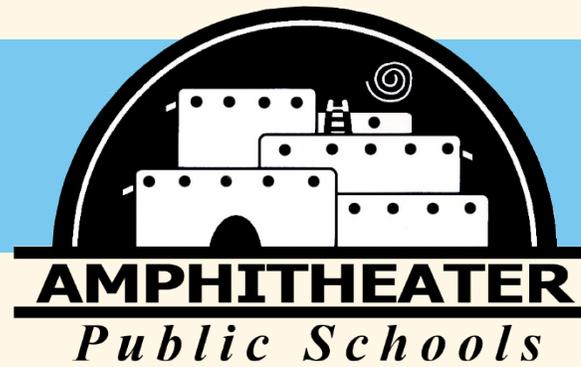
RECOMMENDATION:

This item is presented for the Board's information.

INITIATED BY:

Date: November 29, 2021

Todd A. Jaeger, J.D., Superintendent



December 7, 2021

15

Superintendent's Report





Around the Schools



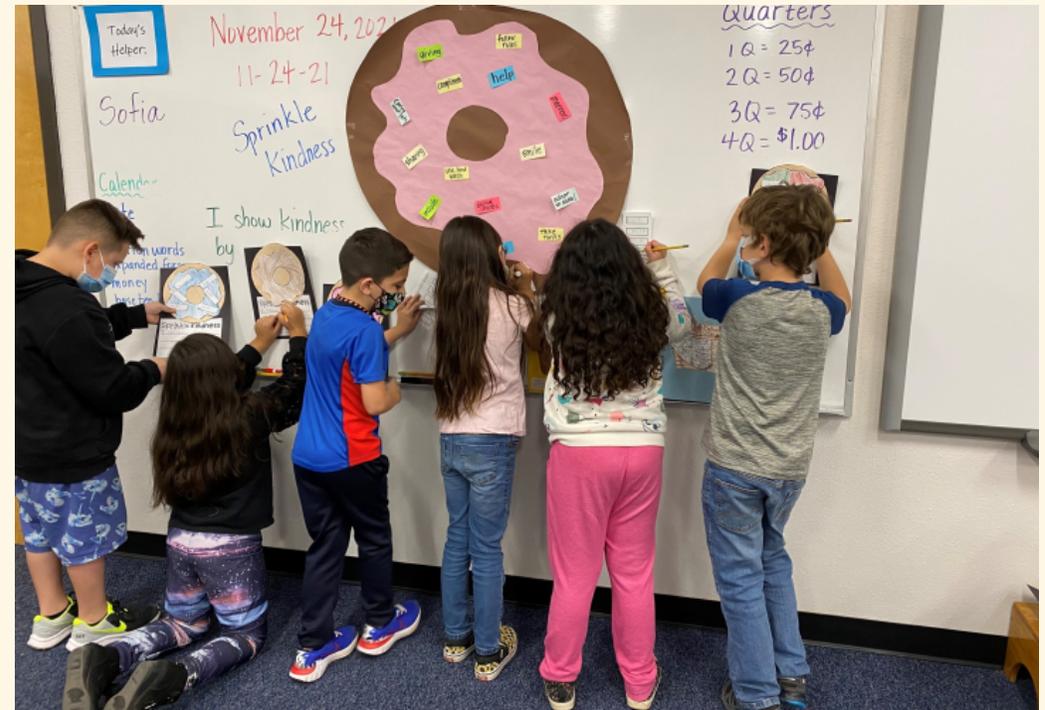
Mrs. Karen Cross at Wilson K-8 worked with her REACH class to create a Thanksgiving Day Ozobot Parade.



The Holaway Coyotes had a blast at their Turkey Trot just before Thanksgiving. Students enjoyed music, dancing, walking and running and had a great time at the event.



Around the Schools



The District celebrated two special days before Thanksgiving break. November 19, 2021 was Substitute Employee Day, and we thanked all of our subs for the work they do to support students. Keeling Elementary School celebrated the day with some goodies, and other schools honored their subs as well. November 24, 2021 was Kindness Day in the District. Schools and other work sites held all sorts of kindness activities. At right, you see Coronado K-8 students “sprinkling” kindness in their school and community.



Around the Schools



A few more Kindness Day photos: At left, students at Rio Vista Elementary School attached kindness memories to their fence. At center is an entry in Nash Elementary School's Kindness Day Door decoration contest. At right, check out Painted Sky Elementary School's project. Students painted 400 Kindness Rocks to share with people who need a bit of encouragement.



Around the Schools



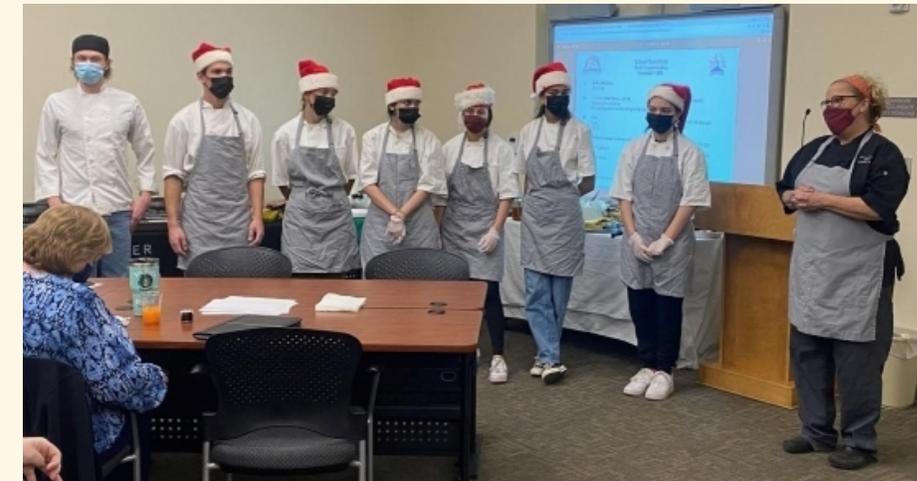
Work has begun on the playground for the new CTE preschool at Amphi High School. Check out the beautiful privacy screens donated by Chasse Building Team. Can't wait to open our doors to students!



Thank You



Thank you to the employees of Pima Federal Credit Union for their donation to the Amphi Foundation to help our families this Christmas. Also -- a big thank you to the CDO Catalina Jazz Combo, led by director Rane Schmucker. The Combo set the tone for last week's All-Team meeting. Another treat: Ironwood Ridge High School Culinary students put on a delicious breakfast for our principal meeting today. Thank you to the student chefs and their teacher, Chef Jean Gowan.





He's back!



Amphitheater's favorite elf is back to his annual shenanigans. He has been dropping by each of our schools to see how things are going and to play a bit of a hide-and-seek game. Each day leading up to Winter Break, we post a photo and ask our Facebook and Instagram followers to guess where he is. Anyone know the answer to this one?

The Pandemic and Mitigation Efforts

Quick Review of Data

Pandemic Status

Pima County Data – Entire Pandemic



TOTAL CASES
126,129



TOTAL DEATHS
2,486

FEMALE CASES
51.78 %

MALE CASES
47.03 %

<5 YEARS
1.60 %

05-19 YEARS
15.39 %

20-44 YEARS
44.31 %

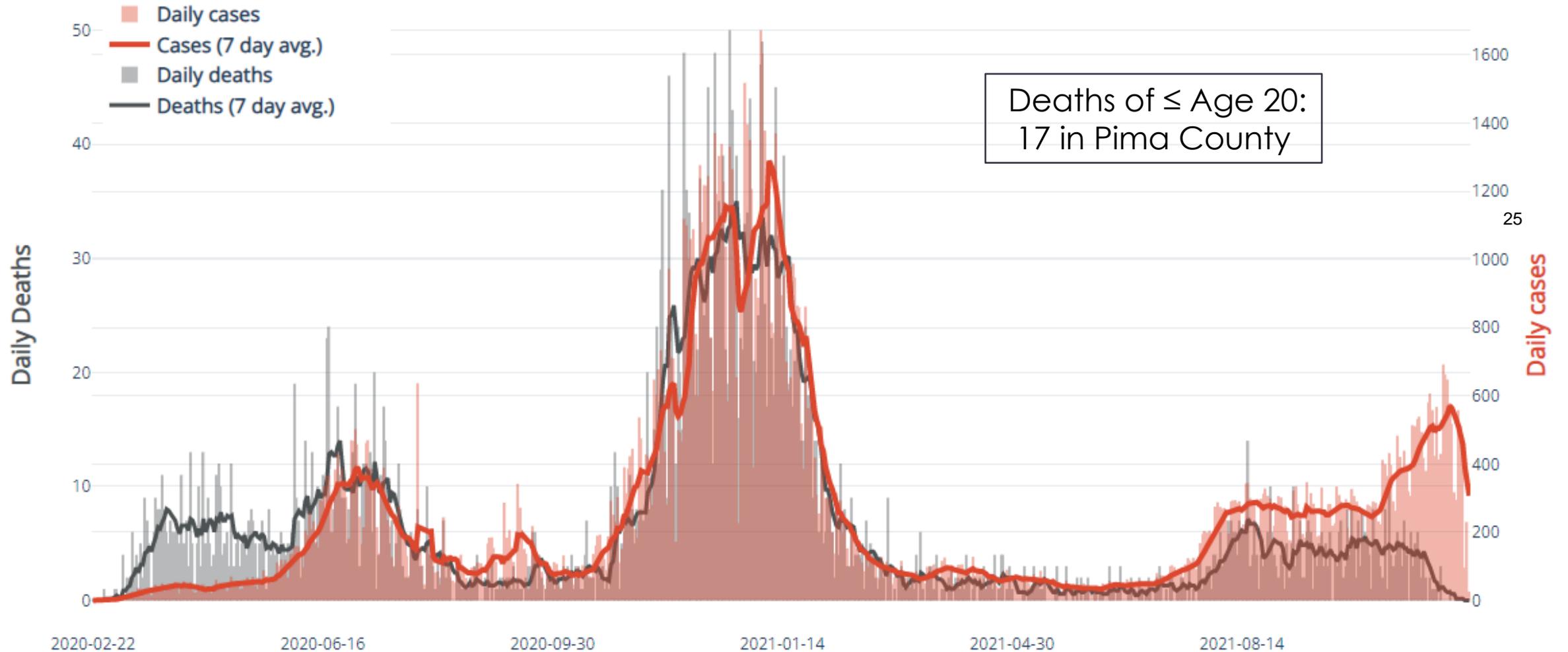
45-54 YEARS
13.59 %

55-64 YEARS
11.63 %

65+ YEARS
13.44 %

Perspective: Cases and Deaths over the Entire Pandemic Period (Pima County)

Cases and Deaths



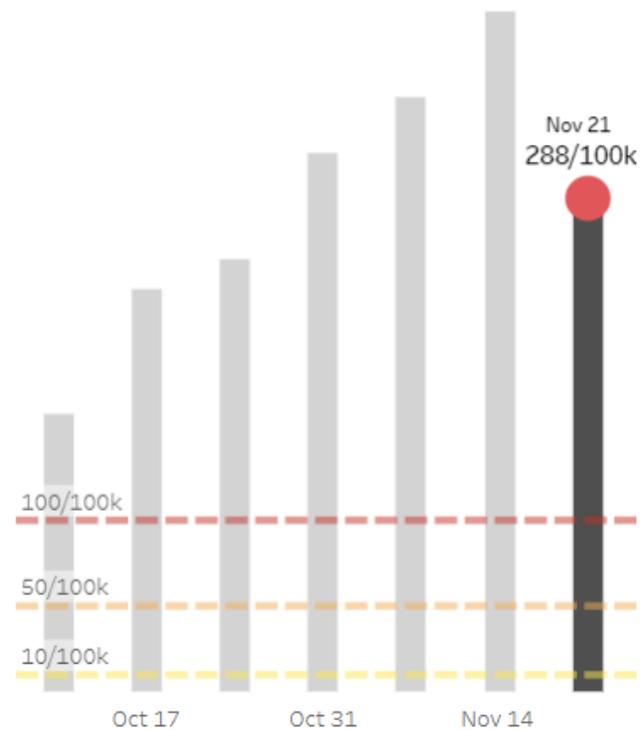
The 2 Key Indicators: Cases per 100K and Percent Positivity in Tests

Showing data for Pima County

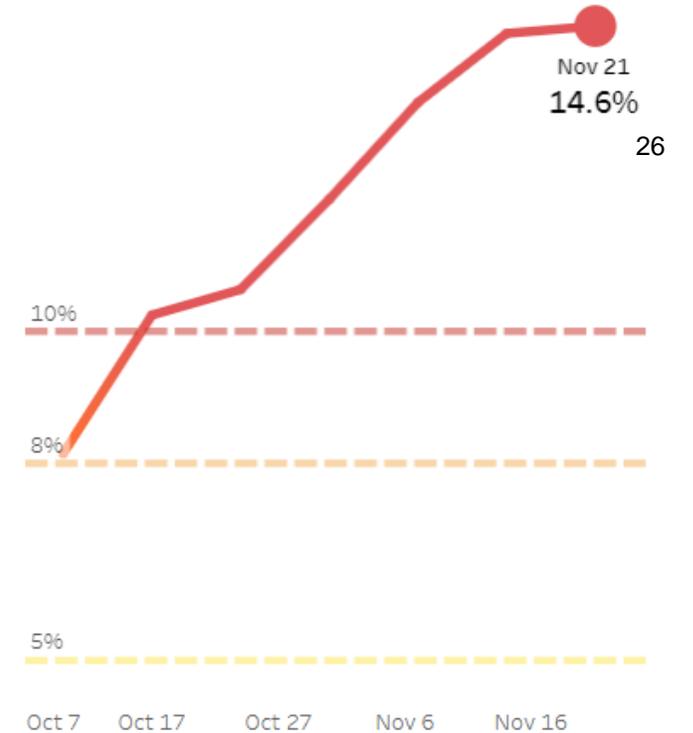
High Transmission

Hover for more information.

Cases per 100,000 individuals: **High**



Percent positivity: **High**



Date Updated: 12/2/2021

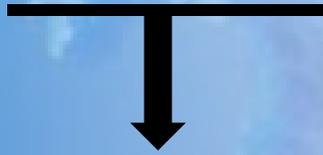
The Pima County Metric Charts

	Criteria not met	Progress	Criteria met
Cases over two consecutive weeks (with complete reporting of cases)			
Percent Positivity			
COVID-19 like illness			

	Criteria not met	Progress	Criteria met
Lab Testing Availability and Utilization			
Hospital Bed Capacity			
Sufficient Personal Protective Equipment (PPE) for Emergency Responders			

	Criteria not met	Progress	Criteria met
Timely case investigation			
Testing of symptomatic contacts within 48 hours			
Facilities/support for patients who can't be discharged home - Statewide			

Amphi District Cases -- Current and Entire School Year



9

Active cases in Employees

Equates to 0.46% of Employees



41

Active cases in Students

Equates to 0.34% of the Student Population

Last Board Meeting:

6 Employee Cases

61 Student Cases

494 YTD Total Cases

District/category	Cases
Amphitheater	758
Catalina Foothills	125
Continental	62
Flowing Wells	306
Marana	656
Sahuarita	402
Sunnyside	674
Tanque Verde	111
Tucson Unified	1,643
Vail	756
Other	1,186

Moving Forward

- Upcoming meeting with PCHD
- Development of criteria for ending mask mitigation
- Solicitation of input regarding masks
- Continuation of other mitigation efforts
- Primary Goal: Keeping classrooms and schools open ²⁹



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

DATE OF MEETING: December 7, 2021

TITLE: Status of Construction Projects

BACKGROUND:

Administration will present the Governing Board with current information on the status of construction projects funded with State of Arizona School Facilities Oversight Board, ESSER and Bond Funding.

RECOMMENDATION:

For information and discussion only.

INITIATED BY:

A handwritten signature in black ink, appearing to read "Richard C. La Nasa".

Richard C. La Nasa, Executive Manager, Operational Support

Date: November 29, 2021

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

Todd A. Jaeger, J.D., Superintendent

Status of Construction Projects
12/7/2021 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 SFOB, Bond and ESSER funding.

AHS:

Bond Projects

Locker Room Improvements – Winter Break Project	\$122,410
Cafeteria HVAC Replacements – Rodeo Break Project	\$140,691
100 Wing Carpet Replacement – 6 Classrooms -Winter Break Project	\$28,260
700 Wing HVAC Improvements Winter Break Project	\$19,997
Building H – Mechanical Improvements – -Materials Ordered	\$79,980
400 Wing North Side Exterior Painting -Winter Break Project	\$16,275

ESSER Projects

HVAC Improvements	
-Student Center/Bookstore – 7 Zone RTU Design -Design Complete, Obtaining Const. Quotes	\$20,150
-100 & 200 Wing Classroom Fan Coil Replacement -Replace 4 Pipe Fan Coils - Design	\$34,475

SFB Projects

Main Gym Roof Replacement – Complete

\$660,070



300 Wing Breezeway Sewer Line Replacement
-PO Requested

\$15,780

Central Plant #3 Hot Water Line Assessment
-PO Requested

\$2,400

300 Wing – Structural Repairs Design – Complete

\$30,795

CDO:

Bond Projects

Replacement of Campus Clocks – Complete	\$39,614
Library Boiler Replacement – Winter Break Project	\$33,800
Domestic Waterline Replacement – Winter Break Project	\$55,909
Design Services to Repave East Parking Lot -Complete – Summer 2022 Construction	\$25,400
Design Services for Main Central Plant renovation -50% Complete – Summer 2022 Construction	\$39,350

ESSER Projects

Locker Room HVAC Replacements – Units Ordered	\$34,434
Building E Air HVAC Replacement – Units Ordered	\$83,370

SFB Projects

Campus Roofing Phase II	\$2,398,313
-Bldg P – 95% Complete	-Bldg BN – 95% Complete
-Bldg O – 95% Complete	-Bldg L – 95% Complete
-Bldg A – 90% Complete	-Bldg B – 95% Complete
-Bldg C – 80% Complete	-Bldg IE/IW – 65% Complete



IRHS:

Bond Projects

Irrigation Well Design	\$58,538
Cooling Tower #1 Replacement -Spring Break Project	\$147,023
Locker Room Improvements – Winter Break Project	\$119,058

SFB Projects

Weatherization FA & GYM -SFB Construction Grant Request Submitted	\$270,200
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AMS:

Bond Projects

Parking Lot Repairs – Work Scheduled \$9,428

Copper Creek:

SFB Projects

MPR Roof Design – 100% Complete \$24,300
-Construction Bids Due in January

Coronado:

Bond Projects

Boiler Replacement – Rodeo Break Project \$99,845

Room 403 Carpet Replacement – Winter Break Project \$5,337

Cross:

Bond Projects

Campus-wide PA improvements & clocks \$103,944
-PA improvements 95% Complete
-Clock Install - 100% Complete

Cafeteria HVAC RTU Replacements Structural Evaluation \$2,000

ESSER Projects

Install 2 Water Fountains with Bottle Fillers – Procurement

SFB Projects

Campus Roof Replacement \$4,075,000
- Pre-Construction Phase

Donaldson:

ESSER Projects

Pod F HVAC RTU Replacements – PO Requested \$59,708

Install 4 Water Fountains with Bottle Fillers - Procurement

Harelson:

Bond Projects

Phase 2 Hot Water Pipe Replacement \$41,05

-Winter Break Project

ESSER Projects

Install 4 Water Fountains with Bottle Fillers - Procurement

SFB Projects

Funhouse Weatherization \$74,500

-SFB Construction Grant Request Submitted

Holaway:

Bond Projects

Front Office Single Point of Entry Design \$6,100

Main Switchgear Replacement Design – Complete \$23,329

-Contractor Bids Due 12/8

Keeling:

Bond Projects

Building A – HVAC Replacements – Structural Evaluation \$2,110

La Cima:

Bond Projects

Campus PA & Clock improvements – Materials Ordered \$85,624

ESSER Projects

Install 5 Water Fountains with Bottle Fillers - Procurement

Mesa Verde:

Bond Projects

Access Control Improvements – Materials Ordered \$36,746

Parking Lot Improvements – Winter Break Project \$18,197

Adjacent Ways

Bus Loop Asphalt Replacement – Winter Break Project \$42,171

ESSER Projects

Install 2 Water Fountains with Bottle Fillers - Procurement

SFB Projects

Campus Roof Replacement – Re-Bid Construction \$1,027,351

Nash:

Bonds Projects

Building F & G Split System HVAC Replacements \$74,800
-PO Requested

Painted Sky:

Bond Projects

Rooms 20 & 21 Carpet Replacement – Winter Break Project \$9,407

Prince:

Bond Projects

Building C Mechanical Evaluation \$4,365
-Engineering Report Completed

New Playground Equipment – Materials Ordered \$74,348

Rillito:

SFB Projects

Buildings A & D Weatherization Design – 100% Complete \$10,390

Rio Vista:

Bond Projects

Activity Gym HVAC Replacement – Structural Evaluation

ESSER Projects

Building C Multizone AC Replacement Design – PO Issued \$24,925

Walker:

ESSER Projects

Install 5 Water Fountains with Bottle Fillers – Procurement

Wilson:

ESSER Projects

North MPR HVAC RTU Replacements – Units Ordered \$88,827

*SOMETHING NEW AT EVERY SCHOOL,
EVERY YEAR!*



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

DATE OF MEETING: **December 7, 2021**

TITLE: **Introduction of New Committee Members for the Amphitheater Education Association's Meet and Confer Teams**

BACKGROUND:

The meet and confer teams for FY 2021-2022 were previously introduced during the Governing Board meeting on October 5, 2021. Pursuant to Policy HD, employees are represented in meet and confer through a team of employee representatives designated by the Amphitheater Education Association (AEA). The Superintendent designates a team of administrators to represent the District during the process.

AEA's team membership changed after October 5, 2021. This agenda item is provided to introduce the new AEA team members. The new AEA members are identified below in blue and the ~~red strikethrough~~ shows which of the original AEA designees they replace.

AEA Meet and Confer Teams

AEA Professional Staff Team

Michelle Bulisache, Special Education Resource Teacher, Coronado K-8 School

Patricia Hebert, Mathematics Teacher, Canyon Del Oro High School

~~Amanda Hay, Fifth Grade Teacher, Princee Elementary School~~

Lisa Millerd, AEA President, English Teacher, Amphitheater High School

Facilitator: **Robert Young, Special Education History Teacher, Amphitheater High School**

~~Brianne Ronnie, Fifth Grade Teacher, Painted Sky Elementary~~

AEA Support Staff Team

Jimmy Harper, Campus Monitor, Amphitheater High School

Victor Ortiz, Refrigeration Mechanic III, Facilities Department

Robert Wacker, AEA Classified Vice-President Journeyman Electrician, Facilities Department

Facilitator: **Vanessa Harding, Bookstore Manager, Amphitheater High School**

~~Lisa Millerd, Amphitheater High School English Teacher, AEA President~~

The District Meet and Confer Teams

The Superintendent selected the following representatives for the District team, and there have been no changes since these representatives were previously introduced on October 5, 2021:

District Professional Staff Team

Matthew Munger, Associate Superintendent for Secondary Education

Michelle Tong, Associate to the Superintendent and General Counsel

Chris Trimble, Walker Elementary School Principal

Facilitator: Tassi Call, Associate Superintendent for Elementary Education

District Support Staff Team

Richard La Nasa, Executive Manager of Operational Support

J.J. Letts, Donaldson Elementary School Principal

Angela Wichers, Amphitheater Middle School Principal

Facilitator: Chris Gutierrez, Cross Middle School Principal

RECOMMENDATION:

No action is required of the Governing Board at this time. This item is presented to introduce the new AEA meet and confer teams and to provide the Governing Board the opportunity to review the meet and confer process and comment as needed.

INITIATED BY:



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

Date: November 30, 2021



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **December 7, 2021**

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

BACKGROUND:

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of December 6, 2021.

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: December 6, 2021

Todd A. Jaeger, J.D., Superintendent

12/7/2021

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Catalanotto	Ann	ADDN - Homebound	CT-RET	Wetmore Center	CTT-MA	2 years	Rehire		\$30.00 per hour
Cephers	Tyrone	Counselor	CT-PR	CDO High School	COUN-MA	0 years	Replacement	Ms. Bulleigh	
Kirkendall	Alexis	Social Worker	CT-PR	Amphi Middle School	PRNT-MA	10 years	Replacement	Ms. Wichers	
Kagler	Patricia	Teacher - Grade 4	CT	Nash Elementary	CTT-BA	5 years	Replacement	Dr. Esquibel	
Papajohn	Sarah	Teacher - Academic Intervention	CT	Mesa Verde Elementary	CTT-BA	6 years	Replacement	Ms. Tracy	
Simpson	Jason	Teacher - CTE	CT	La Cima Middle School	CTT-BA	1 year	Replacement	Dr. Dudley	
Phillips	Marci	Bus Driver	CL-RET	Transportation			Replacement	Ms. Frye-George	\$13.20 per hour
Nichols	Brook	School Nurse	CL-PR	Amphi Middle School	CTT-BA	0 years	Replacement	Ms. Wichers	
Rusiecki	Elizabeth	Pandemic Mitigation and Compliar	CL-PR	Wetmore Center	PR EX	0 years	New Position	Ms. Tong	
Agiesta	Coreen	Special Education Teaching Assisi	CL	Painted Sky Elementary	E	N/A	Replacement	Ms. Papajohn	
Bradley	John	Special Events Worker	CL	CDO High School			Rehire		\$12.15 per hour
Bradley	John	Special Events Worker	CL	Ironwood Ridge High			Rehire		\$12.15 per hour
Bradley	John	Special Events Worker	CL	Ironwood Ridge High			Rehire		\$12.15 per hour
Bruno	Rebecca	Campus Monitor	CL	Mesa Verde Elementary	A	N/A	Replacement	Ms. Tracy	
Delgado	Alejandro	Special Events Worker	CL	Amphi High School			Replacement		\$12.15 per hour
Garcia	James	Routing Coordinator	CL	Transportation	M	0 years	Replacement	Ms. Frye-George	
Klyn	Jeremiah	Bus Driver Trainee	CL	Transportation	A	N/A	Replacement	Ms. Frye-George	
Layton	Elise	Campus Monitor	CL	Holaway Elementary	A	N/A	Replacement	Mr. Frederiksen	
Loveridge	Annabelle	Special Education Teaching Assisi	CL	Ironwood Ridge High	E	N/A	Replacement	Mr. Spencer	
Perez	Jennifer	Special Education Teaching Assisi	CL	Cross Middle School	E	N/A	Replacement	Mr. Gutierrez	
Reil	Elisabeth	Special Education Teaching Assisi	CL	Amphi High School	E	N/A	Rehire	Mr. Malis	
Reiner	Michele	Food Service Attendant III - Lead	CL	La Cima Middle School	H	5+ years	Replacement	Dr. Dudley	
Robles	Ruben	Maintenance Technician II	CL	Facilities Support	J	N/A	Replacement	Mr. Gill	

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

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Waters	Daniel	Maintenance Technician II	CL	Facilities Support	J	10 years	Replacement	Mr. Gill	
Chavarria	Martin	Student Worker	ASW	CDO High School			Replacement		\$12.15 per hour
Kaur	Manpreet	Student Worker	ASW	CDO High School			Replacement		\$12.15 per hour

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

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

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

12/07/2021
**GOVERNING BOARD MEETING
 APPOINTMENTS**

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Morin	Paul		CT		11/02/2021	
Steiner	Jake		CT		11/02/2021	
Elish	Debra		CL		11/16/2021	
Maxwell	Annie		CL		10/28/2021	

AD Administrative
 PR Professional
 CT Certified
 CL Classified



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

DATE OF MEETING: **December 7, 2021**

TITLE: **Approval of Personnel Changes**

BACKGROUND:

Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of November 29, 2021.

RECOMMENDATION:

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

INITIATED BY:

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

Date: November 29, 2021

Todd A. Jaeger, J.D., Superintendent

12/7/2021

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Bibbey	Sarah	Social Worker	CT-PR	La Cima Middle School	Decrease FTE		N/A	<0.2 FTE>
Dattilo	Arpana	Psychologist	CT-PR	Nash Elementary	Decrease FTE		N/A	<0.3 FTE>
Grover	Jennifer	Teacher - Kindergarten	CT	Coronado K-8 School	Promotion	CTT-BA	0 years	
Ramstack	Katie	Teacher - Rillito Classroom	CT	Rillito Center	Correction	CTT-MA	0 years	Correction to salary level
Vossler	Ryan	Teacher - Adaptive P.E.	CT	CDO High School	Added Duty			\$6,701.22
Baldenego	Mireya	Bus Driver	CL	Transportation	Increase FTE		N/A	+0.0437 FTE
Canupp	Pauline	Food Service Attendant I	CL	La Cima Middle School	Transfer		N/A	
Carry Robinson	Geneva	Bookstore Manager	CL	CDO High School	Transfer		N/A	
Cevantes	Dulce	Food Service Attendant I	CL	La Cima Middle School	Transfer		N/A	
Crum	Tracy	Campus Monitor	CL	Rio Vista Elementary	Decrease FTE		N/A	<0.25 FTE>
Crum	Tracy	Instructional Aide - Classroom	CL	Rio Vista Elementary	Reassignment		N/A	
Dickey	Anitra	Special Education Teaching Assis	CL	Rillito Center	Increase FTE		N/A	+0.0625 FTE
Flores-Coronado	Angelina	Food Service Attendant I	CL	Donaldson Elementary	Additional Position	A	N/A	
Galindo	Griselda	Food Service Attendant III - Lead	CL	Mesa Verde Elementary	Promotion	H	+\$0.98	
Gamez	Griselda	Food Service Attendant I	CL	Rio Vista Elementary	Decrease FTE		N/A	<0.25 FTE>
Gamez	Griselda	Campus Monitor	CL	Rio Vista Elementary	Additional Position	A	N/A	
Gentry	Gina	Special Education Teaching Assis	CL	Rio Vista Elementary	Increase FTE		N/A	+0.0625 FTE
Guadian	Amelinda	Bus Driver	CL	Transportation	Increase FTE		N/A	+0.0875 FTE
Hyatt	Kristy	Transportation Attendant	CL	Transportation	Increase FTE		N/A	+0.0312 FTE
Loza	Maria	Custodian I	CL	Wetmore Center	Transfer	D	N/A	

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*	2020-2021 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
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
Mason	Kristin M.	Behavioral Intervention Monitor	CL	Prince Elementary	Transfer		N/A	
Mautalen	Kurtis	Groundskeeper II	CL	Facilities Support	Promotion	G	+\$.49	
Moody	Dora	Bus Driver	CL	Transportation	Increase FTE		N/A	+0.05 FTE
Neisius	Megan	Preschool Aide/Caregiver	CL	Amphi High School	Transfer		N/A	
Pittman	Allisa	Transportation Attendant	CL	Transportation	Increase FTE		N/A	+0.1250 FTE
Richins	Tonnette	Food Service Attendant I	CL	Rio Vista Elementary	Decrease FTE		N/A	<0.0625 FTE>
Rowland	Barbara	Library Assistant	CL	CDO High School	Transfer		N/A	
Valdez	Martina	Food Service Attendant I	CL	Holaway Elementary	Reassignment		<\$0.50>	
Vasquez	Paula	Crossing Guard	CL	Holaway Elementary	Decrease FTE		N/A	<0.25 FTE>
Walsh	Robert	Custodian I	CL	Innovation Academy	Transfer		N/A	
Burlison	Taryn	ADDN - Certified Tutor	ADCT	Amphi High School	Addendum			\$30.00 per hour
Burlison	Taryn	ADDN - Certified Tutor	ADCT	Amphi High School	Addendum			\$30.00 per hour
Caputo	John	Coach - Basketball Assistant MS	ADCT	Wilson K-8 School	Addendum			\$1,400.00
Casey	Nancy	ADDN - Odyssey of the Mind	ADCT	Coronado K-8 School	Addendum			\$1,200.00
Chen	Christopher	ADDN - Chess HS	ADCT	CDO High School	Addendum			\$1,100.00
Cochran	James	ADDN - Performing Arts MS	ADCT	Coronado K-8 School	Addendum			\$1,800.00
Davis	Rachel	Coach - Basketball Assistant MS	ADCT	Coronado K-8 School	Addendum			\$1,400.00
Dimillio	Donna	ADDN - Homebound	ADCT	Wetmore Center	Addendum			\$30.00 per hour
Duran-Kepler	Monica	Coach - Spiritleading Head Winter	ADCT	Amphi High School	Addendum			\$2,450.00
Golden	Brandee	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Graun	Suzanne	ADDN - Section 504	ADCT	La Cima Middle School	Addendum			\$282.90
Gruber	Alexis	ADDN - Odyssey of the Mind	ADCT	Walker Elementary	Addendum			\$913.07

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*	2020-2021 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
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
Hayes	Jeremy	Coach - Soccer Head MS	ADCT	Coronado K-8 School	Addendum		\$1,700.00	
Higgins	Ashley	Coach - Soccer Assistant MS	ADCT	Cross Middle School	Addendum		\$1,400.00	
Hurley	Benjamin	Coach - Basketball Head HS	ADCT	Amphi High School	Addendum		\$3,000.00	
Keene	Bonnie	ADDN - Technology Coach HS	ADCT	Amphi Academy Online	Addendum		\$1,550.00	
Lortie	Sarah	ADDN - Certified Tutor	ADCT	Amphi Middle School	Addendum		\$30.00 per hour	
Mendivil	Jorge	ADDN - Weight Training Coach	ADCT	Amphi High School	Addendum		\$2,600.00	
Mendivil	Jorge	ADDN - Interscholastic Activities	ADCT	Amphi High School	Addendum		\$1,425.00	
Milne	Kristy	ADDN - Interscholastic Superviso	ADCT	Coronado K-8 School	Addendum		\$500.00	
Milne	Kristy	ADDN - Interscholastic Superviso	ADCT	Coronado K-8 School	Addendum		\$500.00	
Munson	Kelly	ADDN - Certified Tutor	ADCT	Prince Elementary	Addendum		\$30.00 per hour	
Murrell	Marley	ADDN - Certified Staff Trainer	ADCT	Amphi High School	Addendum		\$30.00 per hour	
Novinski	Garrett	Coach - Baseball Head MS	ADCT	Wilson K-8 School	Addendum		\$1,700.00	
Ochoa	Joy	ADDN - Extra Curric. Activ. Direct	ADCT	Coronado K-8 School	Addendum		\$2,000.00	48
Pincus	Mark	ADDN - Interscholastic Activities	ADCT	Ironwood Ridge High	Addendum		\$2,850.00	
Pincus	Mark	ADDN - Interscholastic Activities	ADCT	Ironwood Ridge High	Addendum		\$2,850.00	
Pinon	Marleyna	Coach - Assistant Athletic Trainer	ADCT	Ironwood Ridge High	Addendum		\$1,850.00	
Pinon	Marleyna	Coach - Assistant Athletic Trainer	ADCT	Ironwood Ridge High	Addendum		\$1,850.00	
Robles	Nickolas	ADDN - Certified Tutor	ADCT	Prince Elementary	Addendum		\$30.00 per hour	
Rudolph	Natalie	ADDN - Homebound	ADCT	Wetmore Center	Addendum		\$30.00 per hour	
Shaheen	John	ADDN - Performing Arts MS	ADCT	Coronado K-8 School	Addendum		\$1,800.00	
Smith	Corey	ADDN - Certified Tutor	ADCT	Amphi High School	Addendum		\$30.00 per hour	
Smith	Lucas	ADDN - Certified Tutor	ADCT	Amphi High School	Addendum		\$30.00 per hour	

*	2020-2021 School Year					ADCT	Addendum Certified	
Addendum	Employee receiving extra-curricular position or stipend					ADCL	Addendum Classified	
Added Duty	Employee working additional hours or days					ADACS	Addendum Amphi Community Schools	
Additional Position	Employee working an additional position					CT-AD	Certified Administrative	
Correction	Correction to contract					CT	Certified	
Decrease FTE	Decrease in hours					CL-AD	Classified Administrative	
Extension	End date being extended					CL	Classified	
Increase FTE	Increase in hours/contract					PR	Professional	
Promotion	Employee receiving a promotion to another position					EL	Elementary	
Reassignment	Employee moving to another position at the direction of the administration					MS	Middle School	
Status Change	Employee changing status (i.e. short term to career)					HS	High School	
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
Smith	Lucas	ADDN - Certified Tutor	ADCT	Amphi High School	Addendum		\$30.00 per hour	
Taylor	Lisa	Coach - Spiritleading Assistant W	ADCT	Amphi High School	Addendum		\$2,250.00	
Vasquez	Rey	ADDN - Interscholastic Superviso	ADCT	Wilson K-8 School	Addendum		\$500.00	
Watkins	Jillian	Coach - Soccer Assistant HS	ADCT	Ironwood Ridge High	Addendum		\$2,400.00	
Watkins	Sean	Coach - Soccer Head HS	ADCT	Ironwood Ridge High	Addendum		\$3,000.00	
Watson	David	Coach - Wrestling Assistant HS	ADCT	Amphi High School	Addendum		\$1,200.00	
Watson	Laura	Coach - Basketball Assistant HS	ADCT	Amphi High School	Addendum		\$2,400.00	
Willis	John	ADDN - Athletic Equipment Tech.	ADCT	Amphi High School	Addendum		\$1,850.00	
Willis	John	ADDN - Interscholastic Activities I	ADCT	Amphi High School	Addendum		\$1,425.00	
Aguirre	Rebecca	Special Events Worker	ADCL	CDO High School	Addendum		\$12.15 per hour	
Almada	Marco	ADDN - Extra Hours	ADCL	Painted Sky Elementary	Added Duty		\$14.85 per hour	
Althouse	Eileen	ADDN - Extra Hours	ADCL	Wetmore Center	Added Duty		\$15.04 per hour	
Ambrosio	Trish	Special Events Worker	ADCL	Ironwood Ridge High	Addendum		\$12.15 per hour	49
Arent	Patrick	ADDN - Extra Hours	ADCL	Donaldson Elementary	Added Duty		\$14.77 per hour	
Ballesteros	Narda	ADDN - Extra Hours	ADCL	Coronado K-8 School	Added Duty		\$13.57 per hour	
Carreon	Richard	ADDN - Extra Hours	ADCL	Donaldson Elementary	Added Duty		\$13.37 per hour	
Castro Figueroa	Maria	ADDN - Extra Hours	ADCL	Food Service Admin	Added Duty		\$14.72 per hour	
Cook	Sharon	ADDN - Extra Hours	ADCL	Nash Elementary	Added Duty		\$14.01 per hour	
Crawford	Janie	ADDN - Extra Hours	ADCL	Wilson K-8 School	Added Duty		\$13.13 per hour	
Crocker	Debora	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$13.57 per hour	
Cross	Cynthia	ADDN - Extra Hours	ADCL	Copper Creek Elementary	Added Duty		\$14.26 per hour	
Duarte-JungermaiBlanca		ADDN - Extra Hours	ADCL	Painted Sky Elementary	Added Duty		\$13.37 per hour	

*	2020-2021 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
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
Farmer	Savannah	ADDN - Extra Hours	ADCL	Walker Elementary	Added Duty		\$13.42 per hour	
Garcia	Estela	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$13.33 per hour	
Holdroft	Marilyn	ADDN - Extra Hours	ADCL	Holaway Elementary	Added Duty		\$13.76 per hour	
Marquez	Patricia	ADDN - Extra Hours	ADCL	Amphi Middle School	Added Duty		\$16.56 per hour	
Marquez	Patricia	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$16.56 per hour	
Martinez	David	Coach - Equipment Technician W	ADCL	Ironwood Ridge High	Addendum		\$1,850.00	
Martinez	David	Coach - Equipment Technician S	ADCL	Ironwood Ridge High	Addendum		\$1,850.00	
Martinez	Susanna	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$14.73 per hour	
Martinsen	Katherin	ADDN - Extra Hours	ADCL	Cross Middle School	Added Duty		\$13.57 per hour	
Merrill	Patti	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$16.90 per hour	
Ochoa	Adelina	ADDN - Bus Driver Referral	ADCL	Transportation	Addendum		\$150.00	
Pacheco	Isha	ADDN - Extra Hours	ADCL	Food Service Admin	Added Duty		\$12.42 per hour	
Palazzolo	Lucia	ADDN - Extra Hours	ADCL	Food Service Admin	Added Duty		\$13.57 per hour	50
Pecoraro	Pilar	ADDN - Extra Hours	ADCL	Coronado K-8 School	Added Duty		\$15.96 per hour	
Ramirez	Martha	ADDN - Extra Hours	ADCL	Rio Vista Elementary	Added Duty		\$13.76 per hour	
Reiner	Michele	ADDN - Extra Hours	ADCL	Food Service Admin	Added Duty		\$13.66 per hour	
Salaz	Yvonne	Special Events Worker	ADCL	Ironwood Ridge High	Addendum		\$12.15 per hour	
Schneider	Aitza	Special Education Teaching Assis	ADCL	CDO High School	Added Duty		\$13.72 per hour	
Thomas	Colleen	ADDN - Extra Hours	ADCL	Cross Middle School	Added Duty		\$16.51 per hour	
Valenzuela	Margarita	ADDN - Extra Hours	ADCL	Keeling Elementary	Added Duty		\$20.13 per hour	
Velazquez	Josephina	ADDN - Extra Hours	ADCL	Amphi Middle School	Added Duty		\$13.57 per hour	
Williams	Susan A.	Special Events Worker	ADCL	CDO High School	Addendum		\$12.15 per hour	

*	2020-2021 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
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
Zack	Catherine	ADDN - Extra Hours	ADCL	Holaway Elementary	Added Duty		\$16.24 per hour	

*	2020-2021 School Year
Addendum	Employee receiving extra-curricular position or stipend
Added Duty	Employee working additional hours or days
Additional Position	Employee working an additional position
Correction	Correction to contract
Decrease FTE	Decrease in hours
Extension	End date being extended
Increase FTE	Increase in hours/contract
Promotion	Employee receiving a promotion to another position
Reassignment	Employee moving to another position at the direction of the administration
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

ADCT	Addendum Certified
ADCL	Addendum Classified
ADACS	Addendum Amphi Community Schools
CT-AD	Certified Administrative
CT	Certified
CL-AD	Classified Administrative
CL	Classified
PR	Professional
EL	Elementary
MS	Middle School
HS	High School



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

DATE OF MEETING: **December 7, 2021**

TITLE: **Approval of Leave(s) of Absence**

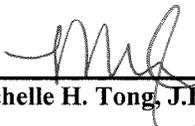
BACKGROUND:

Leave(s) of absence will be presented herein and are current as of November 29, 2021.

RECOMMENDATION:

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

INITIATED BY:


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

Date: November 29, 2021


Todd A. Jaeger, J.D., Superintendent

12/7/2021

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Tracy	Carol	Principal	CT-AD	Mesa Verde Elementary	02/14/2022	Start Date
Bravard	Tabitha	Teacher - English	CT	CDO High School	11/29/2021	Start Date
Christensen	Brittney	Teacher - Cross Categorical Classr	CT	Amphi High School	11/12/2021	End Date
Gadarian	Kristen	Teacher - Cross Categorical Classr	CT	Amphi High School	01/03/2022	Start Date
Sheldon	Lisa	Teacher - Special Education Resou	CT	Nash Elementary	11/16/2021	Start Date
Wall	Caryn	Teacher - Grade 4	CT	Painted Sky Elementary	11/29/2021	Start Date
Brown	Cecile	Custodian III	CL	Ironwood Ridge High	11/12/2021	End Date
Caso	Brooke	Student Services Coordinator Assis	CL	Wetmore Center	11/04/2021	End Date
Caso	Brooke	Student Services Coordinator Assis	CL	Wetmore Center	10/18/2021	Start Date
Jensen	Lesa	Student Services Coordinator Assis	CL	Wetmore Center	10/25/2021	Start Date
Maynes	Amanda	Special Education Teaching Assist	CL	Mesa Verde Elementary	10/29/2021	End Date
Ren	Lisa	Cook III	CL	Ironwood Ridge High	10/25/2021	Start Date
Salvas	Paul	Bus Driver	CL	Transportation	12/16/2021	Start Date
Scardaville	Anthony	Bus Driver	CL	Transportation	10/29/2021	End Date

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



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

DATE OF MEETING: **December 7, 2021**

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

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of December 6, 2021.

RECOMMENDATION:

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

INITIATED BY:

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

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

Date: December 6, 2021

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

Todd A. Jaeger, J.D., Superintendent

12/7/2021

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Bennett	Shawna	Teacher - Academic Interve	CT-RET	Mesa Verde Elementary	11/24/2021	Breach of Contract	
Sullivan	Christine	Principal	CT-AD	Wilson K-8 School	12/29/2021	Retirement	Returning ESI 01/03/2021
Greenway	Peggy	Teacher - Cross Categorical	CT	Cross Middle School	05/20/2022	Retirement	
Kumar	Jyoti	Teacher - Special Education	CT	La Cima Middle School	11/24/2021	Breach of Contract	
Kumar	Jyoti	Teacher - Mathematics	CT	La Cima Middle School	11/24/2021	Breach of Contract	
Marner	Peggy	Teacher - Grade 3	CT	Cross Middle School	12/17/2021	Retirement	Returning ESI 01/03/2022
McGowan	Sarah	Teacher - Social Studies	CT	Wilson K-8 School	11/22/2021	Separation Agreement	
Vandivort	Valerie	Teacher - Cross Categorical	CT	Wilson K-8 School	12/17/2021	Separation Agreement	
MacDonald	Scott	Program Evaluation and Data	CL-PR	Wetmore Center	10/22/2021	Separation Agreement	
Abou Ata	George	Bus Driver Trainee	CL	Transportation	11/23/2021	Resignation	
Alcaraz	Gabriel	Groundskeeper II	CL	Facilities Support	10/28/2021	Resignation	
Battaglia	Beverly	Food Service Attendant I	CL	Donaldson Elementary	10/18/2021	Resignation	55
Burge-Dowling	Kimmie	Preschool Aide/Caregiver	CL	Innovation Academy	12/01/2021	Resignation	
Caiz	Emilio	Custodian I	CL	Amphi High School	11/17/2021	Resignation	
Cook	Melissa	Special Education Teaching	CL	Mesa Verde Elementary	12/16/2021	Resignation	
Cordova	Veronica	Custodian I	CL	Wilson K-8 School	11/16/2021	Resignation	
Gil Samaniego Val	Carlos	Groundskeeper I	CL	Facilities Support	10/22/2021	Resignation	
Gonzalez-Cuevas	Yolanda	School Health Assistant	CL	Amphi High School	11/10/2021	Resignation	
Jensen	Bridgette	Special Education Teaching	CL	Wilson K-8 School	10/22/2021	Resignation	
Johnson	Cody	Grounds Equipment Mechan	CL	Facilities Support	12/03/2021	Resignation	
Marji	Issa	Bus Driver	CL	Transportation	10/29/2021	Resignation	
Martinez	Noyra	Custodian I	CL	CDO High School	09/24/2021	Resignation	
Milne	Kristy	Clerk II	CL	Coronado K-8 School	11/17/2021	Resignation	

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

GOVERNING BOARD MEETING SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Milne	Kristy	Campus Monitor	CL	Coronado K-8 School	11/17/2021	Resignation	
Moore	Karen	Special Education Teaching	CL	La Cima Middle School	11/03/2021	Resignation	
Muro	Jose	Security Officer	CL	Amphi Middle School	10/27/2021	Resignation	
Reeves	Heather	Clerk II	CL	Facilities Support	12/07/2021	Retirement	
Robinson	Claudia	Special Education Teaching	CL	Donaldson Elementary	11/12/2021	Resignation	
Ruelas	Kaitlyn	Library Assistant	CL	Nash Elementary	10/29/2021	Resignation	
Smith	Samantha	Special Education Teaching	CL	Cross Middle School	11/12/2021	Resignation	
Steiner	Jake	Behavioral Intervention Moni	CL	Amphi Middle School	10/08/2021	Resignation	
Stubbs	Joshua	Instructional Technology Spe	CL	Harelson Elementary	12/02/2021	Resignation	
Yanez	Ramona	Custodian I	CL	CDO High School	11/12/2021	Retirement	
Kaur	Manpreet	Student Worker	ASW	CDO High School	11/04/2021	Resignation	
Milne	Kristy	Educational Assistant to the		Coronado K-8 School	11/17/2021	Resignation	

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

12/07/2021
GOVERNING BOARD MEETING
SEPARATIONS

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Laliberte	Adam		CT		11/17/2021	
Laliberte	Caroline		CT		11/17/2021	

AD Administrative
PR Professional
CT Certified
CL Classified



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

DATE OF MEETING: **December 7, 2021**

TITLE: **Approval of Stipend for Coaching Volunteers**

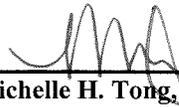
BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of November 29, 2021.

RECOMMENDATION:

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

INITIATED BY:


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

Date: November 29, 2021


Todd A. Jaeger, J.D., Superintendent

12/7/2021

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Ambrosio	Benjamin	Coach - Soccer Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Cross	Daron	Coach - Basketball Head HS	Ironwood Ridge High	Stipend	\$3,000.00
Cross	Margaret	Coach - Baseball Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Delgado	Anthony	Coach - Soccer Head HS	CDO High School	Stipend	\$3,000.00
DeSousa Jr	Antonio	Coach - Soccer Assistant HS	CDO High School	Stipend	\$2,400.00
Dunlap	Michael	Coach - Soccer Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Frederick	Michael	Coach - Soccer Head HS	Amphi High School	Stipend	\$3,000.00
Golden	Timothy	Coach - Basketball Head HS	Coronado K-8 School	Stipend	\$1,700.00
Gonzales	Michael	Coach - Soccer Head HS	Amphi High School	Stipend	\$3,000.00
Gwion	Darius	Coach - Soccer Assistant HS	Amphi High School	Stipend	\$2,400.00
Holbrook	Justin	Coach - Basketball Assistant HS	Amphi High School	Stipend	\$2,400.00
Hoyer	Madison	Coach - Basketball Head HS	CDO High School	Stipend	\$2,400.00
Joiner	Ronald	Coach - Wrestling Head HS	Amphi High School	Stipend	\$3,000.00
Kimberlin	Jon	Coach - Baseball Head HS	Ironwood Ridge High	Stipend	\$3,000.00
Klement	Daniel	Coach - Basketball Assistant HS	CDO High School	Stipend	\$2,400.00
Lopez Jr.	Luis	Coach - Soccer Assistant MS	Cross Middle School	Stipend	\$1,400.00
Lord	Robert	Coach - Wrestling Head HS	Ironwood Ridge High	Stipend	\$3,000.00
Marshall	Shealeigh	Associate Coach	Amphi High School	Stipend	\$1,000.00
Matthews	Jonathan	Coach - Soccer Assistant MS	Cross Middle School	Stipend	\$1,400.00
Merchant	Derek	Coach - Baseball Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00

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* 2020-2021 School Year

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Rankin	Brenna	Coach - Assistant Athletic Trainer	CDO High School	Stipend	\$1,850.00
Rokop	Daniel	Coach - Wrestling Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Sams	Kimberly	Coach - Baseball Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Sevinsky	Nicole	Coach - Spiritleading Assistant W	CDO High School	Stipend	\$2,250.00
Smith	Christopher	Coach - Soccer Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Valencia	Brian	Coach - Softball Assistant HS	Amphi High School	Stipend	\$2,400.00
Wadhams	Karen	Coach - Spiritleading Head Winte	CDO High School	Stipend	\$2,450.00

* 2020-2021 School Year



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

DATE OF MEETING: **December 7, 2021**

TITLE: **Approval of Increase in Daily Rate of Pay for Substitute Teachers**

BACKGROUND:

Amphitheater Public Schools recently set aside November 19, 2021 as a day of recognition for the valuable work that substitute employees provide this school district. As noted in the Board’s Resolution for Substitute Employee Day, substitute teachers are essential to the education of our children. Substitute teachers step in to permit educational processes to continue and serve students with minimal advance notice when an employee needs to be absent due to illness, personal reasons, professional development, or to provide a community service, *i.e.*, serving as a juror or witness. They are also a source of respite and peace of mind for the classroom teacher who wants, and needs, continuity in the learning process, as well as a safe and healthy learning environment, for their students when they are absent.

On July 27, 2021, the Governing Board approved an increase to the daily rate of pay for substitute teachers. Substitute teachers are currently paid at the following daily rates for their service:

Daily Rate for Serving as a Certificated Substitute Teacher

- Full Day - \$125.00/day
- Half Day - \$62.50/day

Daily Rate for a Long-Term¹ Substitute Teacher

- Full Day Long Term Assignment - \$195/day

Shortly thereafter, neighboring school districts took similar action to increase their daily substitute teacher rates as well. A recent survey of pay rates for substitute teachers in surrounding school districts reveals that Amphitheater Public Schools is again at the lower end of the pay scale for short-term substitute teacher assignments. Neighboring school districts currently start substitutes between \$125 to \$140 a day, with some providing an increase to \$150 per day after the first 11 assignments and others offering an incentive of \$150 per day for Friday work. The average daily rate for a brand-new substitute teacher in Pima County school districts is \$132, and the average daily rate for a substitute teacher who has worked at least 20 assignments in the current school year is \$138.

Employee absences are more frequent since the pandemic started as employees isolate or quarantine for compliance with Pima County Health Department’s Sanitary Measure 2021-01 (*Slowing the Spread of COVID-19 in Schools*). This year, the District experienced its highest number of staff absences since the 2018 “RedforEd” movement, which closed schools across the state due to staffing shortages. Also, some classroom teachers have the benefit of having more personal leave than usual this year since teachers carried forward unused personal leave from last school year.²

¹ A “Long-Term Substitute Assignment” means the substitute teacher is assigned to cover the same assignment for a minimum of twenty (20) consecutive school days and in doing so, acts in the role of a teacher for all intents and purposes during the assignment, including, but not limited to, working the same hours as a classroom teacher and taking on responsibility to prepare lesson plans while in the assignment

² Last spring, classroom teachers were allowed to carry forward unused personal leave from school year 2020-2021, rather than have it convert to sick leave as required by District Regulation GCCB-R, in order to promote attendance, reduce the number of substitute teachers needed for personal (non-sick) teacher absences, limit the number of certificated staff covering classes where a District substitute was not available, and reduce interruptions to instruction being experienced by students as they finally returned to fully in-person learning after a year of remote and hybrid learning modalities.

When a classroom teacher is absent, education continues through instruction provided by a substitute teacher. Each day, District personnel work tirelessly to fill classroom teacher absences with certificated substitute teachers and, throughout the pandemic, have been able to keep classroom teacher absences filled at a daily rate of at least 76%. However, when a District substitute is not available to cover a classroom teacher absence, the site administrator or designee assigns a certificated employee to cover classes in accordance with Governing Board Policy GCGB (Arrangements for Substitute Staff Members). While those teachers are compensated for the class coverage at one-fifth (1/5) of the certificated substitute pay rate for each hour of lost planning time, this option is not ideal. When a teacher covers for their absent colleague, they teach all day with only a 30-minute lunch break and they end up working longer hours into the evening to do work that they should have been doing during their planning period. Prior to the pandemic, this option was used occasionally, but as teacher absences have increased, it is being used more often, which is leading to stress, exhaustion and burnout of our dedicated teaching staff.³

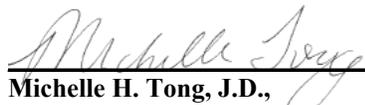
For the foregoing reasons, Administration again recommends that the Board approve increasing the daily substitute rate to \$140 per day to meet (not exceed) Pima County market rates. No change is recommended for the District long-term substitute rate since it still exceeds market standards. It is also important to remember that increasing the daily substitute rate similarly increases the hourly compensation under Policy GCGB for teachers who cover a class in the absence of a substitute. The District is presently able to cover the anticipated costs of the proposed rate increase through the available funding from the American Rescue Plan and savings from substitute vacancies during school closures.

Administration recommends that the District meet, rather than exceed, the higher of the current Pima County regular daily substitute rates to avoid unnecessarily driving up the substitute market rates. The State of Arizona does not provide school districts additional funds during time of high inflation and never gave school districts additional funds to meet mandatory minimum wage increases. Therefore, it is in the best interest of all local school districts that they avoid further efforts to out-price each other in this regard. Moreover, substitute teachers who continue to work for Amphitheater Public Schools can qualify for additional funding at the end of the year through the retention stipend, an option that is not available in all of the other school districts.

RECOMMENDATION:

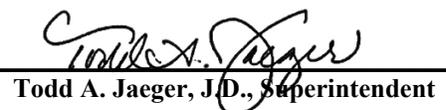
The Administration recommends that the Board approve increasing the daily rate of pay for certificated substitute teachers to \$140 per day effective December 8, 2021. The daily rate of pay for Long-Term Substitute Teachers (as defined in the agenda item) does not need to be adjusted and should remain at \$195 per day.

INITIATED BY:



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

Date: November 29, 2021



Todd A. Jaeger, J.D., Superintendent

³ Amphitheater Public Schools is not alone in this regard. The problem is nationwide. See Lieberman, Mark. "How Staff Shortages Are Crushing Schools." *Education Week*, Education Week, 26 Oct. 2021, <https://www.edweek.org/leadership/how-staff-shortages-are-crushing-schools/2021/10>. In fact, local media report that the problem exists throughout the Pima County school districts. See "Teacher Burnout: Sub Shortage at a Crisis Level." <https://www.kold.com/2021/10/08/teacher-burn-out-sub-shortage-crisis-level/>.



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

DATE OF MEETING: **November 7, 2021**

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

BACKGROUND:

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

October 26, 2021
November 9, 2021

RECOMMENDATION:

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

INITIATED BY:

JA

Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: November 29, 2021

Todd A. Jaeger, J.D., Superintendent

**Minutes of the Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, October 26, 2021**

A Special public meeting of the Governing Board of Amphitheater Public Schools was held Tuesday, October 26, 2021, beginning at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center. This meeting was held under COVID-19 pandemic related conditions.

Governing Board Members Present

Ms. Deanna M. Day, M.Ed., Vice President
Dr. Scott K. Baker, Member
Ms. Vicki Cox Golder, Member
Mr. Matthew A. Kopec, Member-*left the meeting at 7:02*

Governing Board Member Absent

Ms. Susan Zibrat, President

Superintendent's Cabinet Members Present

Mr. Todd A. Jaeger, J.D., Superintendent
Ms. Tassi Call, Associate Superintendent for Elementary Education
Mr. Matthew Munger, Associate Superintendent for Secondary Education
Ms. Michelle H. Tong, J. D., Associate to the Superintendent and Legal Counsel
Mr. Scott Little, Chief Financial Officer
Ms. Kristin McGraw, Director of Student Services
Mr. Richard C. La Nasa, Executive Manager of Operational Support
Ms. Julie Valenzuela, Director of 21st Century Education
Ms. Michelle Valenzuela, Director of Communications

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

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

2. EXECUTIVE SESSION*

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

A. Consideration and Determination of Appeal of Long-term Suspension Hearing Officer's Decision Pursuant to A.R.S. §15-843(A), Regarding:

a. Student # 30047031

B. Discussion or Consultation with the Attorneys of the Public Body, Pursuant to A.R.S. § 38-431.03(A)(3), Concerning Current Litigation

Vice President Day asked for a motion to hold Executive Session. Ms. Cox Golder moved that the Board go into an Executive Session to address the matters identified in item 2 of the Board's agenda and pursuant to the legal authorities listed on the agenda under item 2. Mr. Kopec seconded the motion. Voice vote in favor – 4: Vice President Day, Dr. Baker, Ms. Cox Golder, and Mr. Kopec. Opposed – 0. Vice President Day proclaimed they were in Executive Session.

3. RECONVENE PUBLIC MEETING

Vice President Day reconvened the public meeting at 6:22 p.m.

4. PLEDGE OF ALLEGIANCE

Vice President Day asked Mr. A.J. Malis to lead the Pledge of Allegiance. They then recited the pledge.

5. ANNOUNCEMENT OF DATE AND PLACE OF NEXT REGULAR GOVERNING BOARD MEETING

Vice President Day announced that the next Regular Governing Board meeting would be held on Tuesday, November 9, 2021 at 6:00 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership and Professional Development Center.

6. INFORMATION²

A. Superintendent's Report; Update on Pandemic Conditions and Operations

For the Superintendent's Report PowerPoint Presentation see Exhibit 1.

Vice President Day asked Superintendent Jaeger to present his report.

Superintendent Jaeger began his report by showing some photo highlights of activities in the District.

Canyon del Oro Marching Dorados recently competed against six other bands in their first marching band competition in over two years. They took first place at the event at Canyon View High School in Phoenix and received the highest score possible in all five categories: Music, General Effect, Visual, Percussion and Auxiliary (Guard).

Ironwood Ridge High School Vanguard hosted the annual "March the Ridge" competition, with 11 bands from around Arizona participating. Ironwood Ridge placed first in the 2A division with special awards for the highest scores in Music Performance, Visual Performance, General Effect and Percussion.

Amphi High School celebrated homecoming on October 1, 2021. They honored a new Homecoming Court and welcomed back faces from Amphi High as decades of Panthers united for the 2021-2022 Homecoming. He thanked everyone who came out to support the event and make it truly something special.

Wilson K-8 held a Fall Round Up, Chili Cook Off and Silent Auction on September 30, 2021. The Wranglers enjoyed food trucks, chili tastings, musical performances, and fun yard and interactive inflatable games. He said this a very big fundraiser for the school and always has a lot of community support. He thanked the Wilson K-8 PTO for putting this on.

Amphi Middle School students worked together to create a new Pirate-themed garden that is being installed at the school. A photo showed students carrying a canoe that will be incorporated into the garden's design and will be filled with soil and plants.

Before fall break began, Nash Elementary School students were treated to a Walk 'n Roll event sponsored by Pima County. He said almost 200 students were in attendance, and the Nash Roadrunners sure lived up to their name.

He explained Treasures 4 Teachers is a local organization that receives donated supplies and in turn donates them to teachers and area school districts. The District received 5,000 cases of Lysol disinfecting wipes. There are six packs in each case, and each pack contains 80 wipes, for a total of 30,000 packs and 2.4 million wipes! He said schools can order the wipes through the District warehouse at no cost, and the generous donation will last for quite a while. Many thanks to Treasures 4 Teachers!

Superintendent Jaeger reviewed the Pima County Health Metrics. He said there is not much change since the last report. Disease data is still in the red category. Percent positivity and COVID-19 like illnesses are both in the yellow category. Hospital bed

capacity remains in the red category, with limited ICU bed capacity. The public health tracking and case investigations continues to be in the green category.

He said the data has a two week lag time and now shows an increase in the percent positivity rate. The case numbers have also increased and there are 177 cases per 100,000 individuals. He stated the test positivity rate is at 8.4%, which is considered a substantial level of transmission. Currently, with the combined data, Pima County is now in a high transmission level. Superintendent Jaeger spoke about the health care system metrics. Currently, there are 14 empty intensive care beds in all of Pima County.

Superintendent Jaeger spoke about COVID-19 cases in schools throughout the county. He said in the District, since his last report, there has been an increase from 298 cases to 387 cases reported since the school year began. He referenced a graph showing the number of new cases each day in the District. It showed there was a large increase in cases after returning from fall break. Currently, there are 7 active employee cases and 28 active student cases.

Vice President Day thanked him for his report.

B. Public Meeting Pursuant to A.R.S. §15-481(Y) to Provide an Update on Programs Financed through the 10% Maintenance and Operations Override and the 3.5% K-3 Special Programs Override

Vice President Day asked Superintendent Jaeger to introduce this item.

Superintendent Jaeger explained that school districts which receive override funding must annually hold a public meeting to share with the Governing Board and the public how the funds have been utilized. This information is also presented to meet the compliance requirement. He said Mr. Little and Ms. Tong will present the information, and asked Ms. Tong to begin the report.

Ms. Tong explained that Arizona law permits school districts to obtain local voter approval to override the state budget formulas for a school district's capital and or maintenance and operations (M and O) budgets. Additionally, the voters may authorize a special programs override to exceed the budget for a specific program, as was done in the past, which has funded the Amphi K-3 programs and provides free all-day kindergarten to students. She stated all school districts in Arizona receive the same amount of funding for each student, regardless of a school district's tax base or its level of need. Each school district is limited by state formulas to the amount it can spend as maintenance and operations and capital funds. The additional annual funding provided through the budget override depend on the M and O budget. The amounts provided by the budget override are a percentage of the M and O budget and, therefore, change annually.

Ms. Tong reviewed the Amphitheater Public Schools overrides that were approved by the voters on November 5, 2019. The first override is a 10% general M and O budget override and the second is a 3.5% K-3 special programs budget override. The overrides will remain in place for seven years. The District will receive the full percentage for the first five years, until school year 2024-2025. At that point, unless the voters renew the overrides, they will phase down during years six and seven. In year six, it will decrease by one third and year seven will decrease by another third. At year eight, the override ceases and the budget returns to regular state budget only.

Ms. Tong talked about changes from the 10% M and O override amount. She said the M and O override was first approved by the voters in 2005. At that time, state education funding and student enrollment were higher and the override amount was approximately

\$8.1 million. Currently, the override provides \$7,149,060 in additional funding to Amphitheater Public Schools. She compared the amounts provided by the 10% M and O override. In 2020-2021 there was \$7,792,593 received, and for 2021-2022 the override amount is less, at \$7,149,060.

She said every school in the District receives money from the 10% M and O override funding. At each elementary school there are dedicated certificated teachers for their special class offerings, which includes art, music and physical education. All middle schools benefit through additional elective classes and intervention labs, including career exploration, dance, drama, MESA, science, programming, technology, and math and writing labs. At the high school level, the students benefit from additional elective classes in areas of technology, science and fine arts. These classes include art, music, computer science, modern languages and Advanced Placement (AP) classes. Additionally, the funding provides students in all schools further benefit through tutoring and intervention programs during the school year and over the summer.

Ms. Tong reported that the 10% M and O override adds approximately 3% to the base salary for all employees. The funding helps keep District salaries competitive, and also helps to be able to hire quality educators. She clarified that this 3% to base salaries is different from the retention stipend approved for employees by the Governing Board for school year 2021-2022 and school year 2022-2023. The 3% retention stipend is paid through federal ESSER funds and just happens to be the same percentage amount. Additionally, the 10% M and O override adds facilities and technology positions to enable the District to remain current with growing technology demands and changes.

Ms. Tong spoke about the 3.5% K-3 special programs override. She said the override began with the 2019-2020 school year. The funds must be used in the K-3 program for the specific purpose approved by the voters; to provide for free all-day kindergarten, and to further reduce of size of classes in grades K-3. Currently, the override provides \$2,502,171 in additional funding for our K-3 programs. In 2020-2021, the funding amount was \$2,727,407. This year, the override funding reduction is attributed to the decline in the M and O budget and student enrollment. She said since the K-3 override funds provide free full-day kindergarten in the elementary and K-8 schools, Title I funds previously used to fund full-day kindergarten in Title I schools, are now used for other purposes in the Title I schools. In addition, prior to the K-3 override, parents in schools that did not qualify to receive Title I funds, had to pay for full day kindergarten. With the override funding, no parent pays for all-day kindergarten at any Amphitheater school.

Ms. Tong said the intention of the override is to also reduce class size for grades K-3. Since the election, regulation IIB-R (Class Size) has been revised to further reduce class size maximums for K-3 classes while the override is in place. Class sizes are:

Kindergarten - 25 students

First Grade - 25 students

Second Grade - 26 students

Third Grade - 27 students

She reported this year, the average K-3 class sizes meets the IIB-R maximums. However, policy IIB-R also puts steps in place for assistance to be provided to a teacher should class maximums need to be exceeded.

Ms. Tong concluded, saying that both overrides provide substantial benefits for all District students and their educational programs. The funding provides critical programs that are necessary for student success. She said that Amphitheater Public Schools are grateful to the voters of the school district who continue to support the students of the District with these overrides.

She stated if anyone would like to make a public comment about the overrides, they may do so at this time.

There was no public comment about this item.

Mr. Kopec thanked the community for the support of the two overrides. He said it has made an amazing impact.

C. Review of Federal COVID Relief Funding

Vice President Day asked Superintendent Jaeger to introduce this item.

Superintendent Jaeger explained the information presented will provide the results from the funding survey and the plans for upcoming Elementary and Secondary School Emergency Relief-ESSER III funds, as well as a review of the spending of ESSER I and ESSER II funds.

He asked Ms. Valenzuela to present the results of the survey that gathered input on the spending of ESSER III funds. She explained the survey was sent in English and Spanish to staff, families and community members via email and it was also posted on social media platforms. She shared slides that showed the survey results. Approximately 3,000 people participated and 80% identified themselves as parents. The survey was broken into focused areas of authorized spending and each category included factors related to the topic. Participants were asked to rate how important each factor was for funding consideration.

A question asked about Academic Acceleration and Intervention, 83% of the respondents felt that extra teachers for intervention and tutoring was important or very important. 83% responded that improvements to classroom technology were important or very important. 86% felt that access to counselors and social workers was important or very important. 53% responding that access to water bottle fillers was important, and 55% felt that improvements in ventilation and air quality was important. 52% responded that additional staff for intervention and acceleration was important or very important, and 50% felt that additional support for teachers was important or very important. A question asked about Safety and Learning Opportunities, 47% responded that cleanliness of classrooms and training of custodial staff in proper cleaning techniques was important or very important.

Superintendent Jaeger thanked Ms. Valenzuela, and asked the Governing Board members if they had any questions.

Ms. Cox Golder asked for clarification of the number of respondents to the survey.

Ms. Valenzuela said there were approximately 3,000 individuals that responded.

Ms. Cox Golder asked who developed the survey.

Ms. Valenzuela said the School Operations department, primarily, Dr. Lopez created the survey.

Superintendent Jaeger asked Mr. Little to share information about the ESSER funding, and the pending application for the ESSER III funds.

Mr. Little said the agenda item recaps how ESSER funds have been spent and the proposed expenditures for ESSER II and ESSER III funds. He then gave an overview of that information.

He explained that ESSER Funds are allowed to be spent on any activity allowed under the Every Student Succeeds Act (ESSA). These include Title I, Title II, Title IV, and Title VII. Also eligible are other federal education acts, such as Individuals with Disabilities Education Act (IDEA), Carl D. Perkins Career and Technical Education Act (Perkins Act), McKinney Vento Homeless Assistance Act, and others. The funds may be used for COVID-19 related relief, prevention, and recovery efforts including coordination of preparedness and response to COVID-19 with public health departments, training staff for sanitation to minimize the spread of infectious diseases, and planning for and coordinating long term school closures. Additional uses include, purchasing educational technology for students, providing mental health services and support, and planning and implementation of summer learning and supplemental after school programs.

Mr. Little stated the District received \$3,173,678 in ESSER I funds, and there is a remaining balance of \$30,231.83. The funds were spent on salary and benefits, the purchase of bottle filling stations, 1,600 Webcams, Waterford and Pearson online programs, liability insurance, Zoom licenses and professional development.

Mr. Little spoke about ESSER II funds. He said \$13,002,600 was received and is available to spend until September 30, 2022. The funds were spent on salary and benefits, and will be used for retention stipends in fiscal years 2022 and 2023. Also, 23 intervention teachers were hired for the current fiscal year, and approximately 8,000 Chromebooks were purchased. Additionally, upgrades to air conditioning systems (to increase fresh air intake) were made and more bottle filling stations are being purchased and installed at all sites.

He explained that the District is in the process of obtaining ESSER III funds. These funds require that input be solicited for the use of funds, and the plan was developed based on the responses from the survey. The application is for \$13,002,600.

He detailed the proposed expenditures; \$8,582,495 for salary and benefits, to be used for retention stipends in fiscal year 2024 (requires Governing Board approval), 23 intervention teachers for fiscal years 2023 and 2024 and after school tutoring, summer school and Project Rise for summer 2022 and 2023. Also included are additional hours and wages for technology and health staff in fiscal years 2022, 2023 and 2024. He said \$5,624,000 is allocated to air conditioning upgrades, and approximately \$4,000,000 to the construction of an LTE based computer network to allow students to access technology from home.

Mr. Little stated \$5,559,466 is allocated for interactive technology for the purchase of 300 85" display monitors and 220 85" interactive displays, approximately 2,000 Chromebooks, 500 iPads, 500 document cameras, Zoom licensing and 500 Airtame devices to improve interaction between students and their classroom instructors, and \$667,000 for the purchase of 500 Chromebook storage carts.

He said \$2,042,939 is allocated for the replacement of multiple student desks with furniture that supports social distancing, and \$1,200,000 for personal protection equipment and supplies, estimated at \$400,000 per year for three years. \$800,000 is allocated to the construction of the previously approved Internship Center at Amphi High School to address the unique needs of that student population. Additionally, \$600,000 is for professional development of teachers over the next three summers, to address

disrupted learning using evidence-based academic, social and emotional learning strategies as specified by the requirements.

Mr. Little said this was the plan for ESSER III funds, and now was the opportunity for Governing Board members to make comments or adjustments.

Ms. Cox Golder commented that since he explained that the ESSER III funding request was based on department requests and the survey information, she asked how ESSER I and ESSER II funding was decided.

Mr. Little stated the ESSER I funding was decided when the education stability grant was not fully funded by the Governor's office and the District needed funds to cover the budget. The ESSER II funding addressed the most pressing needs. He said the retention stipend approved by the Governing Board consumed a large portion of the funds, and the need for the air conditioning upgrades and the completion of the bottle fillers were the other pressing needs.

Ms. Cox Golder commented that Mr. Little did a good job of balancing the needs of the District with the available funds.

Vice President Day asked if there were any more comments or questions.

There were none.

Superintendent Jaeger thought there was a discrepancy between the ESSER III amount and the amount Mr. Little mentioned earlier. He asked Mr. Little to clarify the amount of request for the ESSER III funds.

Mr. Little agreed there was a typo on the agenda item, and the amount of the application is for \$29,093,690.

Superintendent Jaeger said a few weeks ago during the Public Comment portion of the meeting, a comment was made alleging that the amount of funding received was tied to the requirement that students were required to wear masks. He re-iterated that the funding has no restrictions from the federal or state government relating to a masking requirement.

7. PUBLIC COMMENT¹

Vice President Day read the Call to Audience Procedures.

Emily Barncastle is a student at Amphitheater High School and stated that she was at the meeting to speak against the current mask mandate. She shared that she has been suspended twice for not wearing a mask at school. Ms. Barncastle went on to say that the mandate is against her rights and feels people should be able to make their own decisions regarding masks. She concluded by stating that the mandate is wrong.

Lisa Millerd is a 9th grade teacher at Amphitheater High School and AEA President. She stated she has been tasked with finding out how employees are surveyed to offer their input on various issues. She said that employees share with her that they are feeling overwhelmed and exhausted by the various initiatives that have been introduced. Ms. Millerd shared other concerns regarding professional development, increased supervision time, and employees' desire to not be micromanaged. She concluded with a call for collaboration between the District administration and employees.

Joni Kaminski is an Amphi parent and shared she wanted to speak out against the mask mandate. She referenced the Arizona Parents' Bill of Rights which notes that parents have the right to make healthcare decisions for their child. Ms. Kaminski stated that wearing a mask is a health decision and she felt the school district was ignoring this guideline. She went on to ask what is the metric for the end to this mandate and why can't parents have a voice in the decision?

Cami Reinhardt is an Amphi employee and shared that she is pro-choice when it comes to mask wearing. She commented on the fluctuations in student absences and stated that this happens every year, but those statistics have never been shared. She felt that information and details are omitted when statistics are shared. Ms. Reinhardt went on to say that the lack of ICU beds is due to a lack of staffing and not a space issue. She concluded with stating that putting students in detention for not wearing a mask is wrong and that masks should be optional.

Lorella Ritzel is an Amphi parent and employee. She began by comparing the number of reported COVID-19 cases in the Vail School District, where there is a not a mask mandate, to Amphi and noted that they are very similar. Ms. Ritzel went on to say that the mask mandates are arbitrary, and students are struggling. She noted that many students receive mixed messages between their parents who are against masks and their teachers who have to enforce mask wearing. She said that the situation is difficult for employees who have no say in the decision-making process and urged the District to open up the conversation.

Chad Carter started his comments referencing Common Sense Media and the framework they are implementing in schools. He said that Common Sense Media is a non-profit organization, that receives funding by various partners, including the Bezos Family Foundation, the Bill and Melinda Gates Foundation, the Chan Zuckerberg Initiative, and Jack Dorsey. Mr. Carter stated that it should concern everyone who funds this organization. He went said that Common Sense Media makes suggestions to families regarding media viewing, and he feels many selections on the site are anti-traditional values.

8. CONSENT AGENDA³

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

[Amphitheater Public Schools Public View - BoardBook Premier](#)

Vice President Day asked if there were any Items that should be pulled for further discussion. There were none. Ms. Cox Golder moved for Consent Agenda Items A. – P. be approved as presented. Vice President Day seconded the motion. Voice vote in favor – 3. Vice President Day, Dr. Baker, Ms. Cox Golder. Opposed – 0. Consent Agenda Items A. – P. passed.

A. Approval of Appointment of Non-Administrative Personnel

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

B. Approval of Personnel Changes

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

C. Approval of Leave(s) of Absence

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

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

Separations and terminations were approved as listed in Exhibit 5.

E. Approval of Stipend for Coaching Volunteers

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

F. Approval of Minutes of Previous Meeting(s)

Previous minutes for Governing Board Meetings held on September 14, 2021 and September 28, 2021 were approved as listed in Exhibit 7.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,757,719.05

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

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1084	\$7,595.28	1085	\$161,903.62	1087	\$61,354.53
1088	\$185,737.02	1089	\$67,848.19	1090	\$92,830.71
1091	\$120,707.12	1092	\$284,095.24	1093	\$74,348.68
1094	\$108,594.73	1096	\$20,281.89	1097	\$184,272.27
1098	\$108,075.24	1100	\$19,655.13	1101	\$25,569.06
1102	\$46,276.36	1103	\$1,791.06	1104	\$40,558.86
1106	\$46,814.27	1107	\$1,099,409.79		

H. Acceptance of Gifts

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

I. Receipt of September 2021 Report on School Auxiliary and Club Balances

The Governing Board approved the September 2021 report on school auxiliary and club balances as listed in Exhibit 10.

J. Approval of Parent Support Organization(s) - 2021-2022

The Governing Board approved Ironwood Ridge Cheerleading Booster as submitted in Exhibit 11.

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

The Governing Board approved the disposal of surplus property via PublicSurplus.com.

L. Approval of Recycle/Disposal of Surplus Electronic Equipment

The Governing Board approved the recycle/disposal of surplus electronic equipment.

M. Approval of Out of State Travel

The Governing Board approved the request for out of state travel as listed in Exhibit 12.

N. Approval of Settlement Authority

The Governing Board approved the settlement authority.

O. Approval of School Facilities Board (SFB) Grant for Cross Middle School Roof Replacement

The Governing Board approved the School Facilities Board (SFB) grant for Cross Middle School roof replacement as listed in Exhibit 13.

P. Approval of School Facilities Board FY 2021 Preventive Maintenance Program Report

The Governing Board approved the School Facilities Board FY 2021 Preventive Maintenance Program report as submitted in Exhibit 14.

9. PUBLIC COMMENT¹

There was none.

10. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Vice President Day requested a report on eSports at the next meeting.

11. ADJOURNMENT

Vice President Day moved to adjourn the meeting. Ms. Cox Golder seconded the motion. There was no discussion. Voice vote in favor - 3: Vice President Day, Dr. Baker, Ms. Cox Golder. Opposed - 0. The meeting adjourned at 7:20 p.m.


Minutes respectfully submitted for Governing Board Approval
Jennifer Anderson, Executive Assistant to the Superintendent & Governing Board
Gretchen Hahn, Secretary III, Governing Board Office

December 6, 2021
Date

Susan Zibrat, Governing Board President

December 7, 2021
Date

**Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
Tuesday, November 9, 2021**

A Regular public meeting of the Governing Board of Amphitheater Public Schools was held Tuesday, November 9, 2021, beginning at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center. This meeting was held under COVID-19 pandemic related conditions.

Governing Board Members Present

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

Superintendent's Cabinet Members Present

Mr. Todd A. Jaeger, J.D., Superintendent
Ms. Tassi Call, Associate Superintendent for Elementary Education
Mr. Matthew Munger, Associate Superintendent for Secondary Education
Ms. Michelle H. Tong, J. D., Associate to the Superintendent and Legal Counsel
Mr. Scott Little, Chief Financial Officer
Dr. Shannon McKinney, Director of Curriculum and Assessment
Mr. Richard C. La Nasa, Executive Manager of Operational Support
Ms. Michelle Valenzuela, Director of Communications
Ms. Julie Valenzuela, Director of 21st Century Education

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

President Zibrat called the meeting to order at 6:00 p.m. and invited members of the audience to sign the visitor's register.

2. PLEDGE OF ALLEGIANCE

Superintendent Jaeger announced the students leading the Pledge of Allegiance were from Coronado K-8 School, and asked Principal Elizabeth Jacome to introduce the students. Ms. Jacome shared that the students present are Student Council officers. She introduced Ransom, Sophia, Marley, and Lydia along with their Student Council Advisor, Ms. Lauren Marlatt. The students then led the Pledge of Allegiance.

President Zibrat gave the students the opportunity to address the Board or introduce any family members who came with them. Each of the students came to the podium and introduced the parents who came to the meeting with them.

The Governing Board presented the students with certificates of commendation. A group picture with the students, Ms. Jacome, Ms. Marlatt, the Governing Board, and Superintendent Jaeger was taken to mark the occasion.

3. RECOGNITION OF STUDENT ART

Ms. Jacome spoke about the student art on behalf of the Coronado K-8 Elementary Art Teacher, Stacey Sherman and Middle School Art Teacher, Jennifer Pike who were unable to attend the meeting. She shared that the Elementary artwork on display reflected different events that had occurred since the beginning of the year as well as the work being done in core classes. This included Olympic and Greek art, state stamps and artists, seasonal art, and Dia de los Muertos. Students studied color theory, value, and space along with the color wheel. Ms. Jacome

explained that Middle School art students keep an art journal where they experiment each week with guided activities. The activities in art class support the concepts learned in math class which is demonstrated with the tessellating pattern artwork on display. She stated that students used the concepts of rotating and translating shapes, knowledge of color and patterns, as well as ideas from their journals to create the colorful, repeating patterns on a two-dimensional plane. Ms. Jacome concluded that they were very proud of the Coronado students' artwork.

Ms. Jacome was presented with certificates of recognition from the Governing Board for Ms. Sherman and Ms. Pike.

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

President Zibrat announced that the next Regular Governing Board meeting would be held on Tuesday, December 7, 2021 at 6:00 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership and Professional Development Center.

5. RECOGNITIONS

A. Presentation of Distinguished Service Awards

President Zibrat asked Superintendent Jaeger to present the awards.

Superintendent Jaeger explained that each month during the school year, a certificated and a classified staff member are recognized who exemplify a high level of service and dedication to the District.

He asked Wilson K-8 principal, Christine Sullivan, to introduce the Distinguished Service Award certificated staff recipient for the month of November, kindergarten teacher, Chris Champie.

Superintendent Jaeger shared that Ms. Champie was nominated for this recognition by Ms. Sullivan. A video presentation was shown honoring Ms. Champie for the work she has done in the District.

On behalf of the Board, President Zibrat asked if Ms. Champie wished to introduce anyone or address the Board.

Ms. Champie introduced her son, Ben and her co-workers from Wilson K-8. She thanked everyone for their support and for receiving this recognition. Ms. Champie shared that she was grateful for the friendship and collaboration of her fellow teachers.

Superintendent Jaeger invited Keeling Elementary School Principal, Annette Orelup, to introduce Distinguished Service Award classified staff recipient for the month of November, Health Assistant, Emily DeFrancesco. A video presentation was shown honoring Ms. DeFrancesco for the work she has done in the District.

On behalf of the Board, President Zibrat asked if Ms. DeFrancesco wished to introduce anyone or address the Board.

Ms. DeFrancesco thanked the Board for acknowledging her for a job she loves. She thanked her family, coworkers, and health services.

Ms. Champie and Ms. DeFrancesco received a certificate of recognition from the Governing Board, and Distinguished Service Award and a gift card donated by the Amphi Foundation. A group picture with Ms. Champie, Ms. DeFrancesco, Ms. Sullivan, Ms. Orelup, the Governing Board and Superintendent Jaeger was taken to mark the occasion.

Also, in their honor as Distinguished Service Award recipients, a plaque with their name is on display in the Leadership and Professional Development Center.

B. Recognition of the Amphi Foundation for Contributions to the Amphitheater Public School District

President Zibrat asked Superintendent Jaeger to introduce this recognition.

Superintendent Jaeger stated that the District has been blessed to have had its own charitable foundation for the last 35 years to support students, staff, and the community. He commented that support for the Amphi Foundation has particularly grown over the past few years. Superintendent Jaeger introduced Michelle Valenzuela to present the Board item recognizing the Amphi Foundation and noted there were Amphi Foundation Board members present this evening.

Ms. Valenzuela shared that she was so honored to present this recognition to the Amphi Foundation and she is amazed by all of the work they do. She stated that, like Superintendent Jaeger shared, the Foundation has been in the District for 35 years and in the past five years alone, they have awarded \$1.1 million to the District to support staff and students. Ms. Valenzuela commented on the three areas of focus the Foundation directs their giving to. Student preparedness includes supporting the Amphi Clothing Bank, hygiene items, school supplies, and food boxes. Innovative learning opportunities is another area of support where teachers can submit applications for mini grants to fund innovative and interesting projects for their students and classrooms. Additionally, the Foundation provides opportunities for students to be college and career ready with direct services to teachers and students in the classroom. Ms. Valenzuela stated that the Foundation does a wonderful job of promoting camaraderie within the District with their Bowl-A-Thon and Amphi Gala events each year.

Ms. Valenzuela introduced the Executive Director of the Amphi Foundation, Leah Noreng.

Ms. Noreng thanked the Board for the honor and stated it has been her pleasure to work with the Foundation. She also thanked donors for their continued support. Ms. Noreng introduced Julie Charters who was a Board member and has now been hired as the Foundation's Programs and Community Outreach Coordinator. Also present were Board members Fabian Cordova, Julie Turetzky, Glenda Arffa, Julie Turpin, Lisa DaDeppo, and Rebecca Ford.

Vice President Day commented that so many of the individuals serving on the Foundation Board are also involved in other things in the District. She read the certificate of recognition before presenting them to the Board members.

A group picture with Ms. Noreng, the Foundation Board members, the Governing Board members, and Superintendent Jaeger was taken to mark the occasion.

Superintendent Jaeger commented on Ms. Noreng's leadership and how it has transformed the Foundation. He stated that everyone on the Board has a heart for the work they do in the District and last year they contributed \$340,000 to the District which is nearly half of what the State of Arizona provided to the District in new funding.

6. INFORMATION²

A. Superintendent's Report; Update on Pandemic Conditions and Operations

For the Superintendent's Report PowerPoint Presentation see Exhibit 1.

President Zibrat asked Superintendent Jaeger to present his report.

Superintendent Jaeger began his report by showing some photo highlights of recent activities in the District.

Donaldson School Elementary students each received a pair of New Balance shoes last week. The National Shoe Retailers Association held their annual conference in Tucson, and partnered with Soles4Souls and New Balance to provide all 231 Donaldson students with new shoes and socks. Volunteers from the retailer association helped each child find the right fit. New Balance donated 500 pairs of socks and sneakers, and the Amphi Foundation received the surplus to be distributed in the future.

Amphi Middle School was the site of a community event called the “Growing Healthy Futures Fair” that featured the debut of their new “Pirate Patch” garden. Another exciting endeavor is the beginning of a new mural by amazing Tucson artist Joe Pagac. Special thanks to Cox Communications for sponsoring the mural and Tank’s Green Stuff and EcoGro for putting in the garden.

Copper Creek Elementary School made their Book Fair night special by inviting local authors and artists to read to children. It was a fun night for everyone!

La Cima Middle School students’ academic excellence was recognized at the school’s Honor Roll last week. Congratulations to them, and the students at other schools that are receiving Honor Roll recognitions at this time of year.

Nash Elementary’s Hiking Club had a great week. Members visited REI, where they each received hiking boots. Thanks to REI, Dr. Merrill (from Desert Podiatric Medical Specialists), parents and the Amphi Foundation. A few days later, the club took their very first trip to Saguaro National Park.

He was in attendance at the Oro Valley State of the Town event on October 28, 2021. The Canyon del Oro High School Canyon Singers Choir sang the National Anthem. The students did an amazing rendition, and he received many compliments. It was a beautiful way to kick off the meeting.

Keeling Elementary School third-graders had some delicious inspiration for their writing assignment. They used caramel apples as a tool to find adjectives for a descriptive writing exercise.

The staff at the Wetmore office was excited for the return of a Halloween tradition. Kindergarteners from Mesa Verde and Prince elementary schools came to trick-or-treat along the breezeways. Thanks to everyone who participated. It was great to see all the costumes, including superheroes, princesses, historical figures and cartoon characters having fun.

Superintendent Jaeger reviewed the Pima County Health Metrics. Disease data is still in the red category. Percent positivity and COVID-19 like illnesses are both in the yellow category. Hospital bed capacity remains in the red category, with limited ICU bed capacity. As cases have increased, timely case investigations have moved to the yellow category. He said the numbers had shown a downward trend, but are now jumping up quickly. The case numbers are not as high as they were about a year ago, but have increased. There are now 241 cases per 100,000 individuals. He stated the test positivity rate is at 10.8%. Currently, with the combined data, Pima County is now in a high transmission level.

Superintendent Jaeger spoke about the public health care system metrics. He reported about 30% of ICU beds are occupied by COVID-19 patients. Fortunately, there still are ICU beds available for other non-COVID-19 patients.

Superintendent Jaeger shared information from the Centers for Disease Control and Prevention (CDC). On October 2, 2021 they projected infection rates of more than 218 per 100,000 children aged 5-11; 221 for ages 12-15; and 225 for ages 16-17. These rates

reflected a downward trend, and were predicted to be one third lower than the mid-September rates. The American Academy of Pediatrics announced on October 7, 2021 “The number of new child cases remained exceptionally high.” Nationally, more than one half of all students aged 16-17 have now been vaccinated, and about 45% for ages 12-15. He said in Arizona, 24.4% of those under 20 have been vaccinated, but he did not have a specific breakdown of ages. In most states, children under 18 account for less than 10 percent of active cases, but this number has been higher in the West and Northeast in recent weeks, as is evidenced by our local numbers.

Superintendent Jaeger talked about Pima County Health Department data. A cumulative count of Pima County COVID-19 cases showed 6.67% were ages 0 to 11 years. (1.33% of hospitalizations; 0.0% deaths for same age group). To date, 11.32% of Pima County COVID-19 cases were ages 12 to 19 years. (2.07% of hospitalizations; 0.0% deaths for same age group). He noted that Amphitheater has second highest number of reported cases among Pima County school districts, even though the District is not the second largest.

He shared a bar graph that showed the vaccine rate for ages 0-18. There was no data for children 0-11 since they have just become eligible to receive the vaccine. He expected the vaccination rate to increase over time. He reported that the vaccination rate of the residents in the Amphitheater District was almost 68%.

Superintendent Jaeger shared some charts that showed school districts’ cumulative cases. Amphitheater is at approximately 500 cases. A bar graph showed a spike in the cases within the last few weeks. He commented it is still not as high as it was about a year ago, and could be a result of Halloween gatherings. Data showing District new weekly cases (for the current school year) reflected an increase over the last two weeks. The District COVID-19 Dashboard showed currently there are 6 active employee cases and 60 active student cases. He noted that today at Painted Sky Elementary School, there were 97 students absent; 60 with reported COVID-19 symptoms, which is approximately 21% of student enrollment. Recently, the District was ordered by PCHD to close four classrooms at Innovation Academy and two classrooms at Painted Sky Elementary School. He said the disclosure of the case count and the closing of the classrooms was not to cause alarm, but to be transparent about the situation.

Superintendent Jaeger reviewed COVID-19 vaccinations for students and upcoming vaccination clinics. He stressed that the District is not allowed to give vaccinations to students. The health department will be holding free vaccination clinics in the community, and some will be held at our schools. At this time, he did not have complete information from them, but will release it when it becomes available. He said we currently know:

- PCHD requires parent permission for vaccines for anyone under 18 years old. If parents are not present at clinics, signed permission forms are required and will be confirmed by phone contact with the parent.
- Vaccination is entirely optional. State law does not currently mandate COVID-19 vaccines for anyone.
- PCHD clinics at school sites will offer Pfizer vaccines for all eligible ages, including booster shots for those who are eligible.
- All District employees are eligible to receive booster shots, and individuals are able to get a Pfizer booster even if they had a different vaccine previously.
- Up-to-date information about PCHD clinics is on the PCHD website.
- Vaccines remain available through other parties including pediatricians and pharmacies.

Superintendent Jaeger spoke about the National School Board Association (NSBA) Officers' Letter. On September 29, 2021, the Interim Executive Director and President of the NSBA wrote President Biden, requesting "federal assistance to stop threats and acts of violence against public school children, public school board members, and other public school district officials and educators."

He said this request was referring to a few handfuls of incidents from across the country (mostly media reports of the same) on a wide spectrum of speech and behavior occurring in schools and at school board meetings. They characterized such incidents with a broad brushstroke as "threats and acts of violence" and stated that "the classification of these heinous actions could be the equivalent to a form of domestic terrorism and hate crimes," and wished to invoke action under the PATRIOT Act. Superintendent Jaeger stated that while there certainly have been some scattered incidents that were alarming and have even been physical and threatening in nature, the vast majority of speech and behaviors occurring at school board meetings continue to be peaceful and well within the free-speech rights of participants. He felt, once again, our sad national trend of overgeneralizing, stereotyping and overreacting was evidenced in this incident-this time by an organization we have trusted to embody, and advocate for, the expression of free and learned thought.

Superintendent Jaeger stated, there has been great criticism of this letter from these two NSBA officers. Local school boards, and even state school board associations, were not consulted before this letter was sent to the President.

He said it seems clear that the NSBA Board of Directors was also not involved in the issuance of this now very controversial letter, because the NSBA Board recently issued an apology for the letter to school boards nationwide. It reads in part: "We regret and apologize for the letter. The safety of school board members, other public school officials and educators, and students is our top priority, and there remains important work to be done." They said they should have had a better process in place to allow for consultation on a communication of this significance, and apologized for the stress and strain caused by this situation. They deeply value the work of local school boards, but also value the voices of the parents who should and must continue to be heard when it comes to decisions about their children's' education, health and safety. The apology letter states that they are in a formal review of their processes and procedures and will announce specific improvements in the future.

Superintendent Jaeger reported that he and the Governing Board members have received some requests that the District distance themselves from this letter from the NSBA, and he wanted to make it clear that he was indeed doing just that. He felt that the letter was a gross abuse of authority by the two individuals who wrote it, and did not believe that they spoke on behalf of the organization. He stated they did not speak on behalf of himself or the Governing Board.

Superintendent Jaeger said, a call to "cancel" NSBA at this time is misplaced. In the past, they have been an organization that has advocated for local control of public education and they seem to have lost that guiding principle, but fortunately appear to have the same back in their sights. We should insist on verification of the same in the future to be sure.

Superintendent Jaeger concluded, now is a time for all opinions to be heard and considered, but it is not a time for disrespect of one another. He said we have faced much greater periods of discord in our history than this, and we have survived them, and he believed we will survive this. He urged in order to do as little damage to our collective and national soul as possible, we have all (including the NSBA) got to stop going after one another just

because we disagree. He read a quote from Abraham Lincoln that was said over 160 years ago:

We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

He stated, in simpler words, we are in this together, (as the NSBA should have remembered) and he was confident that the Governing Board members are aware that we are in this together.

President Zibrat thanked him for the report and asked the Governing Board members if they had any questions or comments.

Vice President Day thanked him for the update on the NBSA, she said it was very helpful to clarify the situation.

B. Status of Construction Projects

For the Status of Construction Projects report see Exhibit 2.

President Zibrat asked Superintendent Jaeger to introduce the item. He asked Mr. La Nasa to update the Governing Board on the ongoing bond, Arizona School Facilities Board (SFB) and other District construction projects.

Mr. La Nasa presented the construction report and included an update on the Elementary and Secondary School Emergency Relief (ESSER) Funding projects.

Amphitheater High School (AHS) Bond projects include locker room improvements, replacement of three air conditioning (AC) units in the cafeteria, parking lot repairs, carpet replacement in six classrooms in the 100 wing, 700 wing Heating, Ventilation, Air Conditioning (HVAC) improvements and mechanical improvements in building H. ESSER projects include HVAC improvements to the student center/bookstore and 100 and 200 wing classroom fan coil replacement design. Six water fountains with bottle fillers are being installed. Arizona School Facilities Board (SFB) projects include structural repairs of the 300 wing, and the AHS main gym roof replacement which is 95% complete.

Canyon del Oro High School (CDO) Bond projects include design services to repave the east parking lot and the main central plant renovation. Materials have been ordered for the library boiler and replacement of campus clocks. ESSER projects include locker room and building E air conditioner replacements. SFB projects include campus roofing phase II for buildings P and O which are 95% complete, building A, BN and L which are 90% complete, building B which is 80% complete and building C and IE which are 20% complete.

Ironwood Ridge High School (IRHS) Bond projects include the irrigation well design, cooling tower 1 replacement and locker room improvements. SFB projects include the completion of the roofing restoration. The fine arts and gym weatherization grant is in process.

Amphitheater Middle School ESSER project included the completion of six water fountains with bottle fillers.

Copper Creek Elementary School Bond projects include the completion of the administration building HVAC VFD replacement. SFB projects include the roof design for the Multipurpose Room (MPR).

Coronado K-8 School Bond projects include power washing and re-painting the exterior of the Administration building during fall break. The replacement boiler has been ordered, and room 403 carpet will be replaced during winter break.

Cross Middle School Bond projects include ongoing campus wide public address (PA) improvements: adding supplementary interior and exterior speakers, new underground cable, interior cable, and wireless clocks. ESSER projects include cafeteria air conditioner RTU replacements. SFB projects include the approval of the construction grant for the roof replacement.

Donaldson Elementary School ESSER projects include Pod F RTU replacements. The Tucson Electric Power (TEP) grant LED lamp upgrades have been completed.

Land Lab Bond projects include the completion of the HVAC replacement for buildings B and D.

Harelson Elementary School Bond Projects include phase 2 hot water line replacement. SFB projects include the Funhouse weatherization.

Holaway Elementary School Bond projects include the evaluation of a single point of entry at the front office, a PO has been issued for the design, and the replacement of the main switchgear design is complete. The TEP grant for LED lamp upgrades have been completed.

Keeling Elementary School Bond projects include the replacement of the AC units for building A. ESSER projects include the installation of four water fountains with bottle fillers.

La Cima Middle School Bond projects include campus PA and clock improvements.

Mesa Verde Elementary School Bond projects include access control improvements. SFB projects include the roof replacement.

Nash Elementary School ESSER projects include the completion of one water fountain with a bottle filler.

Painted Sky Elementary School Bond projects include upcoming carpet replacement in rooms 20 and 21. The TEP grant LED lamp upgrades have been completed.

Prince Elementary School Bond projects include building C mechanical evaluation, and a PO has been requested for new playground equipment. ESSER projects include the completion of one water fountain with a bottle filler.

Rillito Center ESSER projects include the completion of one water fountain with a bottle filler. SFB projects include issuing the design PO for buildings A and D weatherization.

Rio Vista Elementary School ESSER projects include the completion of one water fountain with a bottle filler.

Walker Elementary School The TEP grant LED lamp upgrades have been completed.

Wilson K-8 School ESSER projects include a structural evaluation for the north MPR Air Conditioner RTU replacements.

Mr. La Nasa reported the ongoing TEP grant for LED lamp upgrades was approximately \$150,000 and was installed in four school. The overall energy savings for the LED lights will save the District a substantial amount of money in the future.

President Zibrat thanked Mr. La Nasa and asked if any Governing Board members had any questions.

There were none.

Superintendent Jaeger clarified that Mr. La Nasa gave a brief overview of some of the ongoing projects and improvement to the facilities in the District. He said that a detailed report with the funds spent is available at [Amphitheater Public Schools Public View - BoardBook Premier](#). He was grateful for the work that is done by the facilities department.

C. Report of Governing Board Delegate on the Arizona School Boards Association (ASBA) Delegate Assembly

President Zibrat ask Superintendent Jaeger to introduce the next item. He said Mr. Kopec was nominated by the Governing Board members to attend the Assembly and act on their behalf. He asked Mr. Kopec to present his report.

Mr. Kopec said the assembly was held on September 11, 2021 and began with a moment of silence. He reviewed the topics and proposed changes to the political agenda. The main topics are in bold.

Adequately and equitably fund district schools to at least the national median per pupil funding.

- A change was added to include the Arizona Teacher’s Academy and diversification of the workforce.
- A request to fund distance learning at 100%.
- Protect voters’ intent in funding K-12 education and oppose legislation that attempts to supplant or divert additional voter-approved funding streams, such as Prop. 301 and Prop. 208.
- Replacement of buildings that have exceeded their useful life.
- Receive adequate funding for the actual cost of exceptional student services.
- Give all districts the authority to provide affordable housing options to teachers. He said there was a lengthy discussion on this topic.

Preserve and Strengthen Local Control

- Oppose any legislation that has as its intent to lessen or curtail the legal authority of local school boards including their authority to approve or present curriculum.

Improve Outcomes for All Students

- Increase the compulsory attendance age from 16 to 18 years or the attainment of a high school diploma or GED
- Rethink and redefine the role and purpose of standardized testing and develop meaningful assessments.

Require Public Accountability for Taxpayer Dollars Spent on Education

- Oppose any measure that would result in fewer qualified voters from being easily able to vote or register to vote.

Manage the Impact of COVID-19 on Public Schools was eliminated entirely he reported, because the topics did not apply this year.

The agenda passed with a 95% approval rating of the delegates assembled.

President Zibrat thanked Mr. Kopec, and asked the Governing Board members if they had any questions.

There were none.

D. Review of Enrollment Projections and Actual Enrollment for Current (2021-2022) School Year

For the Review of Enrollment Projections and Actual Enrollment for Current (2021-2022) School Year see Exhibit 3.

President Zibrat ask Superintendent Jaeger to introduce this item. He explained that this is the time of year the administration shares the projected student enrollment from last year, for our current fiscal year, and what the actual enrollment is now. He said the comparison is more important now since the funding is tied to the daily fluctuation of enrollment. The last few years have been challenging because the funding allotments from the state have not been finalized until after the school year has ended. He stated Ms. Tong and Mr. Little will present the information in greater detail, and asked Ms. Tong to begin the presentation.

Ms. Tong agreed that it is hard to plan financially for the school year when the actual funding is not known. She said for example, staff contracts are awarded in the spring for the next school year, and if students transfer out of the District, it reduces the funding received. The District is still obligated to offer the promised classes, positions, and services.

Ms. Tong said there many factors to consider to determine the projected enrollment numbers. The factors are looked at multiple times through out the school year to see how the projected funding numbers compare. She stated the past school year had so many instructional modes, that it created complications for this years' projections.

She shared a chart titled the "Comparison of Projected vs. Actual ADM for FY 21-22". It listed each school and last years projected and actual ADM. It also listed the projected 40th day ADM and the difference of the actual 40th day ADM for this school year. Some schools showed a decrease in the actual ADM, and she stated based on the actual numbers, the staffing needs would not have changed. She commented that Amphi Academy Online (AAO) reflected the biggest decrease in the projected versus the actual 40th day enrollment. It was hard to project the online schools' enrollment numbers, because some students were undecided about their learning mode.

Ms. Tong talked about the ESSER funding and the benefit of the funds to address social, emotional learning needs. She reassured the Governing Board that administration will be looking at future staffing needs and as the enrollment numbers change and ESSER funding is eliminated, they will adjust accordingly.

Ms. Tong offered to answer any questions.

President Zibrat thanked her for her report and asked the Governing Board members if they had any questions or comments.

Dr. Baker asked about the decline in enrollment at Innovation Academy. He wanted to know if the students were transferring to charter schools.

Ms. Tong deferred to Ms. Call to respond to the question.

Ms. Call said some of the students from Innovation Academy are currently enrolled at Amphi Academy Online. Their families wanted to have the students vaccinated before they attended in person. They expect some students to return in January, and four requested transfers back today.

Mr. Kopec commented that the funding models and formulas used by the state are illogical, and he felt it was a short coming of the state system.

President Zibrat called for a seven minute break.

7. PUBLIC COMMENT¹

Mary Ruland is an Amphi parent and shared her relief that the district is not mandating vaccines for students at this time. She feels that vaccinating children against COVID is a decision based in fear and if the vaccine works well for adults, there shouldn't be fear about catching COVID from a child. Ms. Ruland shared that statistics about the potential side effects from the vaccine are cause for grave concern. She went on to say that the director of the Center for Disease Control stated that vaccinated individuals can still spread COVID. Ms. Ruland concluded by stating parents should be allowed to decide whether to vaccinate their children or not.

Joni Kaminski is an Amphi parent who stated she was present to speak for students and staff regarding the mask mandate. She feels that science is being ignored to exert power. Ms. Kaminski shared that she feels there is a false narrative as to how the virus is spread, natural immunity is being ignored, and there are reported adverse side effects from the vaccine. She went on to say that wearing masks decreases oxygen intake, causes the wearer to breath in toxins trapped in the masks, and ultimately this takes a toll on one's immune system. Ms. Kaminski shared her observations of young children's poor mask wearing habits and concluded by sharing information from a Danish study regarding mask efficacy.

John Maynard shared that he was glad to be present for the Board recognitions this evening and he learned a lot, particularly about the work of the Amphi Foundation. He also stated he attended the Oro Valley State of the Town meeting where the Canyon Del Oro Choir performed and shared that their performance was incredible. Mr. Maynard said that he appreciated the Superintendent's remarks regarding the NSBA earlier in the evening. He went on to advocate against the mask mandate and shared that he had yet to see a study proving the efficacy of mask wearing. Mr. Maynard asked the Board to please keep considering this issue.

Lorella Ritzel is an Amphi parent and employee. She began by sharing the definition of respect as it relates to other people's choices and gave an example of seeing a family in public with some members masked and others not. She felt this was a demonstration of respect for individual choices. Ms. Ritzel went on to explain that she has witnessed students boss and lecture one another regarding mask wearing. She compared the statistics of COVID cases among districts with a mask mandate versus those without one and noted that they are similar. She concluded with asking those in the room in favor of choice regarding masks to please stand up. She implored that there at least be a conversation about the issue of masks.

Mona Gibson began by stating she was a tax paying citizen in the District for 30 years and her son is a graduate of the District. She shared that she has witnessed a blatant disregard for the interests of students, parents, and the community and recited a policy regarding the Governing Board's function as it relates to community attitude and being responsible to the people of the District. Ms. Gibson questioned the metrics used to justify the current mandate, the consequences of the mandate, and how often District administration spoke to students and parents regarding this issue. She shared that she and a group of friends spoke with people at three high school football games recently and collected 162 signatures on a petition supporting the right to choose regarding mask wearing. The petition and signatures were shared with the Board.

Lisa Millerd is an Amphi teacher and AEA President. She stated she was asked to speak on behalf of transportation employees. Ms. Millerd gave background information regarding the change of school start times this year in an effort to increase bus driver wages, consolidate routes and require fewer bus drivers. She shared that there is still a shortage of drivers, and this plan has not solved the problem as many transportation employees are

burned out. Ms. Millerd encouraged District administration to speak with transportation employees regarding their concerns, their issues with treatment from management, and how to recruit more drivers.

Chad Carter stated that he wanted to talk about Social Emotional Learning and referenced a collaborative called CASEL (Collaborative for Academic and Social Emotional Learning) that is a framework included in the District's digital citizenship implementation plan. Mr. Carter quoted the CASEL website as it speaks to educational equity and the merit of social emotional learning for students. He stated that he felt educational equity refers to equity of outcomes, not equity of opportunity which is Marxist and inappropriate in our school districts. Mr. Carter stated he felt the collaborative was advocating for the rights of the group over the individual and the effects of this on a culture.

Charles Lathrem is an Amphi parent and shared that there have been zero COVID deaths in Pima County in the 0–19-year-old demographic. He went on to state that he had grave concerns regarding the vaccine and that he would not be giving anyone permission to vaccinate his child. Mr. Lathrem addressed comments one of his son's teachers made regarding Florida's Governor "killing people" because there is no mask mandate in that state. He noted that cases are on the rise currently and masks do not slow the spread of COVID. He believes the current policies are failing the community, they're unfair to children, and not right for this community. Mr. Lathrem concluded with asking the board to consider cancelling the mask mandate.

Daniel Roper shared that COVID is the leading cause of deaths in Arizona this year, and the state has one the highest transmission rates in the country currently. He stated that he was glad the District already knows these facts as they are following the directives of health officials in the community. Mr. Roper went on to state what happens in the school district effects the community at large. He went on to thank the Board and Wetmore staff for conducting public meetings that are productive, AEA for their advocacy, and Amphi staff and teachers who show up every day and go above and beyond for students.

8. CONSENT AGENDA³

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

[Amphitheater Public Schools Public View - BoardBook Premier](#)

President Zibrat asked if there were any Items that should be pulled for further discussion. There were none. Ms. Cox Golder moved for Consent Agenda Items A. – R. be approved as presented. President Zibrat seconded the motion. Voice vote in favor – 5. President Zibrat, Vice President Day, Dr. Baker, Ms. Cox Golder, Mr. Kopec. Opposed – 0. Consent Agenda Items A. – R. passed.

A. Approval of Appointment of Non-Administrative Personnel

Non-administrative personnel appointments were approved as listed in Exhibit 4.

B. Approval of Personnel Changes

Certified and classified personnel changes were approved as listed in Exhibit 5.

C. Approval of Leave(s) of Absence

Leave(s) of absence were approved as listed in Exhibit 6.

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

Separations and terminations were approved as listed in Exhibit 7.

E. Approval of Stipend for Coaching Volunteers

Stipend for coaching volunteers were approved as listed in Exhibit 8.

F. Approval of Minutes of Previous Meeting(s)

The minutes from the October 5, 2021 Governing Board Meeting were approved as submitted in Exhibit 9.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,424,428.50

A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as submitted in Exhibit 10.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1105	\$169,922.73	1108	\$221,324.27	1109	\$302,260.14
1110	\$446.21	1111	\$103,334.06	1112	\$216,629.34
1114	\$76,693.11	1115	\$57,645.54	1116	\$35,249.029
1117	\$58,152.61	1118	\$22,272.63	1119	\$95,584.49
1120	\$64,914.08				

H. Acceptance of Gifts

Gifts were accepted by the Governing Board as listed in Exhibit 11.

I. Approval of Parent Support Organization(s) - 2021-2022

The Governing Board approved CDO Orchestra Booster, Lulu Walker Elementary PTO, and CDO Woman Soccer Booster as submitted in Exhibit 12.

J. Annual Approval of All Authorized Signatories on District Checking Accounts for the 2021-2022 Fiscal Year – Revised 11-09-2021

The Governing Board approved Annual Approval Of All Authorized Signatories on District Checking Accounts for the 2021-2022 fiscal year – Revised 11-09-2021 as submitted in Exhibit 13.

K. Approval of Out of State Travel

The Governing Board approved the requests for out of state travel as submitted in Exhibit 14.

L. Approval of Food Service Adult Meal Pricing

The Governing Board approved the food service adult meal pricing.

M. Authorization to Negotiate a Contract for the Construction of a Private LTE Network for Student Access

The Governing Board approved authorization to negotiate a contract for the construction of a private LTE network for student access.

N. Award of Contract for Internet ISP (Internet Service Provider) and Internet Transport Based upon Responses to RFP (Request for Proposal) 10-18-2021

The Governing Board approved award of contract for Internet ISP (Internet Service Provider) and Internet Transport based upon responses to RFP (Request for Proposal) 10-18-2021 to Sun Corridor Network.

O. Award of Contract for Harelson Funhouse Weatherization Construction - Based Upon Responses to Invitation for Bids (IFB) 10-14-2021-H

The Governing Board approved award of contract for Harelson Funhouse weatherization construction-based upon responses to Invitation for Bids (IFB) 10-14-2021-H to LOR Construction, Inc.

P. Award of Contract for Ironwood Ridge High School Weatherization Project - Based Upon Responses to Invitation for Bids (IFB) 10-14-2021

The Governing Board approved award of contract for Ironwood Ridge High School weatherization project-based upon responses to Invitation for Bids (IFB) 10-14-2021 to LOR Construction, Inc.

Q. Approval of School Facilities Board (SFB) Grant for Amphitheater High School 300 Wing Sewer Line Replacement

The Governing Board approved School Facilities Board (SFB) grant for Amphitheater High School 300 wing sewer line replacement as submitted in Exhibit 15.

R. Approval of School Facilities Board (SFB) Grant for Amphitheater High School Central Plant 3 Water Line Assessment

The Governing Board approved School Facilities Board (SFB) grant for Amphitheater High School central plant 3 water line assessment as submitted in Exhibit 16.

9. STUDY⁺

A. Presentation on eSports

For the report of the Presentation on eSports see Exhibit 17.

President Zibrat asked Superintendent Jaeger to introduce the item. He stated that several weeks ago, Vice President Day had requested information on eSports as an interscholastic activity. Superintendent Jaeger introduced Matt Munger, Associate Superintendent for Secondary Education and Armando Soto, Director of Interscholastic Activities to present the item.

Mr. Munger and Mr. Soto gave an overview of their presentation and the topics they would cover. Mr. Munger gave a definition of eSports as video games played in a highly organized, competitive environment. Mr. Soto compared eSports to other interscholastic activities stating that students would need to tryout for teams, follow AIA (Arizona Interscholastic Association) guidelines, teams would be matched competitively, students would have to maintain passing grades, and games/matches would be played on campus.

Mr. Munger cited several sources that discussed the growth trends of eSports including scholarship opportunities, a possible future medal event in the Olympics, and the emergence of a pseudo-professional circuit. He discussed the various games sanctioned by AIA that offer competitive opportunities for students. Mr. Munger went on to present the approximate start up costs comparing different gaming systems (Playstation, Xbox, Nintendo, and Personal Computers). He outlined costs of the gaming units based on 10 students per team. PC's are the most expensive unit, but offer the greatest longevity and ability to be modified whereas the other gaming units are less expensive but cannot be modified after purchase. Mr. Munger also discussed other associated costs such as installation of equipment, coaching addendums, uniforms, and participation fees which would equal approximately \$16,000 per site for the initial season. He concluded by stating each site would have to have its own team and they are not able to combine school sites for a pilot team per AIA guidelines.

Mr. Soto presented a cost comparison between eSports and Athletics. Coaching addendums and uniforms were less expensive for eSports, but Mr. Soto stated the cost of equipment varies too much between different sports at different sites to be able to offer an accurate comparison with eSports equipment.

Mr. Munger outlined the technology challenges and considerations which include the upfront costs being considerable, no current indicator of student interest, gaming area security, iBoss filters, and general internet safety.

Mr. Munger asked if the Board had any questions.

Vice President Day asked about potential travel costs. Mr. Munger stated that post-season play occurred at the site itself and at the high school level, there would not be any travel required.

Vice President Day asked if a team of 10 students would be at each high school. Mr. Munger responded yes because they cannot combine schools into a joint team. She asked if there was an intention to offer eSports at the Middle School level. Mr. Munger responded not at this time.

Vice President Day asked what other high schools in the area participate in eSports at this time. Mr. Soto responded that Pueblo High School, Palo Verde High School, Rio Rico High School, and Salpointe High School were the only schools in Southern Arizona participating currently. She went on to make comments about how the coach's addendums were tabulated. Mr. Munger shared that in researching this item they looked at traditional athletic coaching addendums as a guide to determine how eSports coaches would be compensated.

Dr. Baker said they he appreciated this very informative presentation.

Mr. Kopec thanked Mr. Munger and Mr. Soto for the information and stated he was curious what the student interest will be in this program. He felt it might be able to fill a void for students who don't necessarily participate in athletics.

President Zibrat thanked Mr. Munger and Mr. Soto for their report.

B. Study of November 2, 2021 Election Results

President Zibrat asked Superintendent Jaeger to introduce the item. He invited Ms. Tong to review the recent election results.

Ms. Tong said she will focus on the outcome of the city election, because of the potential impact to the District concerning the minimum wage increase. She reported the results are based on a voter turn-out of 25% and are unofficial, because they have not yet been certified. There were three council member seats and Proposition 206 and 410 on the ballot. Ms. Tong said Prop 206 passed with 60% of the voters saying "yes". The proposal relates to the creation of a minimum wage within the City of Tucson that increases incrementally between 2022-2025. This is more than the state minimum wage, and will increase annually as follows:

1. \$13.00 per hour on and after April 1, 2022,
2. \$13.50 per hour on and after January 1, 2023,
3. \$14.25 per hour on and after January 1, 2024,
4. \$15.00 per hour on and after January 1, 2025, and
5. Subsequent increases on January 1, 2026, and on January 1 of each succeeding year based on the increase in the U.S. Department of Labor's Consumer Price Index

She said the proposal would require the establishment of a Department of Labor in the city to monitor and enforce the changes. Employees would be paid the increased wage for work inside the city limits, and guaranteed pay for three hours of work, even if the work is not there for them to do. Additionally, it creates the ability for employees to sue employers if they don't comply with the minimum wage increase, with a three year statute of limitations. She stated every business in Pima county will be affected, including school districts, as the wage increase will create greater competition for employees, and ultimately businesses will have to increase their wages to complete for employees in entry level positions.

Ms. Tong stated the constitutionality is being questioned and may ultimately be decided in the courts. She said the city of Flagstaff voted in an increased minimum wage, and the schools districts there have increased their entry level wage to higher wage than the city minimum.

Ms. Tong concluded by saying unfortunately, the state will not add to their funding to cover the increase in wage.

She offered to answer any questions.

President Zibrat thanked her for the report and asked if any Governing Board members had any questions or comments.

Mr. Kopec commented that he works for the city and will watch with interest to see how the proposed wage increase and regulatory components will be put in place.

He asked if Ms. Tong if she was aware of the status of the Flagstaff court case. She responded she has not followed it closely, but knew there was a financial component to their change. She asked Mr. Little if he could explain the financial implication in greater detail. Mr. Little said the issue with Flagstaff, was that the increase could not be mandated if there was no funding source available, and the law has the potential to be thrown out. Mr. Little stated he has not been following it closely and would be glad to contact his counterpart in Flagstaff to see where it stands now. Ms. Tong said she will follow up with more information.

C. Study of Governing Board Policy Documents: Policy JFB (Open Enrollment), Policy JK (Student Discipline), Policy JKD (Student Suspension), Policy JKE (Student Expulsion), Policy JLF (Reporting Child Abuse/Child Protection), Policy KB (Parental Involvement in Education)

For the Study of Governing Board Policy Documents see Exhibits 18-23.

President Zibrat asked Superintendent Jaeger to introduce the item. He responded that in the interest of time, the Governing Board members could study the item in greater length independently, as it will be addressed at the next meeting. President Zibrat asked if the Governing Board members were in agreement, they said yes.

10. ACTION

A. Resolution Declaring the Third Friday of November as “School District Substitute Employee Day”

Superintendent Jaeger asked Ms. Tong to review the resolution.

Ms. Tong shared that there is a National Substitute Day, which is observed on the third Friday of each November. She went on to say that substitute employees are a very valuable resource to the District. They have assisted greatly during the Pandemic in particular and Ms. Tong explained that as a District, we would like to recognize their contributions.

Ms. Tong read the resolution and recommended the Governing Board adopt the resolution as presented.

Ms. Cox Golder made a motion to adopt the resolution. Dr. Baker seconded the motion. There was no discussion. Voice vote in favor-5: President Zibrat, Vice President Day, Dr. Baker, Ms. Cox Golder and Mr. Kopec. Opposed - 0. The Governing Board approved the Resolution Declaring the Third Friday of November as “School District Substitute Employee Day” as submitted in Exhibit 24.

B. Resolution Declaring the Wednesday Before Thanksgiving as “Kindness Day”

Superintendent Jaeger introduced Ms. Valenzuela to present this resolution.

Ms. Valenzuela shared that the resolution was based on a tradition at Amphi Middle School emphasizing kindness on the Wednesday prior to Thanksgiving Break punctuated by kind acts around campus. She stated that this was an opportunity to make this a District Wide practice.

Ms. Valenzuela read the resolution and recommended the Governing Board adopt the resolution as presented.

Vice President Day made a motion to adopt the resolution. Mr. Kopec seconded the motion. There was no discussion. Voice vote in favor-5: President Zibrat, Vice President Day, Dr. Baker, Ms. Cox Golder and Mr. Kopec. Opposed - 0. The Governing Board approved the Resolution Declaring the Wednesday Before Thanksgiving as “Kindness Day” as submitted in Exhibit 25.

11. EXECUTIVE SESSION

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

A. Discussion and Consultation with Representatives of the Governing Board In Order to Consider its Position and Instruct Its Representatives in the Meet and Confer Process Pertaining to Policy, Compensation and Benefits for Certificated, Professional Non-Teaching, Support and Administrative Staff Pursuant to A.R.S. § 38-431.03(A)(5), and

B. Discussion or Consultation with the Attorneys of the Public Body, Pursuant to A.R.S. § 38-431.03(A)(3), Concerning Pandemic Conditions and Mitigation Measures.

Vice President Day moved that the Board go into an Executive Session to address the matters identified in item 11 of the Board’s agenda and pursuant to the legal authorities listed on the agenda under item 11. President Zibrat seconded the motion. Voice vote in favor – 5: President Zibrat, Vice President Day, Dr. Baker, Ms. Cox Golder, and Mr. Kopec. Opposed – 0. President Zibrat proclaimed they were in Executive Session.

12. RECONVENE PUBLIC MEETING

President Zibrat reconvened the meeting at 9:46 p.m.

13. PUBLIC COMMENT¹

There was none.

14. ADJOURNMENT

President Zibrat asked for a motion to adjourn the meeting. Vice President Day moved to adjourn . Ms. Cox Golder seconded the motion. There was no discussion. Voice vote in favor - 5: President Zibrat, Vice President Day, Dr. Baker, Ms. Cox Golder, and Mr. Kopec. Opposed - 0. The meeting adjourned at 9:47 p.m.


Minutes respectfully submitted for Governing Board Approval
Jennifer Anderson, Executive Assistant to the Superintendent & Governing Board
Gretchen Hahn, Secretary III, Governing Board Office

December 6, 2021
Date

Susan Zibrat, Governing Board President

December 7, 2021
Date



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

DATE OF MEETING: December 7, 2021

TITLE: Approval of Vouchers Totaling and Not Exceeding Approximately \$1,916,634.44
(Final Total)

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: December 6, 2021

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Acceptance of Gifts

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: November 10, 2021

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations List		
Gifts and Donations	Exhibit	12/7/2021
Ck in the amount \$540.02	Richard B. Wilson Jr K-8 PTO	Wilson K-8 School
Ck in the amount \$810.00	United Real Estate Specialist	Canyon del Oro High School
Ck in the amount \$1,000.00	Knights of Columbus Santa Catalina Council No 12345	Cross Middle School
Ck in the amount \$10,000.00	Amphitheater Foundation	Prince Elementary School
Ck in the amount \$150.00	John Joseph Dooling	Ironwood Ridge High School
Ck in the amount \$150.00	John Joseph Dooling	Canyon del Oro High School
Ck in the amount \$900.24	Copper Creek Elementary School PTO	Copper Creek Elementary School



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

DATE OF MEETING: December 7, 2021

TITLE: Approval of Parent Support Organization(s) – 2021-2022

BACKGROUND:

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

Coronado Wrestling Booster
Ironwood Boys Basketball Booster

RECOMMENDATION:

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

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: November 29, 2021

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

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

School Year 2021-2022

Name of Organization Coronado Wrestling Booster

School Coronado K-8

Related Student Organization or Club _____

Taxpayer I.D. 82-5333082

OFFICERS:

Name: Michelle Luke

Name: Dawn Smith

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 07/01/17

Date taking office: 08/05/20

Name: Sara Luke

Name: Shante Yount

Office Held: Secretary

Office Held: Fundraiser

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 10/01/21

Date taking office: 10/01/21

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

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

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

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

Member meetings held how often? 2 times per season Executive meetings held how often? 4 times per year

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

Michelle Luke 10/1/21
Signature Date

Dawn Smith 10/1/21
Signature Date

Sara Luke 10/1/21
Signature Date

Shante Yount 10/1/21
Signature Date

Site Administrator's Approval: Elizabeth Jacome 11/1/21
Signature Date

For district use:

Finance Department recommendation: approved

Governing Board Agenda date: 12/1/2021

95

RECEIVED
R 10-25-2021
CPH

Revised 5-3-08

Rwd 11/9/21

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

School Year 2021-2022

Name of Organization Ironwood Boys Basketball Booster School Ironwood Ridge High Sch
 Related Student Organization or Club _____ Taxpayer I.D. 26-1485679

OFFICERS:

Name: <u>Veronica Hanley</u>	Name: <u>Nikki Cain</u>
Office Held: <u>President</u>	Office Held: <u>Treasurer</u>
Address: _____	Address: _____
E-mail: _____	E-mail: _____
Phone(s): _____	Phone(s): _____
Date taking office: <u>10/05/21</u>	Date taking office: <u>10/05/21</u>
Name: <u>Andrea Williams</u>	Name: <u>Brittany Bates</u>
Office Held: <u>Vice President</u>	Office Held: <u>Secretary</u>
Address: _____	Address: _____
Phone(s): _____	Phone(s): _____
Date taking office: <u>10/05/21</u>	Date taking office: <u>10/05/21</u>

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

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

Are two signatures required on disbursements? Yes No By-laws reviewed annually? Yes No
 Member meetings held how often? Quarterly Executive meetings held how often? Annually

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

<u>V. Hanley</u>	10/05/2021	10/05/2021	<u>Nikki Cain</u>
Signature	Date	Date	Signature
<u>Andrea Williams</u>	10/05/2021		<u>Brittany Bates</u>
Signature	Date	Signature	Date
Site Administrator's Approval: <u>[Signature]</u>		Date: <u>11/19/21</u>	
Signature		Date	

For district use: Finance Department recommendation: approved
 Governing Board Agenda date: 12/7/2021

Rec'd 11/19/21



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

DATE OF MEETING: **December 7, 2021**

TITLE: **Receipt of October 2021 Report on School Auxiliary and Club Balances**

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: November 29, 2021

Todd A. Jaeger, J.D., Superintendent

**Amphitheater Public Schools
Summary of Activity for All Schools
Auxiliary Account
For the Month Ending October 31, 2021**

Beginning Balance	\$ 3,166,663.39
Plus Deposits	207,594.03
Less Disbursements	<u>(174,271.75)</u>
Ending Book Balance For All Schools	<u><u>\$3,199,985.67</u></u>
Outstanding Deposits	(199,133.56)
Outstanding Checks	<u>37,267.64</u>
Ending Bank Balance For All Schools	<u><u>\$3,038,119.75</u></u>

**Amphitheater Public Schools
Summary of Activity for All Schools
Student Activity Accounts
For Month Ending October 31, 2021**

Beginning Balance	\$684,411.72
Plus Deposits	84,384.38
Less Disbursements	<u>(83,463.61)</u>
Ending Book Balance For All Schools	<u><u>\$685,332.49</u></u>
Outstanding Deposits	\$ (16,673.19)
Outstanding Checks	<u>15,535.67</u>
Ending Bank Balance For All Schools	<u><u>\$684,194.97</u></u>

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account
Schedule of Club Balances
For Month Ending October 31, 2021**

<u>Amphi Middle School</u>	
Student Gov't	3,235.03
AVID	668.79
Culture Exchange	1,146.07
MESA Club	148.06
NJHS	178.52
Odyssey of the Mind	752.17
Science Club	1,511.52
Sports Academy	30.00
Yearbook	2,402.16
-Deposits in Transit/+Outstanding Checks	
Amphi Middle School Total	\$ 10,072.32
<u>Copper Creek Elementary</u>	
Student Council	2,318.10
Accelerated Reader Club	845.33
Turquoise Times	32.28
-Deposits in Transit/+Outstanding Checks	-
Copper Creek Total	\$ 3,195.71
<u>Coronado K-8 Schools</u>	
Elementary Student Council	4,738.12
Middle School Student Council	1,309.76
Astronomy/Space & Science	221.76
Band	3,951.05
C.H.O.I.C.E.S.	651.16
Chorus	1,319.41
Coronado FCA	42.00
Coronado Musicians Club	1,120.05
Indoor Percussion Club	755.00
Kids Helping Kids	339.13
NEHS	41.00
National Junior Honor Society	2,990.29
Odyssey of the Mind	1,577.35
Orchestra	930.57
Running Club	3,152.56
Wrestlers Club	871.70
-Deposits in Transit/+Outstanding Checks	243.75
Coronado Total	\$ 24,254.66
<u>Cross Middle School</u>	
Student Council	7,365.11
6th Grade Club	282.15
Band Club	2,060.92
Choir Club	2,216.40
Future Problem Solvers	145.00
Guitar Club	2,088.46
Life Skills Exploratory Club	142.96
Math Counts	242.87
Musical Theater Club	1,315.32
NJHS	2,177.32
Orchestra Club	4,017.72
PE Club	3,162.13
Star Club	1,129.09
Tri-M Club	335.31
Web Club	1,098.38
-Deposits in Transit/+Outstanding Checks /ADJ	175.00
Cross Middle School Total	\$ 27,954.14

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account
Schedule of Club Balances
For Month Ending October 31, 2021**

Donaldson Elementary

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

Harelson Elementary

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

Holaway Elementary

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

Innovation Academy

Student Council	866.50	
Algebra Club	949.37	
Entrepreneur Club	43.90	
Odyssey of the Mind	3,627.47	
-Deposits in Transit/+Outstanding Checks	232.00	
Innovation Academy Total		\$ 5,719.24

Keeling Elementary

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

La Cima Middle School

Student Council	8,505.39	
NJHS	554.40	
-Deposits in Transit/+Outstanding Checks	-	
La Cima Total		\$ 9,059.79

Mesa Verde Elementary

Student Council	4,029.46	
-Deposits in Transit/+Outstanding Checks	380.08	
Mesa Verde Total		\$ 4,409.54

Nash Elementary

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

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account
Schedule of Club Balances
For Month Ending October 31, 2021**

Painted Sky Elementary

Student Council	2,628.26
Nature Shop	1,460.79
Orchestra	658.97
Band	209.45
Chorus	896.45
Milers	146.75
OM	951.79
Bagel & Books	42.80
Sign Language	113.00
Algebra	-
Yoga	169.00
NEHS	1,164.14
Garden Club	8.00
Sewing Club	3.05
Art Club	235.00
Sports Club	120.01
-Deposits in Transit/+Outstanding Checks	-
Painted Sky Total	\$ 8,807.46

Prince Elementary

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

Rio Vista Elementary

Student Council	1,061.98
-Deposits in Transit/+Outstanding Checks	-
Rio Vista Total	\$ 1,061.98

Walker

Student Council	3,133.97
Fitness Fanatics	257.90
-Deposits in Transit/+Outstanding Checks	-
Walker Total	\$ 3,391.87

Wilson

Student Council	6,483.30
Algebra Club	473.77
Archery Club	2,804.67
Art Club	2,906.76
Elementary Art	280.00
Elementary Choir	1,008.39
GameMakers	210.00
MS Choir	2,807.92
MS Theater Club	394.64
National Junior Honor Society (NJHS)	1,479.26
Odyssey of the Mind	566.83
Robotics Club	1,078.53
Science Club	60.00
Science Club K-2	1,392.61
STEM Club	1,865.06
Yearbook Club	3,112.53
-Deposits in Transit/+Outstanding Checks (\$105.00-\$439.44)	42.00
Wilson Total	\$ 26,966.27

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account
Schedule of Club Balances
For Month Ending October 31, 2021**

Total K-8 Club Balances	\$	131,825.29
Plus: Outstanding Checks		-
Less: Outstanding Deposits (Inc CC's)		(3,600.83)
NSF Checks/Void/Stale/Account Adj		-
Deposit Error/Adjustments		-
Bank Balance	\$	128,224.46
	Sweep Account	\$ 128,224.46
		0.00

**Amphi High School
Student Activity Account
Schedule of Club Balances
For the Month October 31, 2021**

1001 Student Council	\$ 13,554.74	1470 Soccer -Girls	\$ 116.76
1035 Art Club	881.41	1480 Link Crew	1,063.13
1070 Band Club	179.46	1520 Media Club	1,223.37
1080 Baseball	1,885.45	1560 National Honor Society	133.72
1085 Golf -Boys	-	1590 Odyssey of the Mind	876.16
1110 Basketball -Girls	1,106.41	1600 Orchestra Club	1,006.17
1113 Drama Club	823.55	1630 Panther Popcorn	3,003.89
1115 Choir Club	2,241.43	1730 ASL Club	2,960.44
1120 AVID Club	389.16	1744 Auto Skills USA Amphi Chapter	1,188.97
1128 Mt. Bike Club	533.26	1745 Soccer -Boys	112.82
1145 AHS Chess Club-GOT	20.00	1770 Softball Club	1,405.51
1172 Dance Club	77.43	1780 Spanish Club	612.20
1180 Basketball -Boys	5,407.40	1785 AHS Spiritlines	3,567.61
1200 Panther Partners Club	3,302.50	1790 Cross Country Club	330.02
1227 Yearbook Club	248.08	1795 Panthers Cross Country Club	184.70
1234 FFA Club	9,586.87	1803 HOSA Club	1,015.28
1235 FFA - Fair Checks	15,975.47	1830 Swim Club	1,268.40
1240 Fut Comp Scientists of AHS	267.20	1835 Tennis -Girls	11.72
1245 French Club	2,290.77	1840 Tennis -Boys	5.58
1255 Photo Club	4,161.41	1850 Tech Theater Club	380.68
1265 Equality Club	564.00	1860 Trackers - Track & Field Club	13.38
1280 Greenhouse Club	62.70	1900 Volleyball -Girls	3,218.83
1290 Wrestling	422.45	1905 Beach Volleyball	3,367.70
1300 Football Club	7,440.27	1950 Bookstore Over/Short	-
1310 Inter Act Club	1,419.25		
1350 Volleyball -Boys	109.35		

Amphi High School Total Clubs \$ 100,017.06

Plus: Outstanding Checks	3,157.75
Less: Outstanding Deposits (Inc CC's)	(477.00)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	(31.11)
Bank Balance	<u><u>\$ 102,666.70</u></u>

Sweep Account \$ 102,666.70
0.00

**Canyon Del Oro High School
Student Activity Account
Schedule of Club Balances
For the Month Ending October 31, 2021**

1001 Student Council	\$ 24,941.14	1400 HOSA-Bio Science	\$ 308.58
1020 Academic Decathlon	8,008.85	1420 IB Club	259.47
1031 Black Excellence Student Union	76.77	1470 Soccer -Girls	-
1034 AM Art Club	203.00	1472 Latino Student Union	7.68
1050 Amphi All-Stars Club/Special Olympics	402.84	1480 Link Crew	4,112.22
1060 Asian American Cultural Society	18.11	1530 Model United Nations	78.84
1070 Band Club	200.00	1560 National Honor Society	274.34
1081 Be Kind /Ben's Bell Club	465.64	1575 United Native Nations	-
1083 Biology Club	356.34	1590 Odyssey of the Mind	6,247.16
1084 Bowling Club	347.85	1600 Orchestra Club	3,509.55
1085 Golf -Boys	13,377.35	1640 Ping Pong	-
1110 Basketball -Girls	6,742.64	1650 Psychology Club	28.00
1113 Drama Club	6,788.69	1710 Math Club	205.72
1115 Choir	14,750.88	1740 Sign Language Club	3.67
1118 Engineering Club	843.85	1742 Senior Spirit Squad	301.22
1128 Mountain Bike	-	1743 Skills USA Architecture	3,028.06
1140 Chemistry Club	352.64	1744 Skills USA Autos	3,467.14
1145 Chess	50.00	1745 Soccer -Boys	2,327.60
1150 Culinary Arts/FCCLA	3,684.80	1755 Society	-
1155 Catering	10,882.27	1770 Softball Club	13,689.34
1172 Dance	1,822.67	1780 Spanish Club	852.23
1180 Basketball -Boys	2.66	1785 Spiritline/ Cheer	6,504.97
1200 Dream Team	8,039.70	1790 Cross Country	7,953.49
1220 Girls Who Code Club	-	1800 Sports Medicine- HOSA	859.73
1224 Entrepreneurship Club	386.00	1830 Swim Club	3,640.00
1225 Environmentalist Club	513.40	1835 Tennis -Girls	2,861.00
1226 Early Childhood	4,693.16	1840 Tennis -Boys	2,420.61
1227 Yearbook	2,343.58	1860 Track & Field Club	13,940.58
1230 FCA Club	7.00	1865 TRI-M Club	451.47
1245 French Club	126.76	1880 Unicycle	-
1255 Photography Club	4,532.53	1905 Volleyball -Beach	365.00
1267 LGBTQ+	254.62	19401 Young Life	-
1270 German Club	1,003.95	1950 Bookstore Over/Short	-
1280 Golf -Girls	-		
1290 Wrestling	2,361.76		
1300 Football Club	15,448.15		
1345 Take-A-Hike Club	133.18		
1350 Volleyball -Boys	831.16		

CDO High School Total Clubs	\$ 212,691.61
Plus: Outstanding Checks	3,791.28
Less: Outstanding Deposits (Inc CC's)	(8,535.00)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	\$ 207,947.89

Sweep Account \$ 207,947.89
0.00

**Ironwood Ridge High School
Student Activity Account
Schedule of Club Balances
For the Month Ending October 31, 2021**

1001 Student Council	\$ 20,307.32	1470 Soccer -Girls	\$ 8,083.58
1035 Art Club	2,030.43	1515 Musical Club	11,623.47
1036 Van Gogh's Ear	96.85	1530 Model United Nations	1,720.61
1040 Photography/Skills USA	-	1540 Trash Club	-
1070 Band Club	1,324.01	1560 National Honor Society	3,712.63
1075 Cares for Kids	212.37	1590 Odyssey of the Mind	-
1080 Baseball	1,807.71	1595 Japanese	268.87
1085 Golf -Boys	410.46	1600 Orchestra Club	4,568.00
1090 National Diversity	-	1630 Journalism	8,549.70
1110 Basketball -Girls	126.40	1700 Club Green	1,047.69
1113 Drama	10,779.60	1720 Athletic Club	11.14
1115 Choir	3,628.31	1745 Soccer -Boys	453.69
1140 Chemistry	329.00	1750 Robotics Club	3,195.73
1146 Political Action	304.00	1770 Softball Club	230.01
1150 Culinary Arts	987.93	1780 Spanish Club	46.00
1172 Pomline	4,890.51	1785 Spirit-Cheer Club	14,336.00
1180 Basketball -Boys	4,324.52	1790 Cross Country	906.13
1203 Pop till you Drop	1,449.80	1800 Sports Medicine	763.60
1215 Animal Club	-	1830 Swim Club	7,982.25
1227 Yearbook	31,395.70	1835 Tennis -Girls	1,164.25
1230 FCA-Fellowship Christian Ath	-	1840 Tennis -Boys	3,241.36
1245 French	1,325.40	1850 Tech Theater Club	1,209.94
1255 Film	1,301.93	1860 Track & Field Club	1,762.81
1260 Gaming	114.95	1900 Volleyball -Girls	14,873.09
1265 Q Club	304.57	1905 Volleyball -Beach	6,173.62
1275 Golf -Girls	51.33	1910 So. AZ Veterans Heritage Club	2,187.91
1285 History/Travel	1,235.69	1940 Young Life	15.00
1290 Wrestling	1,153.12	1950 Bookstore Over/Short	-
1300 Football	41,320.41		
1340 Peer Support	-		
1350 Volleyball -Boys	6,895.58		
1400 HOSA-Bio Science Club	3,409.15		
1430 Key Club	1,154.40		

IRHS School Total Clubs	\$ 240,798.53
Plus: Outstanding Checks	8,586.64
Less: Outstanding Deposits (Inc CC's)	(4,029.25)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	\$ 245,355.92

Sweep Account \$ 245,355.92
0.00



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

DATE OF MEETING: **December 7, 2021**

TITLE: **Approval of Donation of Surplus Education Materials**

BACKGROUND:

The Purchasing/Warehouse Department for the District is responsible for the collection and disposition of surplus materials no longer required by District schools or administrative sites. Surplus materials received at the Purchasing/Warehouse Department are stored for sale, however, not all materials have value and buyers at auction do not exist for all items.

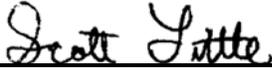
Arizona Revised Statute §15-342(18) states: *“Donate surplus or outdated learning materials, educational equipment and furnishings to nonprofit community organizations where the governing board determines that the anticipated cost of selling the learning materials, educational equipment or furnishings equals or exceeds the estimated market value of the materials.”*

With Governing Board approval, the District would like to establish an ongoing relationship with the following nonprofit community organizations: Chicanos Por La Causa and St. Andrews Preschool & Daycare.

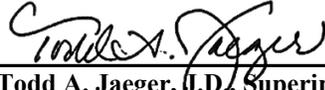
RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board authorize the Chief Financial Officer to make the determination that the anticipated costs of selling surplus materials exceeds the estimated market value and approve donations to Chicanos Por La Causa and St. Andrews Preschool & Daycare on an ongoing basis.

INITIATED BY:


Scott Little, Chief Financial Officer

Date: November 29, 2021


Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Approval of Disposal of Surplus Property via PublicSurplus.com

BACKGROUND:

With Governing Board approval, the Administration will sell via an Internet-Based Online-Sale the following surplus property:

<u>Description</u>	<u>Quantity</u>
Camera's	34
Catalyst Switches	40
Smart Boards	3
HP Copier Laser Jet	1
Small chairs – elementary	25
Max Spindle Sander	1
Apex /Rankin Industrial Sander	1
Powermatic Drill	1
Industrial Sand Blaster/Cabinet	1
Riser Stage Set	1

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve the disposal of surplus property at a competitive Internet-Based Online-Sale via PublicSurplus.com.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: December 1, 2021

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 7, 2021

TITLE: Approval of 2022-2023 Governing Board Meeting Schedule

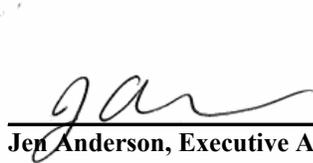
BACKGROUND:

Meeting dates of the Amphitheater Governing Board typically are held the second and fourth Tuesday of each month during the regular school year, however the first meeting of October and March are scheduled for the first Tuesday of the month to accommodate Fall and Spring Breaks. These meetings include regular and special meetings as noted on the attachment. The 2022-2023 Governing Board meeting schedule for the Amphitheater School District are presented to the Board for approval.

RECOMMENDATION:

The Administration recommends that the 2022-2023 meeting schedule for the Amphitheater Governing Board be approved as presented.

INITIATED BY:



Jen Anderson, Executive Assistant to the Superintendent & Governing Board

Date: November 29, 2021



Todd A. Jaeger, J.D., Superintendent

Amphitheater Governing Board 2022-2023 Meeting Schedule

The Governing Board of Amphitheater Unified School District No. 10 of Pima County will hold regular Governing Board meetings and Special Governing Board meetings, along with Executive Sessions, on the dates listed below. During months when two meetings are scheduled, the first meeting of the month the Governing Board will conduct primarily regular business. On the second meeting of the month the Governing Board will conduct primarily executive session business for student discipline and other closed session matters. In months when just one meeting is scheduled, the Board may conduct both regular business and executive session matters. Additional meetings may be called by the Board as needed.

All Governing Board meetings are held in the Leadership and Professional Development Center, at 701 W. Wetmore Road, Tucson, Arizona, 85705 unless notice to the contrary is posted. Generally, regular meetings will begin at 6:00 p.m., and special meetings at 5:30 p.m. As times vary, current information will be indicated on agenda postings.

Notices and agendas of all Governing Board meetings and its committees, including updates to location or time, will be posted not less than 24 business hours in advance of the meeting. These notices and agendas will be posted at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the bulletin board case located at the front center entrance. Agendas are also posted on the District’s website: www.amphi.com. For more information, you may contact the Governing Board office at (520) 696-5158.

<u>2022-2023</u>	<u>TYPE OF MEETING</u>
Tuesday, July 12, 2022 Tuesday, July 26, 2022	Regular Public Meeting Special Public Meeting
Tuesday, August 9, 2022 Tuesday, August 23, 2022	Regular Public Meeting Special Public Meeting
Tuesday, September 13, 2022 Tuesday, September 27, 2022	Regular Public Meeting Special Public Meeting
Tuesday, October 4, 2022 Tuesday, October 25, 2022	Regular Public Meeting Special Public Meeting
Tuesday, November 8, 2022 *	Regular Public Meeting
Tuesday, December 6, 2022 *	Regular Public Meeting
Tuesday, January 10, 2023 Tuesday, January 24, 2023	Organizational Public Meeting Special Public Meeting
Tuesday, February 14, 2023 Tuesday, February 28, 2023	Regular Public Meeting Special Public Meeting
Tuesday, March 7, 2023 Tuesday, March 28, 2023	Regular Public Meeting Special Public Meeting
Tuesday, April 11, 2023 Tuesday, April 25, 2023	Regular Public Meeting Special Public Meeting
Tuesday, May 9, 2023 Tuesday, May 23, 2023	Regular Public Meeting Special Public Meeting
Tuesday, June 13, 2023 Tuesday, June 27, 2023	Regular Public Meeting Special Public Meeting

*Indicates months when there is only one Board meeting scheduled: November and December.

For Governing Board approval 12-7-2021



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

DATE OF MEETING: **December 7, 2021**

TITLE: **Approval of Out of State Travel**

BACKGROUND:

STAFF

Todd Jaeger, Susan Zibrat, Deanna Day, Vicki Cox Golder, and Matthew Kopec from the District Offices request permission to attend the Innovative Schools Summit in New York, New York, March 29-April 2, 2022. Approximate cost of travel is \$12,162.10 and will be paid for by maintenance and operations funds designated for staff development.

Angela Wichers requests permission to attend the Kagan Win-Win Discipline Workshop in Dallas, Texas, January 13-January 17, 2022. Approximate cost of travel is \$2,215.08 and will be paid for by Title 1 funds.

STUDENTS

Bradley Boe, Erin Merendo, Cheryl Winkel request permission to take 25 Yearbook Club students from Ironwood Ridge High School to Disneyland Resort in Anaheim, California, April 6-9, 2022. The approximate cost of travel is \$19,453.54 and will be paid using club funds. Three days of school will be missed and substitutes are required.

Eileen Rubelmann, Kristie Stevens, and Bradley Boe request permission to take 30 Art Club students from Ironwood Ridge High School to New York City, NY, March 13-17, 2023. The approximate cost of travel is \$62,847.00 and will be paid using club and tax credit funds. No school days will be missed and no substitutes are required.

BUDGET CODE KEY		
850.00.100.1001.6892.280.0000	Student activity	Classroom instruction, IRHS, student travel
850.00.410.2190.6519.280.0000	Student activity	Student transportation, IRHS, student transportation
850.00.100.1001.6892.280.0000	Student activity	Classroom instruction, IRHS, student travel
850.00.100.1001.6892.280.0000	Student activity	Classroom instruction, IRHS, student travel
850.00.100.1001.6113.280.0000	Student activity	Classroom instruction IRHS, substitutes
850.00.100.1001.6892.280.0000	Student activity	Classroom instruction, IRHS, student travel
526.00.100.1001.6892.280.0000	Tax Credit	Classroom instruction, IRHS, student travel
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
100.22.100.2210.6360.108.0000	Title 1	Improvement of Instruction, AMS, registration
100.22.100.2210.6582.108.0000	Title 1	Improvement of Instruction, AMS, staff travel

RECOMMENDATION:

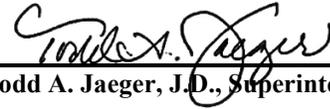
It is the recommendation of the administration that the above travel be approved.

INITIATED BY:



Matthew Munger
Associate Superintendent for Secondary Education

Date: December 6, 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): Angela Wichers _____

SCHOOL: AMS
 Department (opt.): _____
 DATE(S): 1/13/22-1/17/22

ACTIVITY/EVENT: Kagan Win-Win Discipline

LOCATION: Dallas/Addison Marriott Quorum, 14901 Dallas Parkway, Dallas, TX

ABSENCE: # Days 5 Sub Required: Yes No # of School Days Missed 2

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>\$828.00</u>		<u>100.22.100.2210.6360.166.0000</u>
Transportation	<u>\$513.00</u>	Mode <u>air</u>	<u>100.22.100.2210.6582.166.0000</u>
Rental Car	_____		_____
Meals	<u>\$204.00</u>		<u>100.22.100.2210.6582.166.0000</u>
Lodging	<u>\$670.08</u>		<u>100.22.100.2210.6582.166.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$2215.08</u>		

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

Purpose of travel: Attend the Winter Academy for Kagan Win-Win Discipline

Outcomes and academic benefits to students and staff:

AMS teachers will be trained in Win-Win Discipline techniques in August of 2022. We will learn how to implement this successful discipline program and how to deal appropriately with aggression, confrontation, rule breaking, withdrawal and clowning. It will also allow us to implement preventative discipline strategies. The winter academy will allow administration and leadership team to align school systems and procedures to seamlessly implement the program.

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

Submitted by: Angela Wichers _____ 12/3/21
 Signature Date
Angela Wichers _____ 12/3/21
 Principal/Supervisor Date
 _____ 12/3/21
 Associate Superintendent/Superintendent Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

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

SCHOOL: IRHS

ESTIMATED NUMBER OF STUDENTS: 25

NAME OF SCHOOL GROUP/CLUB/ENTITY: Yearbook Club

STAFF ADVISOR(S)/CHAPERONES: Bradley Boe, Erin Merando, Cheryl Winkel

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 3

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Disney Leadership Seminar

DESTINATION OF TRAVEL: Disneyland Resort, 1313 Disneyland Drive, Anaheim, California

DATES OF TRAVEL: 4/6/2022 - 4/9/2022

ACADEMIC BENEFITS TO STUDENTS: The Disney Youth Education Series gives students and their teachers a hands-on educational adventure throughout Disneyland and/or California Adventure. Disney Parks collection of guided field studies, available in Applied Sciences, Environmental Studies, Liberal Arts and Leadership Development, is accredited, standards-based and designed to reinforce classroom lessons. The programs are designed to practice teamwork, critical thinking and problem-solving skills.

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval: _____

Other Mountain View Bus

Are expenses paid from any of the following accounts? Auxiliary _____ Tax Credits _____ Club Funds Parent Organization _____

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	<u>\$7,250.00</u>	<u>850-00-100-1001-6892-280-0000</u>
Transportation	<u>\$4,200.00</u>	<u>850-00-410-2790-6519-280-0000</u>
Meals	<u>\$2,000.00</u>	<u>850-00-100-1001-6892-280-0000</u>

Lodging	\$5,103.54	850-00-100-1001-6892-280-0000
Substitutes	\$900.00	850-00-100-1001-6113-280-0000
TOTAL	\$19,453.54	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? **no**
 IF SO, SOURCE & AMOUNTS: _____

HOW ARE CHAPERONE EXPENSES PAID? **Club funds**

COST TO EACH STUDENT \$ **200.00**

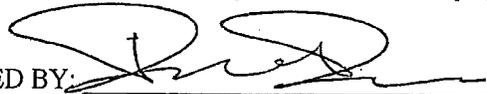
HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? **Students who cannot afford the \$200.00 cost will be given a scholarship.**

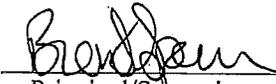
FUNDING SOURCE(S): **Yearbook Club funds**

FUNDRAISING ACTIVITIES PLANNED (If applicable):

Student photos for yearbook at registration, and Senior Tribute ads placed by parents in the yearbook.

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

SUBMITTED BY:  _____ 11/12/2021
 Signature Date

APPROVED BY:  _____ 11/12/21
 Principal/Supervisor Date

 _____ 11/25/2021
 Associate Superintendent/Superintendent Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

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

SCHOOL: IRHS

ESTIMATED NUMBER OF STUDENTS: 30

NAME OF SCHOOL GROUP/CLUB/ENTITY: Art Club

STAFF ADVISOR(S)/CHAPERONES: Eileen Rubelmann, Kristie Stevens, and Brad Boe

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

ACTIVITY / EVENT / PURPOSE OF TRAVEL: To see art from around the world both classical and modern. Students will also compete in an art history scavenger hunt.

DESTINATION OF TRAVEL: New York City, New York

DATES OF TRAVEL: March 13-17, 2023

ACADEMIC BENEFITS TO STUDENTS: Meets National Common Core Standards: Responding, Anchors 7, 8, & 9 and Connecting Anchors 10 & 11

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval: _____

Other Airplane

Are expenses paid from any of the following accounts? Auxiliary _____ Tax Credits Yes Club Funds Yes
Parent Organization _____

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	<u>\$62,847.00</u>	<u>850-00-100-1001-6892-280-0000</u> <u>526-00-100-1001-6892-280-0000</u>
Transportation	<u>Included in Registration</u>	_____
Meals	<u>Included in Registration</u>	_____
Lodging	<u>Included in Registration</u>	_____
Substitutes	<u>N/A</u>	_____

TOTAL \$62,847.00

WILL THE DISTRICT RECEIVE REIMBURSEMENT? No
IF SO, SOURCE & AMOUNTS: _____

HOW ARE CHAPERONE EXPENSES PAID? Club Funds

COST TO EACH STUDENT \$ Estimate of \$1,884.0 - \$2,200.00. Cost is determined by the number of students who attend. In addition to the above cost, students will pay for their own lunches.

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? Scholarships will be available.

FUNDING SOURCE(S): Club funds, tax credits, student payments, and possible fundraising if needed.

FUNDRAISING ACTIVITIES PLANNED (If applicable):
TBD

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

SUBMITTED BY:  11/24/21
Signature Date

APPROVED BY:  11/24/21
Principal/Supervisor Date

 11/23/21
Associate Superintendent/Supervisor Date



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

DATE OF MEETING: December 7, 2021

TITLE: **Approval of Intergovernmental Agreement with Pima County Health Department
(Continues Prior Agreement from 2016)**

BACKGROUND:

In 2007, the District entered into an Intergovernmental Agreement (IGA) with the Pima County Health Department (PCHD) to provide and administer voluntary childhood immunization services at no cost. PCHD would like the current IGA to continue under virtually the same terms. The Board first approved an IGA with PCHD on August 1, 2007, amended it November 18, 2014, and renewed it on February 23, 2016. The current IGA expires December 31, 2021.

The proposed IGA does *not* mandate immunizations for students. It also does not mandate anyone to receive a COVID-19 vaccination. Amphitheater Public Schools continues to recognize the parental rights authorized by Arizona state law for vaccination of school-aged children. A minor child will not be immunized without parent consent. It is important to know that PCHD confirmed to District Administration that it does not immunize minor children unless the parent is present or a county-worker has independently confirmed the parent authorization through a phone call to the parent.

Quite simply, the proposed IGA would allow PCHD to continue to provide free immunization clinics in District schools. Those services are utilized at free school clinics for which the PCHD also provides clerical and technical support, clinical supplies, and preparation of forms and records. It would also provide free training to District-employed registered nurses to qualify them to perform voluntary immunization services for school-aged children whose parents want them to receive the immunization.

There is no financial cost to the District under the proposed IGA. District counsel has already reviewed and approved the terms of the proposed IGA. The County Board of Supervisors is scheduled to consider the proposed IGA at its December 21, 2021 meeting. If approved, the IGA will enable PCHD to continue to provide services to District students through December 31, 2026.

RECOMMENDATION:

The administration recommends the Governing Board approve the attached form of agreement.

INITIATED BY:

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

Date: November 29, 2021

Todd A. Jaeger, J.D., Superintendent

**INTERGOVERNMENTAL AGREEMENT BETWEEN
PIMA COUNTY AND AMPHITHEATER UNIFIED SCHOOL DISTRICT
FOR THE PROVISION AND ADMINISTRATION
OF CHILDHOOD IMMUNIZATIONS AND OTHER HEALTH SERVICES**

This Intergovernmental Agreement (“Agreement”) is entered into between Pima County, a body politic and corporate of the State of Arizona (“County”), and the Amphitheater Unified School District, (“District”), a political subdivision of the State of Arizona, for nursing services in the provision and administration of childhood immunization and other health services.

RECITALS:

WHEREAS, the District desires to enter into an Agreement with the County for the provision and administration of childhood immunization and other health services;

WHEREAS, to provide Public Health Nurse Services and other appropriate services offered by the Pima County Health Department (PCHD) at select Amphitheater Unified School District community and school sites;

WHEREAS, the schools in Amphitheater Unified School District may request training and authorization from the Pima County Health Department for the school nurse to administer vaccines under A.R.S. § 36-673(C);

WHEREAS, the District has trained registered nurses and licensed practical nurses capable of administering childhood immunization services pursuant to the orders of a licensed physician under A.R.S. Title 32, Chapter 15;

WHEREAS, the County is mandated by A.R.S. § 36-673 to provide school immunizations;

WHEREAS, in accordance with A.R.S. § 11-951 et seq., Pima County, a body politic and corporate of the State of Arizona, and Amphitheater Unified School District, a political subdivision of the State of Arizona, are authorized to enter into this Agreement.

NOW, THEREFORE, THE DISTRICT AND THE COUNTY AGREE AS FOLLOWS:

Article I. TERM

This Agreement shall be effective January 1, 2022 and terminate on December 31, 2026. Any modification or termination shall be made by formal written amendment executed by the Parties.

Article II. PURPOSE

This Agreement defines the responsibilities of the Parties in a joint effort to provide required childhood immunization services at no charge to the school children of Pima County.

Article III. FINANCE

Each Party shall bear its own costs for the performance of its responsibilities as set forth in this Agreement.

Article IV. DISTRICT RESPONSIBILITIES

The District shall:

- A. Hold immunization clinics for school age children and/or adults in their service area in collaboration with County;
 - 1. Any school child receiving immunizations pursuant to this Agreement shall receive such immunizations at no cost.
 - 2. Underinsured is defined as a person (child) who has health insurance, but the coverage does not include vaccines or a person whose insurance covers only selected vaccines. Children with deductibles and co-pays are considered insured and NOT “underinsured.”
 - 3. Follow the “How to handle your Underinsured patients after June 30, 2013” process required by the ADHS, as set forth in **Exhibit A** (1 page).
- B. Make registered nurses, licensed practical nurses, and necessary clerical staff available for training by the County.
- C. Make registered nurses, licensed practical nurses, and necessary clerical staff available to perform the responsibilities set forth in this Agreement.
- D. Appropriately store vaccines and clinical supplies, following best practices for vaccine administration as defined by the County.
- E. Be responsible for ordering supplies; setup of the clinic(s); completion of the immunization forms and records; and returning forms to County for reporting of immunizations to Medical Records and the Arizona Department of Health Services.
- F. Provide support to other PCHD programs as agreed upon.

Article V. COUNTY RESPONSIBILITIES

The County shall:

- A. Provide training and training materials.
- B. Provide standing orders as determined by the Department’s Chief Medical Officer.
- C. Provide District with, vaccine, all necessary forms or copy ready originals, and medical supplies, such as alcohol swabs and syringes.
- D. Provide emergency drugs and protocols.
- E. Give technical support.
- F. Be available to answer organizational and medical questions during clinic(s).
- G. Provide a Public Health Nurse and relevant PCHD programs and services at select Amphitheater Unified School District community and school sites.
- H. Provide Public Health Nursing staff who will conduct Community and Population based services; Case Management/Home Visitation and immunization services at select District sites. These services may include but are not limited to:
 - 1. Prevention/Health Promotion classes and/or activities
 - 2. Consultation to school nurse(s) in regard to immunizations, communicable disease
 - 3. Community assessment activities in conjunction with Amphitheater Unified School District staff and/or nursing students
 - 4. Participation in coalitions, neighborhood groups or other stake holder organizations
 - 5. Receive referrals and conduct home visits as appropriate
 - 6. Work collaboratively with Amphitheater Unified School District staff to provide immunizations to all age groups.
- I. Provide other PCHD services as appropriate. These services may include, but are not limited to:
 - 1. Healthy Living,
 - 2. Tobacco Cessation,
 - 3. Oral health,
 - 4. Women, Infant and Children (WIC),

5. Health education classes
6. Reproductive Health Education and Services

Article VI. WORKER'S COMPENSATION COVERAGE

Each Party shall comply with the notice provisions of A.R.S. § 23-1022(E). For purposes of A.R.S. § 23-1022, each participating agency shall be considered the primary employer of all personnel currently or hereafter employed by that agency, and said agency shall have the sole responsibility for the payment of worker's compensation benefits or other fringe benefits of said employees.

Article VII. INSURANCE

Parties shall provide, or self-insure, professional liability and general liability insurance in amounts sufficient to cover their respective responsibilities under this Agreement. Parties shall maintain their own insurance, worker's compensation insurance, and shall handle all of their own internal accounting.

Article VIII. INDEMNIFICATION

To the fullest extent permitted by law, District will defend, indemnify, and hold harmless Pima County and any related taxing district, and the officials and employees of each of them (collectively, "Indemnitee") from and against any and all claims, actions, liabilities, losses, and expenses (including reasonable attorney fees) (collectively, "Claims") arising out of actual or alleged injury of any person (including death) or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by any act or omission of District or any of District's directors, officers, agents, employees, volunteers, or subcontractors. This indemnity includes any claim or amount arising or recovered under the Workers' Compensation Law or arising out of the failure of District to conform to any federal, state or local law, statute, ordinance, rule, regulation or court decree. The Indemnitee will, in all instances, except for Claims arising solely from the acts or omissions of the Indemnitee, be indemnified by District from and against any and all Claims. District is responsible for primary loss investigation, defense and judgment costs for any Claim to which this indemnity applies. This indemnity will survive the expiration or termination of this Contract.

Article IX. LAWS AND REGULATIONS

- 9.1. Compliance with Laws. District will comply with all federal, state, and local laws, rules, regulations, standards and Executive Orders.
- 9.2. Licensing. District warrants that it is appropriately licensed to provide the services under this Contract and that its subcontractors will be appropriately licensed.
- 9.3. Choice of Law; Venue. The laws and regulations of the State of Arizona govern the rights and obligations of the parties under this Contract. Any action relating to this Contract must be filed and maintained in the appropriate court of the State of Arizona in Pima County.

Article X. NO PARTNERSHIP

This Agreement shall not be construed to create any partnership, joint venture, or employment relationship between the parties or any employee, agent or contractor of either Party.

Article XI. NON-DISCRIMINATION

District agrees to comply with all provisions and requirements of Arizona Executive Order 2009-09, which is hereby incorporated into this contract, including flow down of all provisions and requirements to any subcontractors. During the performance of this contract, District will 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.

Article XII. AMERICANS WITH DISABILITIES ACT COMPLIANCE

The parties shall comply with all applicable provisions of 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 CFR Part 35).

Article XIII. CONFLICT OF INTEREST

This Agreement is subject to cancellation for conflict of interest pursuant to A.R.S. § 38-511, the pertinent provisions of which are incorporated into this Agreement by reference.

Article XIV. TERMINATION

This Agreement may be terminated by either Party upon thirty (30) days written notice.

Article XV. NON-APPROPRIATION

Notwithstanding any other provision in this Agreement, this Agreement may be terminated if for any reason the Pima County Board of Supervisors does not appropriate sufficient monies for the purpose of maintaining this Agreement. In the event of such cancellation, the County shall have no further obligation to the District.

Article XVI. NO THIRD PARTY BENEFICIARIES

Nothing in the provisions of this Agreement is intended to create duties or obligations to or rights in third parties not parties to this Agreement or affect the legal liability of either party to the Agreement by imposing any standard of care with respect to the maintenance of public facilities different from the standard of care imposed by law.

Article XVII. NOTICES

Any notice required or permitted to be given under this Agreement shall be in writing and shall be served by personal delivery or by certified mail upon the other party as follows:

County:

Theresa Cullen, M.D., Director
Pima County Health Department
3950 S, Country Club, Suite 100
Tucson, Arizona 85714

District:

Todd A. Jaeger, J.D., Superintendent
Amphitheater Unified School District
701 W. Wetmore Road
Tucson, AZ 85705

Article XVIII. SEVERABILITY

Each provision of this Agreement stands alone, and any provision of this Agreement found to be prohibited by law will be ineffective to the extent of such prohibition without invalidating the remainder of this Agreement.

Article XIX. LEGAL ARIZONA WORKERS ACT COMPLIANCE

- 19.1. Compliance with Immigration Laws. District hereby warrants that it will at all times during the term of this Contract comply with all federal immigration laws applicable to its employment of its employees, and with the requirements of A.R.S. § 23-214 (A) (together the "State and Federal Immigration Laws"). District will further ensure that each subcontractor who performs any work for District under this Contract likewise complies with the State and Federal Immigration Laws.
- 19.2. Books & Records. County has the right at any time to inspect the books and records of District and any subcontractor in order to verify such party's compliance with the State and Federal Immigration Laws.
- 19.3. Remedies for Breach of Warranty. Any breach of District's or any subcontractor's warranty of compliance with the State and Federal Immigration Laws, or of any other provision of this section, is a material breach of this Contract subjecting District to penalties up to and including suspension or termination of this Contract. If the breach is by a subcontractor, and the subcontract is suspended or terminated as a result, District will be required to take such steps as may be necessary to either self-perform the services that would have been provided under the subcontract or retain a replacement subcontractor, as soon as possible so as not to delay project completion. Any additional costs attributable directly or indirectly to such remedial action are the responsibility of District.
- 19.4. Subcontractors. District will advise each subcontractor of County's rights, and the subcontractor's obligations, under this Section 24 by including a provision in each subcontract substantially in the following form:

"Subcontractor hereby warrants that it will at all times during the term of this contract comply with all federal immigration laws applicable to Subcontractor's employees, and with the requirements of A.R.S. § 23-214 (A). Subcontractor further agrees that County may inspect the Subcontractor's books and records to insure that Subcontractor is in compliance with these requirements. Any breach of this paragraph by Subcontractor is a material breach of this contract subjecting Subcontractor to penalties up to and including suspension or termination of this contract."

Article XX. HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The parties acknowledge that the County is a hybrid covered entity as described in 45 C.F.R. §160.103 of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and is required to comply with the provisions of HIPAA with respect to safeguarding the privacy, confidentiality and security of protected health information. District acknowledges that it may obtain confidential personal health information in the course of District's performance under the

terms of this Agreement. "Confidential personal health information" includes information that could be used to identify a participant, information pertaining to the participant's care, treatment or experience in County's program, and information pertaining to the cost of, payment for, or collections activities related to participant's care, treatment and experience in County's program. District agrees to maintain the privacy, confidentiality and security of information it may obtain in the course of its performance under this Agreement. District specifically agrees that:

- 20.1. Any confidential personal health information that District may obtain shall remain the sole property of the County; and
- 20.2. District shall establish and maintain procedures and controls that are acceptable to County to assure that no confidential personal health information contained in its records or obtained from County or from others in carrying out its functions under this Contract shall be used by or disclosed by District, its agents, officers, employees or sub-contractors, except as required in the performance of its obligations under the terms of this Contract; and
- 20.3. District shall not remove any confidential personal health information from County premises, if applicable; and
- 20.4. Any other information pertaining to individual persons shall not be divulged other than to employees or officers of District as needed for the performance of its duties under this Contract, or to County.

Article XXI. COUNTERPARTS

This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The signature pages from one or more counterpart may be removed from such counterpart and attached to a single instrument.

THE REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK

Article XXII. ENTIRE AGREEMENT

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

IN WITNESS WHEREOF, the Parties hereto approve this Agreement.

County

District

Chair, Board of Supervisors Date

Chair Date

ATTEST

ATTEST

Clerk of the Board Date

Clerk Date

APPROVED AS TO FORM

Pursuant to A.R.S. § 11-952(D), the attorney for each party has determined that the foregoing Intergovernmental Agreement is in proper form and is within the powers and authority of the entity as granted under the laws of the State.

Deputy County Attorney Date

Legal Counsel Date

APPROVED AS TO CONTENT

Department Representative Date

EXHIBIT A



How to handle your Underinsured patients after June 30, 2013

Definition of Underinsured: A person who has health insurance, but the coverage does not include vaccines or a person whose insurance covers only selected vaccines. Children with deductibles and co-pays are considered insured and NOT underinsured.

Step 1: Verify the patient's insurance status down to the vaccine dose level.

Step 2: Inform the patient that only certain vaccines may be covered.

Step 3: Discuss the two options for the uncovered recommended vaccines.

Option 1: Vaccinate using private stock and bill the patient out-of-pocket.

Option 2: Refer the patient to a facility with the ability to provide the uncovered recommended vaccines at no cost.

If the patient chooses Option 1: Pay for vaccine out-of-pocket

Step 4: Use your private vaccine stock and administer the covered and uncovered vaccines. Charge the patient out-of-pocket for the cost of the uncovered vaccines.

If the patient chooses Option 2: Referral to a deputized site

Step 4: If some of the recommended vaccines are covered by insurance, use your private stock to administer the covered vaccine. You don't want to miss an opportunity to vaccinate.

Step 5: Give the patient a list of the recommended uncovered vaccines and tell them to bring the list and their shot record with them to the new facility. Consider using the Underinsured Patient Referral Form*.

Step 6: Provide the patient with a county specific list, from the Underinsured Referral Locations document*, with all the FQHCs and RHCs, deputized providers and county health department clinics.

Step 7: Tell the patient to call before visiting a new provider site to find out if an appointment is necessary.

* The Underinsured Patient Referral Form and the Underinsured Referral Locations document can be found on the **ADHS website** (<http://www.azdhs.gov/phs/immunization/vaccine-policy-changes.htm>)

If you have any questions, please contact the Arizona VFC Program 602-364-3642.

July 2, 2013



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

DATE OF MEETING: **December 7, 2021**

TITLE: **Approval of Intergovernmental Agreement with the Arizona Board of Regents,
University of Arizona**

BACKGROUND:

The University Of Arizona, College Of Education facilitates educational leadership experiences for teachers through a fellowship program named Borderlands Master Teacher Fellowship. The program extends learning opportunities to teachers to support them to develop STEM learning opportunities at their schools. La Cima Middle School Teacher Leslie Ferre has been invited to participate in that fellowship program.

The University of Arizona requires an intergovernmental agreement (IGA) with the District for her to be able to participate. The IGA presented with this item was prepared by the University of Arizona for that purpose. If approved, the IGA becomes effective upon approval by the Board of Regents, who plans to consider it if the Amphitheater Governing Board approves it. It would then remain in effect through May 31, 2026, unless terminated by either party with ninety (90) days written notice to the other.

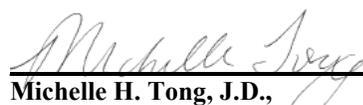
There is no financial obligation for the District under this IGA. The IGA also does not obligate the District to provide rights to the teacher participant outside of those readily available to all District teachers, including release time for professional training opportunities and consideration for leadership opportunities at school or for curriculum development. The University of Arizona, College of Education has confirmed that the professional development trainings identified in the IGA are generally 1-day trainings and some occur during the summer. The participating teacher can use information gleaned from the fellowship program to benefit the students of La Cima and the District' STEM programs.

Counsel has reviewed the agreement and has determined that it is within the power and authority of the Amphitheater Governing Board to enter into the agreement.

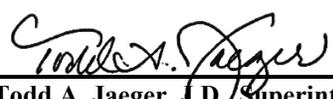
RECOMMENDATION:

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

INITIATED BY:


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

Date: December 1, 2021


Todd A. Jaeger, J.D., Superintendent

**INTERGOVERNMENTAL AGREEMENT
BETWEEN
THE ARIZONA BOARD OF REGENTS, UNIVERSITY OF ARIZONA
AND
[SCHOOL DISTRICT- Amphitheater Public Schools]**

This Intergovernmental Agreement (“Agreement”) is entered into as of the last date signed below, by and between the Arizona Board of Regents, University of Arizona (“University”) and the Amphitheater Public Schools (“District”), and herein referred to as “Party” or “Parties.”

A. Authority

University and District are authorized to enter into this Agreement pursuant to the Provisions of A.R.S. § 11-952, § 15-342(13) and § 15-1625(B)(2).

B. Project

The purpose of this Agreement is to establish a relationship between the District and the University to facilitate an educational leadership experience for the University’s Borderlands Master Teacher Fellowship (“BMTF”) fellows employed at a school site within the District (“Fellows”), and in support of developing STEM learning opportunities in a community of practice and in school environments regionally.

Over the course of 5 years, the District will be asked to support their employed fellows in the BMTF program at University in their leadership development with the objective to improve STEM education within the District and the region. The University will work with the District to develop science lessons and educational support materials for Sin Fronteras Teacher Professional Development Programming. Fellows will be expected to take a leadership role in curriculum development and new teacher mentorship in their respective school districts. This project will also connect Fellows to a broader STEM community in Southeastern Arizona through the Bisbee Science Exploration and Research Center, University of Arizona’s Biosphere 2, and UA Arizona Institutes for Resilience for the purposes of building STEM curriculum and resources. Fellows will provide the vision and leadership to develop STEM learning opportunities in the region and in their districts. Fellows commit to participate in the program for 5 full years in exchange for an annual NSF funded salary supplement. The University of Arizona BMTF administers funds under National Science Foundation Award # 1950129.

C. Term and Termination

The term of this Agreement shall be for five years, from June 1, 2021 to May 31, 2026, except that either Party may, at any time, with or without cause, terminate this Agreement by providing the other Party with ninety (90) days advance written notice.

D. District Obligations

1. Fellows are expected to take on a leadership role within the school in which the individual is employed,

while fulfilling the teaching service commitment above and in addition to regular classroom activities. In order to support the Fellows in their leadership role, the district may consider providing opportunities for Fellows to serve as teacher mentors, to participate in curriculum development at the school or district level, to assist in the planning and implementation of professional development experiences, and to participate in preservice teacher education.

1. University will provide supplemental compensation support for Fellows participating in this program by direct agreement with the Fellows. The DISTRICT will ensure that the Fellow is teaching in a high-need local school and agrees not to reduce the district-supplied salary of the Master Teaching Fellow as a result of the BMTF salary supplement being received while the Fellow is a contracted teacher in that DISTRICT and in good standing in the BMTF program. The District agrees to not reduce Fellows' employment compensation from the District as a result of such support, but the District is otherwise not restricted from enforcing its own employment policies and procedures which govern the District's employees.
2. University requests the occasional release (no more 3 times per academic year) of Fellows from normal teaching duties for purposes of trainings, conferences, or other program events. This release time should not be considered personal time off or vacation time for participating Fellows.
3. District administrators will be asked to participate in the project evaluation plan in support of research commitments to the National Science Foundation. University will conduct surveys and interviews with District administrators periodically and at regular intervals over the five years of the project in order to measure the impact of the program on the District and (more broadly) to collect data to assess STEM education needs in the region.
4. As a leadership initiative, we encourage individual school site administrators to engage with the Fellows and the BMTF program for the mutual benefit of the school, the Fellow and BMTF project leadership team. For the purposes of fidelity to the program objectives, the school district will designate an administrative liaison at each participating school for primary communications. These individuals will be invited to attend periodic programming for the purposes of collaboration, for understanding the BMTF leadership development work, and for personal/professional growth. The District will support the administrative liaisons' participation in this programming.

E. University Obligations

1. The BMTF program will provide the District and its participating school sites with regular communications about activities and events related to the Fellows' work.
2. The BMTF program will use data collected through the Fellows and the evaluation process to inform programming to serve the needs of the STEM teaching and learning community.
3. The BMTF will work with participating school sites to showcase successes of the Fellows and their work at the school site and in the district.

4. The BMTF will provide professional development opportunities for District teachers and administrators, in addition to the opportunities provided for selected BMTF Fellows, through Sin Fronteras.
5. The BMTF will designate the project's Primary Investigators to serve as liaisons to the participating school sites for purposes of this Agreement:

Etta Kralovec, PI

kralovec@arizona.edu

310-883-4299

Kevin Bonine, Co-PI

kebonine@arizona.edu

520-979-2438

Eric Meyer

ericmeyer@arizona.edu

520-366-7914

F. General Provisions

2. Nothing in this Agreement shall be construed as establishing a partnership, joint venture or similar relationship between the University and District. Both Parties assume full responsibility for the actions of their personnel while performing services under the agreement, and shall be solely responsible for their supervision, daily direction, payment of salary (including withholding income taxes and social security), worker's compensation and disability benefits. Nothing expressed herein shall create any rights or duties in favor of any potential third Party beneficiary or other person, agency or organization.
3. To the extent permitted under Arizona law, the University (as "indemnitor") agrees to indemnify, defend, and hold harmless District (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") arising out of bodily injury of any person (including death) or property damage, but only to the extent that such claims which result in vicarious/derivative liability to District, are caused by the act, omission, negligence, misconduct, or other fault of University, its officers, officials, agents, employees, students or volunteers.
4. To the extent permitted under Arizona law, District (as "indemnitor") agrees to indemnify, defend, and hold harmless University (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") arising out of bodily injury of any person (including death) or property damage, but only to the extent that such claims which result in vicarious/derivative liability to University, are caused by the act, omission, negligence, misconduct, or other fault of District, its officers, officials, agents, employees, or volunteers.
5. The University maintains insurance coverage through the State of Arizona's Risk Management Division self-insurance program to cover liabilities arising from the acts and omissions of the University's employees, students, and agents participating under this Agreement. District shall maintain adequate insurance, as determined by the University (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of District's employees and agents.

6. The Parties agree to comply with all applicable state and federal laws, rules, regulations and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act, as amended.
7. This Agreement is subject to the provisions of A.R.S. § 38-511 regarding Conflict of Interest.
8. The Parties acknowledge that disputes arising from this Agreement may be subject to arbitration in accordance with applicable law and court rules.
9. The Parties recognize that the performance of both Parties may be dependent upon the appropriation of funds by each Party's governing, legislative authority. Should the Legislature in the case of the University or the Governing Board in the case of District fail to appropriate the necessary funds or if either Party's applicable appropriation is reduced during the fiscal year, the Party that is subject to the reduced or eliminated funding may reduce the scope of this Agreement if appropriate or cancel this Agreement without further duty or obligation. Each Party agrees to notify the other Party as soon as reasonably possible after the unavailability of said funds comes to its attention.

10. Notices:

To University:
Director—Contracting, SPCS
University of Arizona
888 N. Euclid Ave, Rm 515
Tucson, AZ 85719

To District:
Anne Dudley, Principal
La Cima Middle School
5600 Canada Dr., Tucson 85705

With a copy to:
Todd Jaeger, J.D., Superintendent
Amphitheater Public Schools
701 W. Wetmore Rd.
Tucson, AZ 85705

11. If any provision of this Agreement is held invalid or unenforceable, the remaining provisions will continue valid and enforceable to the full extent permitted by law.
12. No waiver of any provision of this Agreement shall affect the right of any Party thereafter to enforce such provision or to exercise any right or remedy available to it in the event of any other default.
13. This Agreement shall be governed by the laws of Arizona, and may be subject to mandatory nonbinding arbitration in accordance with applicable rules.
14. The Parties do not contemplate joint acquisition of any property pursuant to this Agreement. Upon termination of this Agreement, equipment furnished or purchased by University for the Program shall

be retained by University, and equipment furnished or purchased by District for the program shall be retained by District.

- 15. This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement. The Parties agree that any xerographically or electronically reproduced copy of this Agreement will have the same legal force and effect as any copy bearing original signatures of the Parties.
- 16. This Agreement constitutes the entire agreement between the Parties and any prior or contemporaneous representations, either oral or written are hereby superseded. This Agreement may not be modified, amended, altered or extended except through a written amendment signed by each Party.

IN WITNESS HEREOF, the Parties hereto have executed this Agreement by properly authorized persons.

University

District

 Signed: _____ Date _____
 Name: _____
 Title: _____

 Signed: _____ Date _____
 Name: _____
 Title: _____

Attorney Approval:

Pursuant to A.R.S. § 11-952(D) the attorneys for the Parties hereto have determined that the foregoing Agreement is in proper form and is within the powers and authority granted to each respective body under the laws of the State of Arizona.

By: _____
 University Associate General Date

By: _____
 District Legal Counsel Date



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

DATE OF MEETING: December 7, 2021

TITLE: Approval of Revisions to the Following Policy Documents:
Policy JFB (Open Enrollment)
Policy JK (Student Discipline)
Policy JKD (Student Suspension)
Policy JKE (Student Expulsion)
Policy JLF (Reporting Child Abuse/Child Protection)
Policy KB (Parental Involvement in Education)

BACKGROUND:

On November 9, 2021 the Governing Board reviewed proposed revisions to the above-listed Board policies. No revisions to the policies were requested, and therefore, the proposed policies are now presented for approval.

RECOMMENDATION:

The Administration recommends that the Board approve the attached policy documents as presented.

INITIATED BY:

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

Date: November 29, 2021

Todd A. Jaeger, J.D., Superintendent

JFB OPEN ENROLLMENT

The District has an open-enrollment program as set forth in A.R.S. [15-816](#) *et seq.* The open enrollment program described in this policy shall be placed on the District website and made available to the public on request.

No tuition shall be charged for open enrollment, except as authorized by applicable provisions of A.R.S. [15-764](#), [15-797](#), [15-823](#), [15-824](#), and [15-825](#).

School District policies shall include the information required by A.R.S. [15-816.01\(I\)](#) that is needed to request enrollment and that is consistent with guidance and state and federal law regarding pupil privacy and civil rights, and information regarding the provision of transportation or resources for transportation.

The policies must be easily accessible from the home page on each school's website and be available in English and in Spanish or in any other language used by a majority of the populations served by the school or School District.

A school district shall update on each school's website the school's capacity and whether the school is currently accepting open enrollment students, by grade level, at least once every twelve (12) weeks unless there are no changes to report for the individual school.

If a school has any other separate capacity by specialized program, the information required pursuant to this subsection shall also be posted by specialized program.

Schools shall accept pupils throughout the school year as capacity allows. Pupils who are denied access due to capacity shall be informed that they are on a wait list and of the details regarding the process prescribed in A.R.S. [15-816.01\(E\)](#).

Pupils shall be selected as seats become available.

A school district shall enroll at any time any resident pupil who applies for enrollment to the school district.

A school district shall give enrollment preference to and reserve capacity for all of the following:

- A. Resident pupils.
- B. Pupils returning to the school from the prior year.
- C. Siblings of pupils already enrolled.

A school district may give enrollment preference to children who:

- A. Are in foster care.
- B. Meet the definition of unaccompanied youth prescribed in the McKinney-Vento Homeless Assistance Act (P.L. 100-77; 101 Stat. 482; 42 United States Code Section 11434a).
- C. Attend a school that is closing.

If a school remains open as part of a boundary change and capacity is available, students assigned to a new attendance area may stay enrolled in their current school.

A school district may give enrollment preference to and reserve capacity for all of the following:

- A. Pupils who are children of persons who are employed by or at a school in the School District.
- B. Resident transfer pupils and their siblings.
- C. Pupils who meet additional criteria established and published by the School District Governing Board.

If remaining capacity at a school, as determined by the School District Governing Board, is insufficient to enroll all pupils who submit a timely request, the school or School District shall select pupils through an equitable selection process such as a lottery (but not limited to a lottery), except that preference shall be given to the siblings of a pupil selected through an equitable selection process such as a lottery.

Except as provided in A.R.S. [15-816.01](#), a school that is operated by a school district may not limit admission based on any of the following:

- A. Ethnicity or race.
- B. National origin.
- C. Sex.
- D. Income level.
- E. Disability.
- F. Proficiency in the English language.

G. Athletic ability.

Definitions

Resident transfer pupil means a resident pupil who is enrolled in or seeking enrollment in a school that is within the school district - but outside the attendance area - of the pupil's residence.

Nonresident pupil means a pupil who resides in this state and who is seeking enrollment in a school district other than the school district in which the pupil resides.

Enrollment Options

District resident pupils may enroll in another school district or in another school within this District. Resident transfer pupils and nonresident pupils may enroll in schools within this District, subject to the procedures that follow.

Information and Application

The Superintendent shall prepare a written information packet concerning the District's application process, standards for acceptance or rejection, and policies, regulations, and procedures for open enrollment. The packet will be made available to everyone who requests it. The information packet shall include the enrollment application form and shall advise applicants that they must submit enrollment applications consistent with the requirements and deadlines established by the Superintendent to be considered for enrollment during the following school year.

Capacity

The Superintendent shall annually estimate how much excess capacity may exist to accept transfer pupils. The estimate of excess capacity shall be made for each school and grade level and shall take into consideration:

- A. District resident pupils in assigned school attendance areas, including those issued certificates of educational convenience and those required to be admitted by statute.
- B. The enrollment of eligible children of persons who are employed by the District.
- C. Resident transfer pupils who were enrolled in the school the previous year.
- D. Nonresident pupils who were enrolled in the school the previous year.

The Governing Board shall make the final determination of excess capacity and may require resident transfer pupils and/or nonresident pupils to be subject to the enrollment priorities and procedures found below. The excess-capacity estimates shall be made available to the public in May of each year.

Enrollment Priorities

If the Governing Board has determined that there is excess capacity to enroll additional pupils, such pupils shall be selected on the basis of designated priority categories from the pool of pupils:

- A. Who have properly completed and submitted applications; and
- B. Who meet admission standards.

Enrollment priorities and procedures for selection shall be in the order and in accordance with the following:

- A. Enrollment preference shall be given to resident transfer pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.
- B. Enrollment preference shall be given to nonresident pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.
- C. Enrollment preference shall be given to resident transfer pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.
- D. Enrollment preference shall be given to nonresident pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

Admission Standards

A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

Notification

The District shall notify the emancipated pupil, parent, or legal guardian in writing consistent with the requirements and deadlines established by the Superintendent whether the applicant has been accepted, placed on a waiting list pending the availability of capacity, or rejected. The District shall also notify the resident school district of an applicant's acceptance or placement on a waiting list. If the applicant is placed on a waiting list, the notification shall inform the emancipated pupil, parent, or legal guardian of the date when it will be determined whether there is capacity for additional enrollment in a school. If the pupil's application is rejected, the reason for the rejection shall be stated in the notification.

As provided by A.R.S. [15-816.07](#), the District and its employees are immune from civil liability for decisions relative to the acceptance or rejection of the enrollment of a nonresident student when the decisions are based on good faith application of this policy and the applicable statutory requirements and standards.

Transportation of Students Admitted

Through Open Enrollment

A resident transfer student is eligible for District transportation on routes within the attendance boundaries of the school to which the student has been accepted for open enrollment transfer. It is the responsibility of the parents or guardians of the resident transfer student to have the student at a designated pickup point within the receiving school's transportation area.

Nonresident open enrollment students are eligible for District transportation from a designated pickup point on a bus route serving the attendance area of the school to which the student has been admitted, or as may be otherwise determined by the District.

The District *may* provide transportation for open enrollment nonresident students who meet the economic eligibility requirements established under the national school lunch and child nutrition acts for free or reduced price lunches:

- A. of not more than thirty (30) miles to and from:
 - 1. the school of attendance, or
 - 2. a pickup point on a regular District transportation route, or
 - 3. for the total miles traveled each day to an adjacent district.

The District *shall* provide transportation for nonresident transfer students with disabilities whose individualized education program (IEP) specifies that transportation is necessary for fulfillment of the program:

- A. of not more than thirty (30) miles to and from:
 - 1. the school of attendance, or
 - 2. a pickup point on a regular District transportation route, or
 - 3. for the total miles traveled each day to an adjacent district.

Exception

Should there be excess capacity remaining for which no applications were submitted by the date established, the Superintendent, upon approval by the Board, shall authorize additional enrollment of nonresident pupils:

- A. Up to the determined capacity.
- B. On the basis of the order of the completed applications submitted after the notification date established in this policy.
- C. Without regard to enrollment preference.
- D. As long as admission standards are met.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[8-371](#)

[15-341](#)

[15-764](#)

[15-797](#)

[15-816](#) *et seq.*

[15-823](#)

[15-824](#)

[15-825](#)

[15-841](#)

[15-922](#)

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001, as amended by the Every Student Succeeds Act (ESSA) of 2015

CROSS REF.:

[EEAA](#) - Walkers and Riders

[IIB](#) - Class Size

[JF](#) - Student Admissions

[JFAA](#) - Admission of Resident Students

[JFAB](#) - Admission of Nonresident Students

[JFABD](#) - Admission of Homeless Students

[JFABDA](#) - Admission of Students in Foster Care

[JG](#) - Assignment of Students to Classes and Grade Levels

JK ©
STUDENT DISCIPLINE

The Superintendent shall recommend policies and develop procedures for the discipline of students that comply with A.R.S. [15-843](#). These policies and procedures will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity, or in any other situation in which the District may lawfully exercise its authority to discipline a student. When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements.

The discipline, suspension and expulsion of pupils shall not be based on race, color, religion, sex, disability, national origin, ancestry or any other unlawful reason. A substantial or deliberate failure to comply with the prohibition against race, color, religion, sex, disability, national origin, ancestry or any other unlawful reason may subject the District to the loss of funds imposed by A.R.S. [15-843](#).

Unless required by A.R.S. [15-841\(G\)](#), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

- A. The pupil is seven (7) years of age or older.
- B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:
 - 1. Involves the possession of a dangerous weapon without authorization from the school.
 - 2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. [13-3401](#) or a narcotic drug as defined in A.R.S. [13-3401](#) or a violation of A.R.S. [13-3411](#).
 - 3. Immediately endangers the health or safety of others.
 - 4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:
 - a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.

b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.

c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.

d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."

D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E. The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

A. Has been documented by the school.

B. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.

C. Is unresponsive to targeted interventions as documented through an established intervention process.

The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion of pupils are distributed to the parents of each pupil at the time the pupil is enrolled in school.

The principal of each school shall ensure that all rules pertaining to the discipline, suspension, and expulsion of pupils are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

Information concerning a student's disciplinary record will be held in the strictest confidence.

Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Temporary Removal

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the principal, or to a person designated by the school administrator, in accord with:

A. Rules established for the referral of students.

B. The conditions of A.R.S. [15-841](#), when applicable.

The Superintendent shall establish such rules as are necessary to implement the temporary removal procedure.

Confinement

If confinement is authorized by the Governing Board, in accordance with A.R.S. [15-843](#), the Superintendent shall ensure that disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:

A. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.

B. A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.

Schools are not prohibited from adopting policies, which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. [15-843](#), subsection b, paragraph 3.)

Threatened an Educational Institution

Threatened an educational institution means to interfere with or disrupt an educational institution as found in A.R.S. [15-841](#) and [13-2911](#). A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the District may modify this expulsion requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The District may require the student's parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

Regulating Off-Campus Speech

While the District may regulate certain types of off-campus student speech, it must be mindful of student rights of expression under the First Amendment.

Circumstances that may implicate the District's off-campus regulatory interests include, but are not limited to:

- A. Serious or severe bullying or harassment targeting particular individuals.
- B. Threats aimed at teachers or other students.
- C. The failure to follow rules concerning:
 - 1. Lessons.
 - 2. The writing of papers.
 - 3. The use of computers.

4. Participation in other online school activities.

D. Breaches of school security devices.

The District may take affirmative steps to work with the student, short of discipline, to engage in future respectful and accountable digital citizenship.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.-

[13-403](#)- *et seq.*

[13-2911](#)

[13-3401](#)

[13-3411](#)

[15-105](#)

[15-341](#)

[15-342](#)

[15-841](#)

[15-842](#)

[15-843](#)

[15-844](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[JIC](#) - Student Conduct

[JKA](#) - Corporal Punishment

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

[JLDB](#) - Restraint and Seclusion

JKD STUDENT SUSPENSION

A student may be removed from contact with other students as a temporary measure.

The authority to suspend a student for up to ten (10) days, after an informal hearing is held, rests with the Superintendent, principal, or other school officials granted this power by the Governing Board of the School District. If a danger to students or staff members is present, the Superintendent may immediately remove the student from school, with prior contact with the parents and with a notice and hearing following as soon as practicable. Each suspension shall be reported to the Governing Board, within five (5) days, by the person imposing it. [A.R.S. [15-843](#)]

In all cases, except summary suspension where a clear and present danger is evident, the student shall remain in school until applicable due process procedures are instituted. In *no* instance shall students be released early from school unless parents have been notified.

Suspension of pupils in a kindergarten program and grades one (1) through four (4) must comply with A.R.S. [15-843\(K\)](#), as follows:

Unless required by A.R.S. [15-841\(G\)](#), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

- A. The pupil is seven (7) years of age or older.
- B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:
 - 1. Involves the possession of a dangerous weapon without authorization from the school.
 - 2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. [13-3401](#) or a narcotic drug as defined in A.R.S. [13-3401](#) or a violation of A.R.S. [13-3411](#).
 - 3. Immediately endangers the health or safety of others.
 - 4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:

a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.

b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.

c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.

d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."

D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E. The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

- A. Has been documented by the school.
- B. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.
- C. Is unresponsive to targeted interventions as documented through an established intervention process.

The Superintendent may designate a hearing officer for suspension hearings.

Regular Education Students

Suspension for ten days or less:

A. *Step 1:* The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

- 1. After having received notice, the student will be asked for an explanation of the situation.
- 2. The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2:* Following Step 1:

- 1. Provided that a written record of the action taken is kept on file, authorized District personnel may:
 - a. Suspend the student for up to ten (10) days.
 - b. Choose other disciplinary alternatives.
 - c. Exonerate the student.
 - d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.

2. When suspension is involved:

- a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student

may be isolated until dismissal time and then given a written message to the parents.

b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

3. No appeal is available from a short-term suspension.

Suspension for over ten days:

A. *Step 3:* If the offense is one that could result in a suspension of over ten (10) days, in addition to Step 1 and Step 2 a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.

B. *Step 4:* A formal letter to the responsible parent or guardian will be mailed by U.S. mail or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:

1. The charges and the rule or regulation violated.
2. The extent of the punishment to be considered.
3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at student's expense.
7. If a hearing officer has been designated, the name of the hearing officer.

C. *Step 5:* A formal hearing will be held, during which the student will be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having

access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.

2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.
6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
8. The District has the right to cross-examine witnesses, and may be represented by an attorney.

D. *Step 6:* The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.
2. The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.
3. The decision of the Board is final.

Special Education Students

Suspension for ten days or less. Short-term suspension (ten [10] days or less) may be used for special education students for disciplinary reasons on the same basis as for a regular education student. (It is not considered a change of placement.)

A. *Step 1:* The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.
2. The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2:* Following Step 1:

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:
 - a. Suspend the student for up to ten (10) days.
 - b. Choose other disciplinary alternatives.
 - c. Exonerate the student.
 - d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
2. When suspension is involved:
 - a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
 - b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

3. No appeal is available from a short-term suspension.

Suspension for over ten days

If a special education student is recommended for a suspension of more than ten (10) days during the school year (a possible change in placement), a manifestation determination conference must be held.

A. *Step 3:* A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.

B. *Step 4:* If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.

C. *Step 5:* If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

An exception to the above allows for an IDEA qualified student to be given a change in placement to an interim alternative educational setting for not more than forty-five (45) days, in accord with federal law and regulation, if the removal is for IDEA defined drug or weapons offenses or is based upon a due process hearing officer's determination that injury to the child or another is substantially likely if current placement is maintained.

Any interim alternative educational setting must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP; and include services and modifications which are designed to prevent the behaviors for which the placement was made from recurring. (*Caution:* refer to IDEA statutes and regulations before implementing the exception.)

Alternative to Suspension

Students meeting the following requirements may participate in an alternative to suspension program described below at the determination of the Superintendent:

A. Suspension from school has been determined as the punishment for an offense and any appeal has been denied.

B. The immediate suspension was not due to:

1. Fighting or engaging in violent behavior
2. Threatening an educational institution
3. Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
4. Making a bomb threat
5. Engaging in arson

C. The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.

D. The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.

E. The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. (*Note: Follow appropriate dismissal procedures.*)

F. Parent(s) or guardian(s) shall agree to participate by:

1. Providing transportation as necessary to and from the program location.
2. Furnishing meals prepackaged or purchasing same for the student.

3. Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.

The Alternative to Suspension Program is to be one of social isolation. It shall be discipline intensive; requiring academic work and as determined may involve community service, grounds keeping, and litter control. Parents will participate by providing support and supervision.

- A. Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school-sponsored activity will be permitted during the program.
- B. Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.
- C. Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day.
- D. Students are confined to their assigned areas and seats except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.
- E. Students are to bring all books, workbooks, paper and necessary instruments for each class in which they are enrolled to the program daily and take the same material home each day of the program.
- F. Protocols for implementation of the Alternative to Suspension Program following the requirements above may be established by the administrator at each location.

Procedures and Conditions for Readmission of Students Suspended for More Than Ten Days

Early readmission procedures

The Superintendent may authorize early readmission of a student suspended for more than ten (10) days. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one [1] day more than half [1/2] with consideration for the grading period or academic division as necessary). The following conditions must be met:

A. A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.

B. Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian. (Parents of elementary grade students may prepare the summary.)

C. The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.

D. At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.

E. The determination to allow readmission may be based on, but not limited to, the following elements:

1. The age of the student.
2. The frequency, type, and relative magnitude of previous misbehavior by the student.
3. The relative severity of the event(s).
4. Whether the student's behavior violated civil or criminal laws.
5. The degree to which the incident(s) interfered with the educational process.
6. The extent to which the event created endangerment to the student, others or property.
7. Special intellectual, psychological, emotional, environmental and physical characteristics of the student.
8. The student's attitude concerning the event(s).
9. The expressed intent concerning the student's future behavior.

F. Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:

1. Regular attendance—no unexcused absences.

2. No violation of school rules or policies.
3. Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
4. Completion of all class tasks in timely fashion, as directed.
5. Student will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.

G. The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[13-3401](#)

[13-3411](#)

[15-342](#)

[15-766](#)

[15-767](#)

[15-841](#)

[15-842](#)

[15-843](#)

A.A.C.

[R7-2-401](#)

[R7-2-405](#)

A.G.O.-

I78-103

I78-218

I80-055

I84-036

20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act

20 U.S.C. 7151 *et seq.*, The Gun-Free School Act of 1990

29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)

CROSS REF.:

[IHB](#) - Special Instructional Programs

[JK](#) - Student Discipline

[JR](#) - Student Records

JKE ©
EXPULSION OF STUDENTS

A recommendation to expel shall be by the Superintendent. The authority to expel rests only with the Board. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation.

Expulsion of pupils in a kindergarten program and grades one (1) through four (4) must comply with A.R.S. [15-843\(K\)](#), as follows:

Unless required by A.R.S. [15-841\(G\)](#), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

- A. The pupil is seven (7) years of age or older.
- B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:
 - 1. Involves the possession of a dangerous weapon without authorization from the school.
 - 2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. [13-3401](#) or a narcotic drug as defined in A.R.S. [13-3401](#) or a violation of A.R.S. [13-3411](#).
 - 3. Immediately endangers the health or safety of others.
 - 4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:
 - a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.
 - b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.

c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.

d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."

D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E. The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

A. has been documented by the school.

B. prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.

C. is unresponsive to targeted interventions as documented through an established intervention process.

The Governing Board (**Option A:** will decide in executive session whether the Board will conduct an expulsion hearing or designate one (1) or more hearing officers to hear the evidence) **OR (Option B:** directs all expulsions hearings to be conducted by a hearing officer selected from a list of hearing officers approved by the Board).

Expulsion

Regular Education Students

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student's privileges to attend school.

A. *Step 1:* Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held.

B. *Step 2:* If the Superintendent concurs with the recommendation, the Superintendent shall (**Option A:** present the recommendation to the Governing Board) **OR (Option B:** present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Board).

C. *Step 3:* In each case in which a recommendation for expulsion receives approval by the Superintendent, (*and the Board has not determined that all expulsion hearings are to be conducted by a hearing officer*), the Governing Board will meet in executive session:

1. to determine whether the nature of the accusations against the student justify an expulsion hearing,
2. to determine whether the hearing will be held before the Governing Board or before a hearing officer,
3. to designate a hearing officer if one will be used, and
4. if the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in executive session. Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during the initial executive session.

D. *Step 4:* The expulsion hearing should be scheduled so it may be resolved, if reasonably possible, during the period of any suspension.

E. *Step 5*: A formal letter to the responsible parent or guardian will be mailed by U.S. mail or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain:

1. A statement of the charges and the rule or regulation violated.
2. The extent of the punishment to be considered.
3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at the student's expense.
7. If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing.
8. Copies of this policy and A.R.S. [15-840](#) and [15-843](#) unless previously provided in connection with the same infraction.

F. *Step 6*: The parent, guardian or emancipated student shall be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.

6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
8. The District has the right to cross-examine witnesses, and may be represented by an attorney.
9. If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.
10. If the hearing is held before the Governing Board the Board will conduct the hearing in executive session with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

G. *Step 7*: A formal hearing will be held:

1. When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless:
 - a. If only one (1) student is subject to the proposed action, and disagreement exists between that student's parents or legal guardians, then the Board (hearing officer), after consultation with the student's parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session.
 - b. If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R.S. [15-843](#).

H. *Step 8*: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by U.S. mail or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:

a. The time and place of the Board meeting at which the recommendation will be made.

b. That the recommendation may be appealed at the time the recommendation is made to the Board.

c. That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.

d. That the written appeal shall indicate a spokesperson on behalf of the student.

e. That the spokesperson will be given time to speak to the Board on appeal.

f. The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to expel the student, the expulsion shall become effective the day after the Board's decision. The decision of the Board is final.

2. Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

Special Education Students

A student qualified under the Individuals with Disabilities Education Act (IDEA) as revised in 2004 may not be expelled from school, unless as a result of a manifestation determination it has been determined that the student's behavior is unrelated to the child's disability. The manifestation determination must be held within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct. In compliance with federal law and regulation, the student may be given a change in placement in lieu of expulsion. Expulsion may not result in termination of educational services for a

student qualified under the Individuals with Disabilities Education Act. The individualized education program (IEP) team generally determines a change in placement of an IDEA qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's individualized education programs.

A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and not qualified under the Individuals with Disabilities Education Act as revised in 2004, may be suspended or expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services.

Readmittance procedure:

A. A student expelled from the District may request readmittance by making a written application to the Board. Readmission is at the discretion of the Governing Board. In addition, it is the prerogative of the Board to stipulate appropriate conditions for readmittance. The application for readmittance shall occur no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred and two [2] additional semesters). The application must:

1. Be written and be directed to the attention of the Governing Board.
2. Contain all information that the student and parent(s) consider relevant to the Governing Board's determination as to whether or not to readmit the student. This should include information indicating:
 - a. An appreciation by the student of the severity and inappropriateness of the student's prior misconduct.
 - b. That such misconduct or similar misconduct will not be repeated.
 - c. A description of the student's activities since the expulsion.
 - d. Support of the student's application for readmission.
3. Be filed in the Superintendent's office.

B. The Governing Board shall meet in executive session to consider an initial application for readmission. The student and parents have the right to be present in the executive session but do not have the right to make a

presentation or address the Governing Board unless they are asked to do so by the Governing Board. For this reason, it is important that the application for readmission contain all information that the Governing Board may deem important in determining whether to readmit the student. The Governing Board, in its sole discretion, shall determine whether the student should be readmitted, and, if so, under what restrictions and conditions. The burden is on the student and parent(s) to convince the Governing Board that readmission is appropriate considering the interests of the expelled student, the District, and the interests of the other students and staff members. The Governing Board's decision is final.

C. A student may file more than one (1) application for readmission. Applications subsequent to an initial application, however, may not be filed more frequently than every ninety (90) days, and the Governing Board shall meet to discuss and consider the application only if at least two (2) members of the Governing Board ask that the matter be placed on an agenda for discussion in executive session.

Readmittance conditions

As a condition for readmission from an expulsion, the student, with parent(s) or guardian affirmation, shall agree to the following conditions:

- A. Regular attendance – no unexcused absence.
- B. No violation of school rules or policies.
- C. Completion of all classroom tasks in a timely fashion, as directed.
- D. Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after school activities, school sports, and extracurricular events or activities.

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[13-3401](#)

[13-3411](#)

[15-342](#)

[15-766](#)

[15-767](#)

[15-841](#)

[15-842](#)

[15-843](#)

A.A.C.

[R7-2-401](#)

[R7-2-405](#)

A.G.O.-

I78-103

I78-218

I80-055

I84-036

20 U.S.C.1400 *et seq.*, - Individuals with Disabilities Education Act

20 U.S.C. 7151 *et seq.*, The Gun-Free School Act of 1990

29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)

CROSS REF.:

[IHB](#) - Special Instructional Programs

[JK](#) - Student Discipline

[JR](#) - Student Records

JLF ©
REPORTING CHILD ABUSE /-
CHILD PROTECTION

Any school personnel or any other person who has responsibility for the care or treatment of a minor and who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted upon the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. [36-2281](#) shall immediately report or cause reports to be made of such information to a peace officer or to the Department of Child Safety (DCS) of the Department of Economic Security, except if the report concerns a person who does not have care, custody, or control of the minor, the report shall be made to a peace officer only. Such reports shall be made immediately either electronically or by telephone.

The Arizona Department of Economic Security, Division of Children, Youth and Families, has determined that all mandated reporters may now electronically submit non-emergency reports via a secure online reporting website. Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Mandated reporters will be able to submit non-emergency reports twenty-four (24) hours a day without wait times.

All reports made via the online website will *require the person making the report (reporting source) to provide contact information*. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All *emergency situations* where a child faces an immediate risk of abuse or neglect that could result in serious harm *must* still be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

Any concerns for the safety of a child due to abuse, neglect or abandonment, *must be reported*, by:

Calling 1-888-SOS-CHILD (1-888-767-2445),

TDD: 602-530-1831 (1-800-530-1831), or

Submitting *non-emergency* concerns via the Online Reporting Service

at <https://dcs.az.gov/about/contacts>.

Pursuant to A.R.S. [13-3620](#), such reports shall contain, if known:

- A. The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known.
- B. The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.
- C. Any other information that such person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.

A person who furnishes a report, information, or records required or authorized under Arizona Revised Statutes or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under Arizona Revised Statutes is immune from any civil or criminal liability by reason of that action unless such person has acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question.

A report is not required under A.R.S. [13-3620](#) for conduct prescribed by A.R.S. [13-1404](#) and [13-1405](#) if the conduct involves only minors who are fourteen (14), fifteen (15), sixteen (16) or seventeen (17) years of age and there is nothing to indicate that the conduct is other than consensual.

A report is not required if a minor is of elementary school age, the physical injury occurs accidentally in the course of typical playground activity during a school day, occurs on the premises of the school that the minor attends and is reported to the legal parent or guardian of the minor and the school maintains a written record of the incident. The school will maintain a written record of the physical injury as part of the student's health file as required by Arizona State Library, Archives and Public Records (ASLAPR).

A person who fails to report abuse as provided in A.R.S. [13-3620](#) is guilty of a class 1 misdemeanor, except if the failure to report involves a reportable offense, the person is guilty of a class 6 felony.

Any certificated person or Governing Board member who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. [13-3620](#) shall report or cause reports to be made to the Department of Education in writing as soon as is reasonably practicable but

not later than three (3) business days after the person first suspects or receives an allegation of the conduct.

Any person who is employed as the immediate or next higher-level supervisor to or administrator of a person who is statutorily required to report is not required to report if the supervisor or administrator reasonably believes that the report has been made by the person who is required to report.

Any school employee who has orally reported to DCS or a peace officer a reasonable belief of an offense to a minor must provide written notification to the principal of the oral report not later than the next workday following the making of the report.

Each school that is operated by a school district and each charter school shall post in a clearly visible location in a public area of the school that is readily accessible to students a sign that contains all of the following:

- A. In boldfaced type, the telephone number of the centralized intake hotline concerning suspected abuse and neglect of children that is established pursuant to A.R.S. [8-455](#).
- B. Instructions to call 911 for emergencies.
- C. Directions for accessing the website of the Department of Child Safety for more information on reporting child abuse, child neglect and the exploitation of children.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[8-201](#)

[13-1404](#) *et seq.*

[13-1410](#)

[13-3019](#)

[13-3212](#)

[13-3506](#)

[13-3506.01](#)

[13-3552](#)

[13-3553](#)

[13-3608](#)

[13-3619](#)

[13-3620](#)

[13-3623](#)

[15-160.01](#)

[15-514](#)

[46-451](#)
[46-454](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[GBEBB](#) - Staff Conduct With Students

[JKA](#) - Corporal Punishment

KB ©
PARENTAL INVOLVEMENT
IN EDUCATION

The Superintendent, in consultation with parents, teachers, and administrators, shall develop procedure for parental involvement in the school(s). These shall include:

A. A plan for parent participation in the school designed to improve parent and teacher cooperation in such areas as homework, attendance, and discipline. The plan shall provide for the administration of a parent-teacher satisfaction survey.

B. A method by which parents may learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.

C. A procedure by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used and request an alternative assignment. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality, or religion or, because of sexual content, violent content, or profane or vulgar language.

D. A procedure by which parents or guardians of students enrolled in the District shall have access in advance to the instructional materials, learning materials and activities currently used by, or being considered for use by, the District.

E. A procedure by which the District shall obtain signed written consent from a student's parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

F. Procedures to prohibit the School District from providing sex education instruction to a student unless the student's parent provides written permission for the student to participate in the sex education curricula if the School District offers any sex education curricula pursuant to A.R.S. [15-711](#) on the requirement to include instruction to students in grades seven (7) through twelve (12) on laws relating to sexual conduct with a minor or [15-716](#) concerning instruction on immune deficiency syndrome, or pursuant to any rules adopted by the State Board of Education.

G. A procedure by which the District shall obtain signed written consent from a student's parent or guardian before providing sex education to the student. At the same time, the public educational institution seeks consent, it shall inform the student's parent or guardian of the parent's or guardian's right to review the instructional materials and activities.

H. Procedures by which parents will be notified in advance of and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula.

I. Procedures by which parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, extracurricular clubs, and activities that have been approved by the school.

J. Procedures by which parents will be notified in advance of and given the opportunity to opt their children into any instruction, learning materials or presentations regarding sexuality, in courses other than formal sex education curricula.

K. Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following:

1. The right to opt in to a sex education curriculum if one is provided by the District.
2. Open enrollment rights pursuant to A.R.S. [15-816.01](#), relating to the District policies on open enrollment.
3. The right to opt out of assignments pursuant to A.R.S. [1-601](#), Parents Bill of Rights. [See Exhibit KB-EB]
4. The right to opt a child out of immunizations as authorized by A.R.S. [15-873](#), relating to an outbreak of a communicable disease.
5. The promotion requirements prescribed in A.R.S. [15-701](#) for students in grades one (1) through eight (8).
6. The minimum course of study and competency requirements for graduation from high school prescribed in A.R.S. [15-701.01](#).
7. The right to opt out of instruction on the acquired immune deficiency syndrome as provided by A.R.S. [15-716](#).
8. The right to review their child's standardized norm-referenced test results pursuant to A.R.S. [15-743](#).

9. The right to participate in gifted programs pursuant as prescribed by A.R.S. [15-779.01](#).
10. The right to access instructional materials as directed by A.R.S. [15-730](#).
11. The right to receive the school's annual report card pursuant to A.R.S. [15-746](#).
12. The school attendance and age requirements for children prescribed in A.R.S. [15-802](#), [15-803](#) and [15-821](#).
13. The right to public review of courses of study and textbooks in the common schools (preschool programs through grade eight [8]), as prescribed in A.R.S. [15-721](#), and in high schools, prescribed in A.R.S. [15-722](#).
14. The right to be excused from school attendance for religious purposes as described by A.R.S. [15-806](#).
15. Policies related to parental involvement pursuant to A.R.S. [15-102](#) and set out herein.
16. The right to seek membership on school councils pursuant to A.R.S. [15-351](#), describing the purpose, duties, and membership of a school council. [Subject to the exemption of certain school districts exempted as described in A.R.S. [15-352](#).]
17. Information about the student accountability information system (SAIS) as prescribed in section [15-1042](#).
18. The right to access the failing schools tutoring fund pursuant to A.R.S. [15-241](#).
19. Access to the Arizona Department of Education (DOE) statutory handbook of parental rights, which is posted on the DOE website and is prominently posted on a publicly accessible portion of the District website with a link to the statutory handbook of parental rights with the title and sections as listed below.
 - a. Title 1, chapter 6.
 - b. Section [15-102](#).
 - c. Section [15-110](#).

- d. Section [15-113](#).
- e. Section [15-117](#).
- f. Section [15-351](#).
- g. Section [15-721](#).
- h. Section [15-722](#).
- i. Section [15-730](#).

Résumés of all current and former instructional personnel shall be maintained and available for inspection by parents and guardians of pupils enrolled. The résumé shall include individual educational and teaching background and experience in a particular academic content subject area.

For the purposes of this policy *parent* means the natural or adoptive parent or legal guardian of a minor child.

When a parent submits a written request for information to the Superintendent or a school principal during regular business hours:

A. The Superintendent or principal shall:

1. Deliver the requested information to the parent within ten (10) calendar days, or
2. Provide to the parent a written explanation for denial of the requested information.

B. If the requested information is denied or is not received by the parent within fifteen (15) calendar days:

1. The parent may submit to the Governing Board a request for the requested information, and
2. The Governing Board shall consider the request at the next scheduled meeting of the Board on which the request can be properly noticed. If the request cannot be properly noticed on the next scheduled meeting agenda, the Governing Board shall formally consider the request at the subsequent public meeting of the Governing Board.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[1-601](#)

[1-602](#)

[15-101](#)

[15-102](#)

[15-110](#)

[15-113](#)

[15-117](#)

[15-249](#)

[15-341](#)

[15-351](#)

[15-721](#)

[15-722](#)

[15-730](#)

CROSS REF.:

[ABA](#) - Community Involvement in Education

[IHBD](#) - Compensatory Education

[IJ](#) - Instructional Resources and Materials

[IJND](#) - Technology Resources

[JHD](#) - Exclusions and Exemptions from School Attendance

[KDB](#) - Public's Right to Know/Freedom of Information



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

DATE OF MEETING: December 7, 2021

TITLE: Approval of School Facilities Oversight Board (SFOB) Grant for Ironwood Ridge High School Buildings A, B, C, D Weatherization Assessment

BACKGROUND:

On October 27, 2021, the District submitted a School Facilities Oversight Board (SFOB) Grant request to assess the weatherization of Buildings A, B, C & D at Ironwood Ridge High School. The SFOB has approved this grant request on November 9, 2021, in the amount of \$6,020.00.

The Governing Board is required to approve the grant's attached terms and conditions to accept this award.

Grant Number: BRG-ASMNT-00557

Grant Amount: \$6,020.00

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board accepts the SFOB grant number BRG-ASMNT-00557 in the amount of \$6,020.00 to assess the weatherization of Buildings A, B, C & D at Ironwood Ridge High School and authorize the Governing Board President to sign the attached Terms and Conditions.

INITIATED BY:

Richard C. La Nasa, Executive Manager, Operational Support

Date: November 18, 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: **December 7, 2021**

TITLE: **Approval of Budget Neutral Leave Buy-Back Program for Classroom Teachers
(For Pilot in Current Fiscal Year)**

BACKGROUND:

On April 14, 2020, the Governing Board approved a Joint Recommendation of the Meet and Confer Teams for Compensation Matters for Fiscal Year (FY) 2020-2021 (“Joint Recommendation”). All of the recommendations were fulfilled in FY 2020-2021 except the budget-neutral teacher sick leave buy-back program described in paragraph 5.

Paragraph 5 of that Joint Recommendation says:

“5. Develop and offer a cost neutral sick-leave buy-back program to allow teachers with a minimum of six (6) years of continuous service with the Amphitheater District and other qualifying criteria to sell back unused sick leave.”

Reason for the Delayed Implementation

The meet and confer committees signed that recommendation on April 6, 2020. Administration thereafter presented it to the Governing Board on April 14, 2020. At the time, COVID-19 was still being called a novel coronavirus. The meet and confer committee had stopped meeting in person and began meeting electronically, with some members participating by telephone and some members participating by video conference through WebEx¹, because Arizona Governor Ducey and Superintendent of Public Instruction Kathy Hoffman had just announced that the 2-week school closure (March 15-30) was being extended to end of SY 2019-2020 to slow the spread of COVID-19.

People knew little about COVID-19 then. The state and local public health departments indicated a plan for things to return to normal during the summer. No one anticipated the global impact COVID-19 would have when the Joint Recommendation was finalized. Indeed, Governor Ducey had only approved schools to teach remotely through June 30, 2020, and the plan was for traditional school to return after summer break. Quite simply, the Joint Recommendation was made in full anticipation of schools being open for traditional in-person instruction for SY 2020-2021.

Sadly, the 2020-2021 school year was far from regular. The school year began with widespread community transmissions and the Pima County Health Department advising schools to continue to teach students remotely. State and local health department issued isolation and quarantine guidance for schools to mitigate COVID-19 on campus. Teachers fluctuated between teaching remotely and in a hybrid model for the better part of SY 2020-2021, and teachers were given the option to teach from home while students were remote to minimize the number of employees on District sites.

¹ The District still used WebEx for video conferencing in April 2020 when Arizona Governor Ducey and Superintendent of Public Instruction Kathy Hoffman first announced the statewide school closure. The District acquired a Zoom license later that spring.

The overall message from the public health departments was “stay home when sick”. Notably, the federal government deemed this mitigation measure so important that the Families First Coronavirus Relief Act (FFCRA) was implemented which mandated that school districts provide an additional 80 hours of paid sick leave to qualified employees who needed to remain home to isolate, quarantine, and/or care for a child out of school due to COVID-19.

Suffice it to say, SY 2020-2021 was not the time to implement a sick leave buy-back program. That message could have confused the District’s COVID-19 mitigation measures and the recommendations of the public health departments in place for SY 2020-2021. It was important that the community understand that employees could isolate or quarantine without consequence in order for everyone at the site to feel comfortable coming to school. Now that COVID-19 vaccinations have become widely available to employees and students, it is finally appropriate for Administration to recommend implementation of a leave buy-back program to the Governing Board.

Minimum Criteria in the Joint Recommendation

Paragraph 5 of the Joint Recommendation identifies three criteria necessary for the buy-back program:

- The program must be budget-neutral,
- The program must apply to sick leave, and
- The program must be offered to teachers who have provided at least 6 consecutive years of service to the District.

It is important to understand that the meet and confer teams put that criteria together without the benefit of knowing what the break-even point would be to keep the program budget-neutral. Their goal with the term “budget-neutral” was to avoid encumbering funds available that year for employee raises while still establishing a program designed to benefit teachers who reduce substitute costs through good attendance. They aligned the “6 consecutive years of service” with the requirements in the “Joint Recommendation of the Meet and Confer Team for Personnel Policy Matters” approved by the Governing Board on May 7, 2019 and Exhibit GCCA-E in the Amphitheater Policy Manual.

It is also important, at this continuing time of health emergency, to ensure that a balance remains struck between incentivizing good attendance among staff while at the same time encouraging those who need to utilize leave to do so.

Budget-Neutral Analysis

“Budget-neutral” means the District can create a leave buy-back program from within the existing budget and available funds spent to cover sick leave currently. The Joint Recommendation establishes the minimal criteria agreed to for who should be included in the buy-back program. However, that criteria is not exclusive. To ensure a new program such as this is indeed budget neutral, it is recommended that the program be piloted for the current fiscal year to measure its effectiveness and budget success. Thereafter, the Governing Board can continue and/or expand the buy-back program beyond what is described in the Joint Recommendation.

Following the Joint Recommendation, Administration reviewed financial data to determine the break-even point for a budget-neutral buy-back program. That break-even point derives from the District’s ability to save costs associated with hiring of a substitute teacher and the amount that the District currently owes to reimburse qualified employees for unused sick leave when they separate from the District.

1. *To fund the buy-back program, the District must derive savings from avoiding the cost of a substitute assignment.*

Certificated substitute teachers are hired to continue instruction when a classroom teacher is absent from work. Only certificated employees with a class roster require a substitute teacher. Thus, because there is no savings accrued from the substitute budget if there is no original need for a substitute to begin with, it is necessary at a minimum that the leave buy-back program be limited to classroom teachers to keep it budget-neutral.

Notably, teachers request a substitute if they are absent from work either for illness or for personal reasons. The District offers teachers paid sick leave to use when sick, to care for a sick family member, to attend health care appointments, or for the other reasons required by the Fair Wages and Healthy Families Act. *See* A.R.S. § 23-373. Whereas, personal leave is available to teachers who need to miss work for any reason as long as the personal leave is requested and approved in advance of the absence. Regardless of the reason for the absence or the type of paid leave used by the teacher, the fact remains that a substitute teacher will still be required for the absence. Thus, it actually benefits the District to have both personal leave and sick leave included in the leave buy-back program.

2. *The maximum reimbursement rate that the District can pay to keep the leave buy-back program budget-neutral is the lowest daily rate of pay approved for substitute teacher.*

A primary goal of the leave buy-back program is to encourage excellent teacher attendance for the overall benefit of the students in their classrooms. It is in the best interest of students to have their teacher at work as much as possible to teach them continuously without interruption. As qualified as the District substitutes are, it is inevitable that students experience some level of interruption when their regular teacher is absent. Therefore, the reimbursement rate for the unused leave must be high enough to increase teacher attendance.

Yet, the reimbursement rate also cannot exceed the cost that the District has to pay for a substitute teacher to be in the classroom when the teacher is absent. Otherwise, it will not be “budget neutral”. For example, a teacher who is in their 11th year of service with the District may have a daily rate of pay of \$254. When that teacher uses paid leave to be absent from work, the District still pays that teacher their daily rate of \$254 for the paid leave day and also pays the substitute teacher to cover the absence at the substitute daily rate of pay (currently \$125), for a total cost to the District of \$379 for the day of teacher absence. If the District were to reimburse the teacher for the unused leave at a higher rate, there is a cost to the buy-back program and it is no longer budget-neutral. Therefore, the maximum unused leave reimbursement rate for teachers who participate in the buy-back program must always align with the lowest certificated substitute teacher daily rate of pay.

3. *The leave must be sold back by the teacher at the end of the current year for the program to remain budget-neutral.*

School districts are obligated to close their budget at the end of the fiscal year. Unused personal leave is currently converted to sick leave at the end of the year and held for future years. *See* Regulation GCCB-R. Sick leave can only be reimbursed at separation pursuant to the terms of the Joint Recommendation of the Meet and Confer Team for Personnel Policy Matters approved by the Governing Board on May 7, 2019 and Exhibit GCCA-E in the Amphitheater Policy Manual.

Once unused personal leave is automatically converted, it becomes impossible to retrace it. Therefore, it is important that any new leave buy-back program for teachers specifically require a teacher’s buy-back be tied to leave accumulated during a current fiscal year and not from any other year of employment.

Importance of Respecting Appropriate Use of Sick Leave

Despite the availability of the COVID-19 vaccines, it is also important that teachers be encouraged to remain at home when necessary for their personal health and well-being and to keep our school campuses safe. The safety of students and other staff members on the campus must be considered in the development of the buy-back program as well.

Teachers should also be encouraged to carry forward some paid leave for future years to protect them in the event of an emergency. Employees may find themselves in a bind in the future if they are given absolute authority to cash out every bit of unused leave, especially when the District's leave donation program generally does not have sufficient balances to cover each donation request. Thus, it is recommended that at least three (3) paid leave days be exempted from reimbursement to ensure teachers who are sick can remain at home as needed.

Qualified teachers will still have the option to be reimbursed for those three (3) days at separation under the May 7, 2019 Joint Recommendation and Exhibit GCCA-E. The overall goal of reducing the District's mandatory reserves for those unused leave days can be met by allowing teachers to sell back the majority of their unused leave days.

Recommended Leave Buy-Back Program for Classroom Teachers

With this in mind, Administration recommends that the Governing Board approve an annual leave buy-back program for all teachers who are assigned a class roster under the following terms and conditions:

1. The program is only available to certificated teachers who are assigned a class roster.
2. Certificated teachers must meet the following prerequisites to participate in the teacher leave buy-back program:
 - a. Teacher must fulfill their teacher contract and work until the final day of school that year, and
 - b. Teacher must satisfy one of the following criteria:
 - i. Teacher will have accumulated more than thirteen² (13) days of unused leave by the end of the school year and is seeking reimbursement for unused leave *in excess* of those thirteen (13) days, or
 - ii. Teacher has given notice that teacher will separate from the District at the end of the school year (*i.e.*, resignation, retirement, or teacher is on a short-term teacher contract and is not being renewed), and will not work for the District during the next fiscal year.
3. Qualified teachers may be reimbursed annually for all but three (3) days of unused paid leave accumulated during the current academic year. The reimbursement rate shall be equal to the lowest approved daily rate of pay for a District certificated substitute teacher.
4. The reimbursement rate is based on an eight (8) hour day and may be reimbursed at a prorated hourly rate where unused leave does not equate to a full day.
5. Each year that a teachers chooses to participate in the leave buy-back program, they must submit a reimbursement request form to the Payroll Department before the last day of school. Reimbursement will not occur automatically, and a new form is required each year that the teacher participates in the leave buy-

² A full-time teacher qualifies to accumulate paid leave hours that are the equivalent of eight (8) sick leave days and five (5) personal leave days each year. See Policy GCCA, Policy GCCAA, and Regulation GCCB-R. This means that a teachers will need to have completed one year of continuous employment for compliance with option (b)(i).

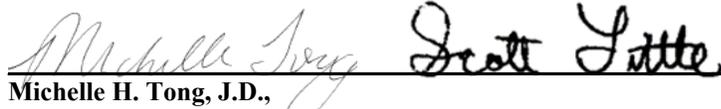
back program. If reimbursement is not requested, unused personal leave will automatically convert to sick leave in accordance with Regulation GCCB-R and carry-forward to the next fiscal year.

6. Teachers who apply to participate in the leave buy-back program waive all rights to participate in the District's sick leave donation program.
7. The leave buy-back program does not apply to unused bereavement leave, leave acquired by donation, leave carried forward from a prior fiscal year, or to leave accumulated for supplementary assignments, summer work, or otherwise accumulated outside of the employee's teacher work contract.
8. Days for which such payment is received shall be deducted from the accumulated sick leave balance.
9. Payment as provided herein will be issued by the end of the fiscal year.

RECOMMENDATION:

No action is required of the Board at this time. Administration developed the proposed teacher leave buy-back program based on the Joint Recommendation and is providing it to the Board for *study* at this time. Since teachers did not have an opportunity to review the proposal before this meeting, Administration recommends that Board study the item at this meeting and consider it for approval in January 2022.

INITIATED BY:

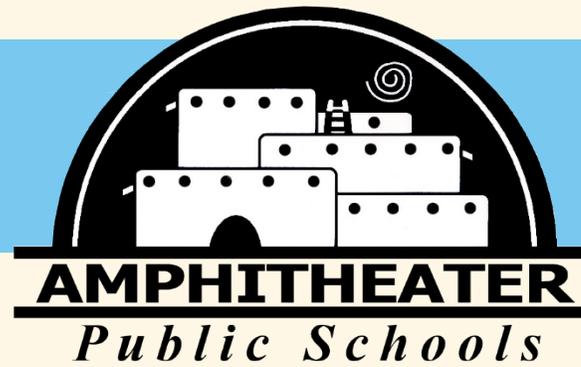


Michelle H. Tong, J.D.,
Associate to the Superintendent and General Counsel
and
Scott Little
Chief Financial Officer

Date: December 1, 2021



Todd A. Jaeger, J.D., Superintendent



Fiscal Year 2022 ¹⁹¹

Teacher Leave Buy-Back Pilot Program





Joint Recommendation of the Meet and Confer Teams for Compensation Matters for Fiscal Year (FY) 2020- 2021

- Approved by Governing Board on April 14, 2020
- Includes a recommendation in paragraph 5 that says:
“5. Develop and offer a cost neutral sick-leave buy-back program to allow teachers with a minimum of six (6) years of continuous service with the Amphitheater District and other qualifying criteria to sell back unused sick leave.”

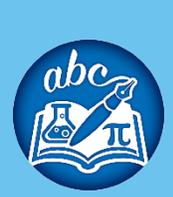


Necessary Minimum Criteria

- Budget-neutral,
- Apply to sick leave, and
- Offered to teachers who have provided at least 6 consecutive years of service to the District.

Budget Neutral

- District can create a leave buy-back program from within the existing budget and available funds spent to cover sick leave currently
 - Derive savings from avoiding the cost of a substitute assignment
 - Maximum reimbursement rate can be the lowest daily rate of pay approved for substitute teacher
 - Leave must be sold back by the teacher at the end of the current year for the program to remain budget-neutral





Important Other Considerations

- Teachers must feel comfortable to remain at home when necessary for their personal health and well-being and to keep our school campuses safe.
- Students and other staff members must still feel confident that sick people will stay home.
- Plan should continue to encourage carry forward of some paid leave for potential emergencies in future years.



Carry Forward Recommendation

- Carry Forward 3 paid leave days from the current year
 - 1.0 FTE Teachers annually accrue paid leave hours equal to:
 - 8 sick leave days
 - 5 personal leave
- Qualified teachers can be reimbursed at separation
 - Board has approved reimbursement rates for unused sick leave at separation
 - Contained in Policy Manual Exhibit GCCA-E

Recommended Pilot Program

1. Limited to certificated Teachers assigned a class roster
2. Teacher must meet the following prerequisites:
 - a. Fulfill contract and work through final day of school that year, *and*
 - b. Satisfy one of the following:
 - i. Have more than thirteen (13) days of unused leave accrued and seek reimbursement for unused leave *in excess* of those thirteen (13) days, or
 - ii. Separate from the District at the end of the SY and not work for the District next FY
3. Leave must be accrued in current FY to qualify for reimbursement
4. 3 days do not qualify for reimbursement through program
5. Reimbursement rate = District's substitute teacher daily rate of pay
6. Reimbursement amount can be prorated
7. New application for reimbursement must be submitted annually
8. Reimbursed leave will be deducted from leave balances
9. Payment will be issued by the end of FY



(cont'd)

10. Accrued sick leave continues to rollover if not reimbursed that FY

11. Personal leave continues to convert to sick leave if not reimbursed that FY

12. Participants waive rights to participate in sick leave donation program

13. Following leave is exempt:

- Bereavement leave,
- Donated leave,
- Leave carried forward from a prior fiscal year, and
- Leave accumulated for supplementary assignments, summer work, or otherwise accumulated outside of the employee's teacher work contract



Pros vs. Cons

Pros

- Requested by teachers
- Provides additional pay option for teachers
- Benefits students by promoting continuous and uninterrupted instruction by same teacher

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Cons

- Sends message that attendance is necessary to teachers who are already feeling exhausted and stressed
- May cause additional stress for someone weighing cost/benefits of using paid leave
- Risks attendance when sick



Summary



- Item is for study only this meeting
- If approved, can be implemented for reimbursement at end of year
- Pilot Program to be re-evaluated once budget reviewed at end of FY

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

DATE OF MEETING: December 7, 2021

TITLE: Authorization to Initiate eSports Interscholastics for FY 2023

BACKGROUND:

As a follow up to the eSports presentation presented to the Amphitheater Governing Board on November 9, 2021. Administration will outline plans to launch eSports teams in the Fall of 2022.

The presentation will include the following topics:

- Review of student interest and game survey
- Addendum
- Recommendation for purchase of gaming system and equipment
- Training for eSports coaches
- Consultation with PlayVS and AIA

RECOMMENDATION:

This is presented to the Governing Board as a study and action item based on the recommended plan outlined by Administration.

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: November 29, 2021

Todd A. Jaeger, J.D., Superintendent



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eSports: Electronic Gaming in School Recommendations for Initiating Programs



Matt Munger, Associate Superintendent for Secondary Education
Armando Soto, Director of Interscholastic Activity



Table of Topics

- Brief Review and Next Steps
- Student Survey
- Recommendation for Equipment
- Account
- Resources
- Addendum

Student Interest Survey

- Subsequent to Governing Board authorization, School Operations and Interscholastic Office will send current 8th, 9th, 10th and 11th grade students an interest survey.
- The survey will provide data on the following:
 - Level of student interest in the short and long-term
 - The degree of interest at each high school
 - What game(s) students are most interested in competing



Amphitheater eSports Student Interest Survey

Students,

The Amphitheater Public School District is pursuing the creation of eSports teams at Amphitheater, CDO and Ironwood Ridge High Schools.



Student Interest Survey



Amphitheater eSports Student Interest Survey

Students,

The Amphitheater Public School District is pursuing the creation of eSports teams at Amphitheater, CDO and Ironwood Ridge High Schools.



PlayVS Account

- On Monday, December 6th, an initial consultation with PlayVS, the eSports organization endorsed through the Arizona Interscholastic Association, was held.
- The initial consultation included a discussion/presentation on:
 - Account set up
 - Coach/student resources
 - Competition day needs
 - Streaming/chat services
 - Technology



Resources

- On Monday, December 6th, an initial consultation with PlayVS, the eSports organization endorsed through the Arizona Interscholastic Association, was held.
- The initial consultation included a discussion/presentation on:
 - Account set up
 - Coach resources
 - Parent/student resources
 - Competition day needs
 - Technology (Gaming systems, Streaming, Chat services)



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Resources

Getting Started & General Information



What is esports, how it happens at your school and why that's good for everybody

35 articles in this collection
Written by Nick Leseac, Wyatt at PlayVS, Jamie at PlayVS and 1 other

PlayVS Overview

Written by Jamie at PlayVS
Updated over a week ago

Spring 2022 High School Coach Referral Incentive Terms and Conditions

Written by Nick Leseac
Updated this week

How to Start your Esports Program

Written by Jamie at PlayVS
Updated over a week ago

How to Start Guide: Coach Checklist

Written by Jamie at PlayVS
Updated over a week ago

Parents' Guide to High School Esports

Written by Jamie at PlayVS
Updated over a week ago

Getting Started & General Information



What is esports, how it happens at your school and why that's good for everybody

35 articles in this collection
Written by Jamie at PlayVS, Nick Leseac, April Knell and 1 other

Spring '22 Enrollment

Spring 2022 Enrollment Instructions, Spring 2022 Schedule, and Spring 2022 FAQ's.

6 articles in this collection
Written by April Knell

Game Day Protocols

11 articles in this collection
Written by Wyatt at PlayVS, April Knell, Matt at PlayVS and 1 other

Coach Resources

Guides and information for becoming a better esports coach.

29 articles in this collection
Written by Jamie at PlayVS and April Knell

High School

Resources for all PlayVS High School leagues.

Match Guides

Scrimmage Rules and Guidelines

Written by Jamie at PlayVS
Updated over a week ago

Manual Match Reporting Guide

Written by Jamie at PlayVS
Updated over a week ago

Reporting Guide

Written by Jamie at PlayVS
Updated over a week ago

Rocket League Custom Match

Written by Jamie at PlayVS
Updated over a week ago

Forfeit Guide

Written by Jamie at PlayVS
Updated over a week ago

Substitution Guide

Substitute & bench player information

Written by Jamie at PlayVS
Updated over a week ago

Custom Match Guides for all Games

Written by Jamie at PlayVS
Updated over a week ago



Resources

Coach Resources

Guides and information for becoming a better esports coach.

29 articles in this collection
Written by Jamie at PlayVS and April Knell

Coach Check Ins

Choose to check in before your match.

Written by April Knell
Updated over a week ago

Coach Code of Conduct

Written by Jamie at PlayVS
Updated over a week ago

Player Code of Conduct (High School)

Written by Jamie at PlayVS
Updated over a week ago

State Association Verification

Written by Jamie at PlayVS
Updated over a week ago

Regional and State League Rosters

Written by Jamie at PlayVS
Updated over a week ago

High School and Youth League Scholarships

All scholarships and awards for High School and Youth League from the Fall 2020 and Spring 2021 seasons.

Written by Jamie at PlayVS
Updated over a week ago



Addendum

- In Spring 2022, a committee will be convened to review all current and potential addendums, including eSports coaches.
- Committee members will include the following:
 - Club advisor
 - Coach
 - Fine arts staff member
 - HS administrator
 - MS administrator



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Questions

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

DATE OF MEETING: **December 7, 2021**

TITLE: Approval to Increase Pay Rates for Classified Employees Effective January 1, 2022 for Compliance with Arizona’s Minimum Wage Laws and to Address Wage Compression

BACKGROUND:

Arizona’s Minimum Wage Law

In 2016, Arizona voters approved Proposition 206, which created Arizona’s Fair Wages and Healthy Families Act (codified at A.R.S. § 23-362 *et seq.*) and raised Arizona’s minimum wage to \$10.00 per hour effective January 1, 2017. Section 23-363 of the Act requires subsequent annual increases to Arizona’s minimum wage pursuant to the below schedule:

- \$10.50 per hour on January 1, 2018
- \$11.00 per hour on January 1, 2019
- \$12.00 per hour on January 1, 2020
- Inflationary increases on January 1, 2021 and annually thereafter.

Amphitheater’s Response to Arizona’s Minimum Wage Law

Since then, Amphitheater Public Schools has annually increased its minimum wage to meet the mandatory minimum wage adjustments. Yet, because the State of Arizona did not give school districts additional funding to cover the mandatory wage increases, the District has only been able to implement wage increases in a manner that ultimately caused “compression” among existing classified pay level differentials. The limitations of the District’s state funding did not allow wage increases at lower levels to “trickle up” to higher wage levels, bringing both ends of the support salary schedules closer together, *i.e.*, “compressing” them. For example, the current minimum wage in Arizona is \$12.15 per hour. New employees hired into positions paid on the Classified Placement Schedule at Levels A - F all currently start at \$12.15 per hour. Similarly, employees who earn below the new minimum wage also receive a pay rate increase to the new minimum wage each year to comply with the minimum wage law regardless of how many years of experience they have in the position. Both situations have created wage compression in the District.

The below table demonstrates how classified employee starting pay levels have been compressed since January 1, 2017, due to annual mandatory minimum wage increases:

Classified Placement Schedule Pay Level	Starting Pay July 1, 2016	Starting Pay July 1, 2021
A	\$8.68	\$12.15
B	\$8.96	\$12.15
C	\$9.55	\$12.15
D	\$10.15	\$12.15



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E	\$10.62	\$12.15
F	\$11.52	\$12.15
G	\$12.04	\$12.59
H	\$12.53	\$13.13
I	\$13.07	\$13.68
J	\$13.55	\$14.12
K	\$14.12	\$14.70
L	\$15.02	\$15.61
M	\$16.03	\$16.50
N	\$17.28	\$17.76
O	\$18.88	\$19.38
P	\$20.77	\$21.31

Consequence of Wage Compression

As demonstrated above, the starting pay for Levels A – F is the same regardless of the different hiring prerequisites or job duties for the specific jobs assigned to each pay level. The hiring prerequisites and job duties for a Crossing Guard (Level A) differ greatly from those of a Library Assistant (Level F), but they both start at \$12.15 per hour. A Library Assistant requires an Associate’s Degree or a passing paraprofessional test score and a minimum of two (2) years of library experience, whereas the highest level of education required for a position paid on Level A (such as a Crossing Guard) is a high school diploma or GED. Offering the same wage to qualified candidates for both positions devalues the additional years of education and experience required of positions placed at higher pay levels and diminishes the District’s ability to attract and hire qualified candidates.

A significant number of continuing employees have also had their hourly wages “compressed” to starting pay levels through the annual minimum wage increase. This is because the District had to increase the pay rate for any employee earning below minimum wage, regardless of the number of years of experience or length of service in the position, when the minimum wage exceeded their hourly wage. Therefore, a Crossing Guard who has served the District continuously for five (5) years and started earning \$8.68 per hour in 2016, may conceivably earn the same hourly pay as a crossing guard hired this year with no experience. This causes disharmony among employees and makes it more difficult to retain employees in pay ranges near the minimum wage.

New Option to Address Wage Compression

On October 5, 2021, the Governing Board approved the District’s 2020-2021 Annual Financial Report. The presentation for that item included information about a significant one-time savings from Fiscal Year (FY) 2020-2021 in the maintenance and operations fund. The savings was largely the result of operating in remote mode,



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

which enabled expenditures for some classified (hourly) positions to be transferred to COVID-19 funding sources since they were temporarily reassigned to serve in roles required by the COVID-19 school closures, such as on-campus supervision and pandemic mitigation and safety cleaning measures. It also resulted from the reduced need to fill paraprofessional, custodial and substitute vacancies, as well as reduced gas usage, during the 2020 and 2021 school closures.

The District has not been in the position of having a one-time savings like this in a long time. Arizona state laws governing school districts give the Governing Board absolute authority to decide how to use those one-time savings.

Recommendation to Re-Establish a Classified Employee Wage Differential

The Administration proposes that the subject funds accrued through the educational support services flowing from the pandemic circumstances and conditions be used to benefit those same support services and the personnel who provide them. This could be done by immediately re-building wage differentials on the classified employee placement schedule, thereby addressing wage compression for classified (hourly) employees. Not only does this make pragmatic sense, it is also consistent with a recommendation from the April 2020 Meet and Confer Recommendation. Paragraph 8 of the Joint Recommendation of the Meet and Confer Teams for Compensation Matters approved by the Governing Board on April 14, 2020 said:

“8. *In the event that the District receives new and undesignated funding in the current fiscal year that can be used for salaries, it is recommended that additional consideration be given to further critical classification wage adjustments needed to address wage compression.*”

While the accrued savings are not “new and undesignated”, their use to address support staff wage compression is consistent with this provision given that the funds were accumulated through internal financial planning associated with operational/support functions of the District. The spirit of that recommendation can still be achieved by using those savings to “further critical classification wage adjustments needed to address wage compression” as recommended.

It is important to note that classified employees have seen the average teacher salary increase by 20% since 2018 for compliance with Arizona Governor Ducey’s “20 by 2020” plan – those increases funding by new state funding targeted for that specific purpose. They have also witnessed other professional staff salary adjustments made to address market conditions. And, it is also noteworthy that most classified employees cannot participate in the District’s 301 Plan which, if approved on December 7, will also provide teachers, counselors, nurses and other educational staff an option to increase their annual earning through performance pay.

Process for Identifying the Proposed Wage Differentials

While the one-time savings are not high enough to re-establish pre-Prop 206 wage differentials, they are significant enough to create new wage differential between many classified pay levels. As demonstrated in the below table, the starting wage for Levels A – F have increased substantially since 2016 while other classified employees did not receive anywhere near that amount through the annual meet and confer committee recommendations:



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Classified Placement Schedule Pay Level	Starting Pay July 1, 2016	Current Wage	Percent Difference
A	\$8.68	\$12.15	39.98%
B	\$8.96	\$12.15	35.60%
C	\$9.55	\$12.15	27.23%
D	\$10.15	\$12.15	19.70%
E	\$10.62	\$12.15	14.41%
F	\$11.52	\$12.15	5.47%

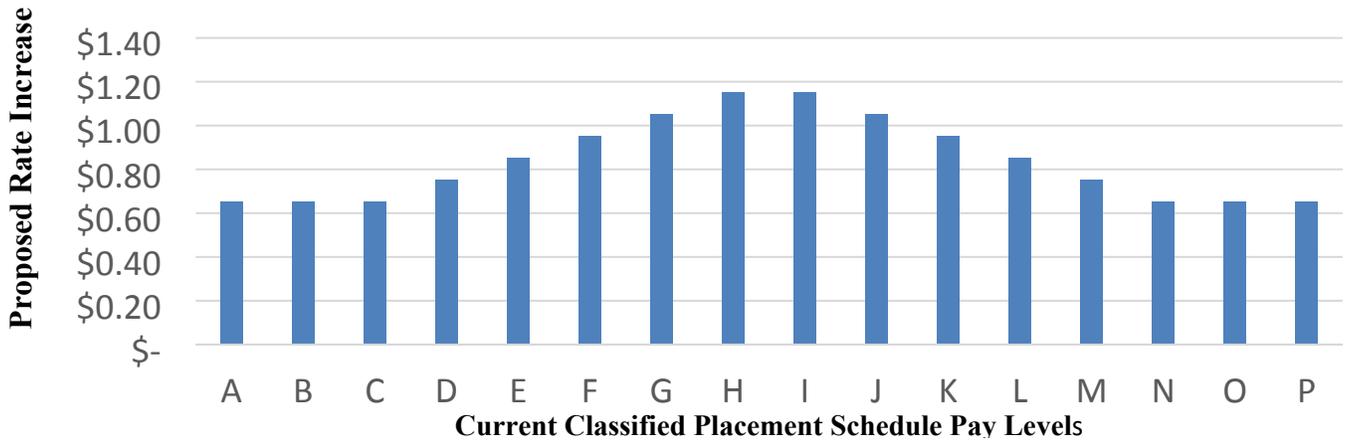
In addition, the Industrial Commission of Arizona has already adopted a resolution to increase Arizona’s minimum wage from \$12.15 to \$12.80 per hour effective January 1, 2022, for compliance with A.R.S. § 23-363. Therefore, any employee earning below \$12.80 must receive a wage increase to \$12.80 per hour for compliance with the law.

Simply put, the District cannot continue to defer addressing compression for classified staff. Even a small pay differential between pay levels will enable the District to attract employees into all pay levels and create a sense of pride for employees who meet the minimum qualifications for a pay rate above minimum wage. Because Pay Levels A - C have already received significant wage increases for several years, and they are set to receive another 65 cent in January 2022, Administration recommends that Pay Levels A - C be combined into a single pay level entitled “Pay Level 1” paid at minimum wage. The District has already budgeted for this minimum wage increase to \$12.80 so it does not factor into depletion of the one-time savings.

This will enable the full one-time savings to be used to differentiate pay for the remaining classified pay levels. Administration further recommends that the hourly pay rates for Levels D through P also be increased in the shape of a “Bell Curve”, with the largest increase applied to those pay levels most affected by the wage compression, to enable the savings to be used most effectively to create wage differentials while still ensuring every classified employee a wage increase effective January 1, 2022. The below chart demonstrates how the savings can be applied to current pay levels using a Bell Curve to create a pay differential for classified employees:



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Anticipated Benefits for the District

The proposed increases will enable Amphitheater Public Schools to offer more attractive starting wages to help with competitive recruitment. It will also improve employee retention by creating a differentiation between salary/wage levels and providing necessary adjustments for the pay levels most affected by compression. Pandemic conditions and government subsidies have made hiring more difficult nationwide, and Amphitheater is not immune. It is important that the District remain competitive to be able to hire and retain highly qualified employees, and immediate adjustments to the classified pay schedule are needed for the District to be able to do so.

Recommended Wage Increase and Placement Schedule Change

Therefore, Administration recommends that effective January 1, 2022, the classified placement schedule be adjusted, and the hourly pay wage of all classified employees be increased, as follows:

Current Pay Level	Current Minimum	Proposed Hourly Wage Increase (1/1/22)	New Min.	Proposed New Pay Level	Number of Positions Affected
A	\$12.15	0.65*	\$12.80	1	166
B	\$12.15	0.65*	\$12.80	1	35
C	\$12.15	0.65*	\$12.80	1	62
D	\$12.15	0.75*	\$12.90	2	206
E	\$12.15	0.85*	\$13.00	3	255



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

F	12.15*	0.95	\$13.10	4	56
G	12.59*	1.05	\$13.64	5	47
H	\$13.13	1.15	\$14.28	6	53
I	\$13.68	1.15	\$14.83	7	7
J	\$14.12	1.05	\$15.17	8	57
K	\$14.70	0.95	\$15.65	9	14
L	\$15.61	0.85	\$16.46	10	16
M	\$16.50	0.75	\$17.25	11	82
N	\$17.76	0.65	\$18.41	12	12
O	\$19.38	0.65	\$20.03	13	12
P	\$21.31	0.65	\$21.96	14	2

*This starting wage must increase by \$0.65 cents per hour effective January 1, 2022 for compliance with Arizona's Minimum Wage law.

RECOMMENDATION:

Administration recommends that the Governing Board approve the proposed increase to base wages for eligible classified (hourly) employees to become effective on and after January 1, 2022.

INITIATED BY:

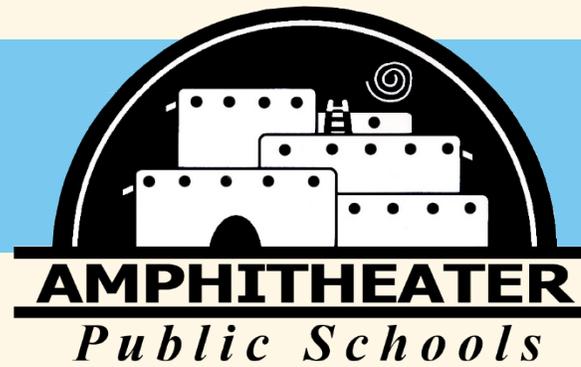
Michelle H. Tong *Scott Little*

Michelle H. Tong, J.D.
Associate to the Superintendent and General Counsel
and
Scott Little
Chief Financial Officer

Date: December 1, 2021

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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District Compression



Minimum Wage

- The Industrial Commission of Arizona (ICA) approved **\$12.80** as the new minimum wage **effective January 1, 2022** - an increase of 65¢ per hour
 - *Based on the increase in inflation between August 2020 and August 2021, as published by the U.S. Bureau of Labor Statistics' Consumer Price Index*
- Proposition 206 raised Arizona's minimum wage to \$10.00 per hour effective January 1, 2017 and also called for subsequent increases to the minimum wage:
 - \$10.50 per hour on January 1, 2018
 - \$11.00 per hour on January 1, 2019
 - \$12.00 per hour on January 1, 2020
 - Inflationary increases on January 1, 2021 and annually thereafter
- Approximate cost to Maintenance & Operations (M&O) to increase staff who are below \$12.80 per hour without addressing compression: **\$756,104**
- Currently 77% of our support staff are in position classifications affected by the minimum wage increase





Minimum Starting Rates – Then & Now

Level	FY17	FY22	Percent Diff
A	\$8.68	\$12.15	39.98%
B	\$8.96	\$12.15	35.60%
C	\$9.55	\$12.15	27.23%
D	\$10.15	\$12.15	19.70%
E	\$10.62	\$12.15	14.41%
F	\$11.52	\$12.15	5.47%
G	\$12.04	\$12.59	4.57%
H	\$12.53	\$13.13	4.79%
I	\$13.07	\$13.68	4.67%
J	\$13.55	\$14.12	4.21%
K	\$14.12	\$14.70	4.11%
L	\$15.02	\$15.61	3.93%
M	\$16.03	\$16.50	2.93%
N	\$17.28	\$17.76	2.78%
O	\$18.88	\$19.38	2.65%
P	\$20.77	\$21.31	2.60%

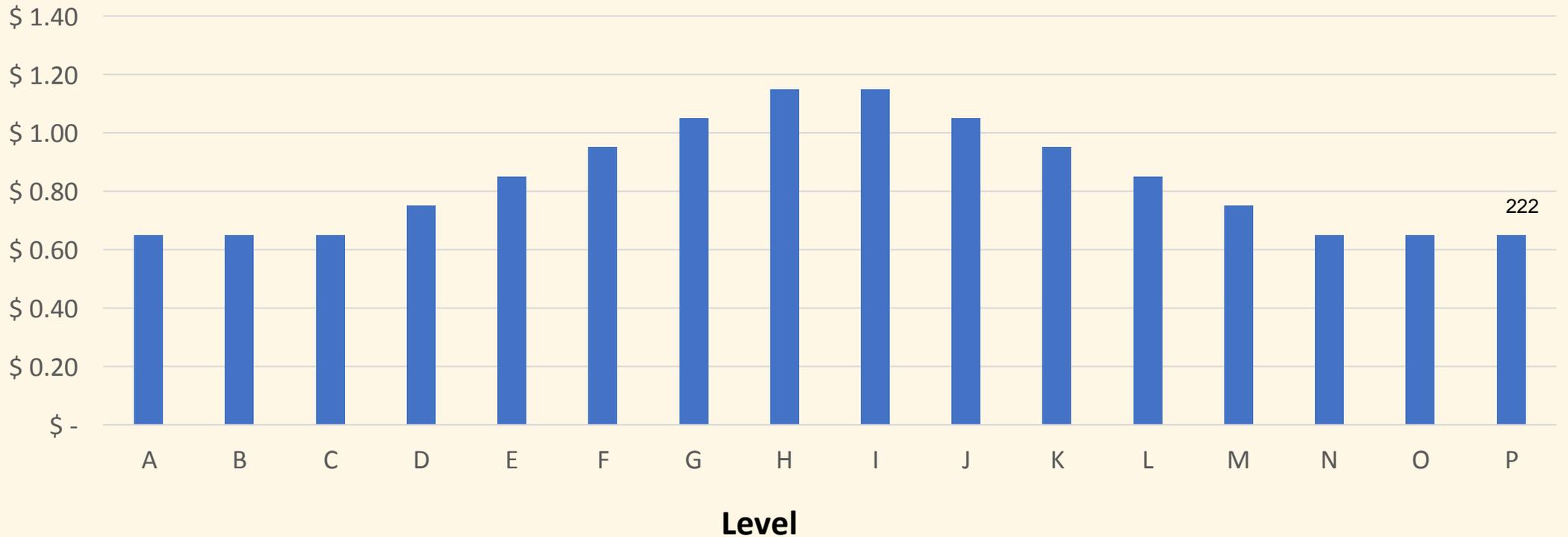
What is Compression?

- Compression occurs when:
 - Pay differential between classifications are too small to be considered equitable
 - Lower level positions push up against higher pay levels
 - New employees are compensated at the same or nearly the same rate of pay as currently employed staff



Sample Recommendation Based on Bell Curve

Increase



Projected M&O Cost: \$674,007 (excludes costs associated with the minimum wage increase)



Salary Level Detail

Level	Current Min.	Increase	New Min.	New Level	# Positions Affected
A	\$12.15	0.65	\$12.80	A	166
B	\$12.15	0.65	\$12.80	A	35
C	\$12.15	0.65	\$12.80	A	62

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Level A

- Bus Driver Trainee
- Campus Monitor
- Crossing Guard

Level B

- Cook I
- Food Service Attendant II
- Transportation Attendant

Level C

- Clerk II
- Library Clerk
- School Health Assistant



Salary Level Detail (cont'd)

Level	Current Min.	Increase	New Min.	New Level	# Positions Affected
D	\$12.15	0.75	\$12.90	B	206
E	\$12.15	0.85	\$13.00	C	255
F	\$12.15	0.95	\$13.10	D	56

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Level D

- Attendance Clerk
- Custodian I
- Groundskeeper I

Level E

- Bookkeeper I
- IT Specialist
- SpEd TA

Level F

- Elementary School Health Aide
- Library Assistant
- Secretary II



Salary Level Detail (cont'd)

Level	Current Min.	Increase	New Min.	New Level	# Positions Affected
G	\$12.59	1.05	\$13.64	E	47
H	\$13.13	1.15	\$14.28	F	53
I	\$13.68	1.15	\$14.83	G	7

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Level G

- Custodian II
- Groundskeeper II
- Preschool Instructional Specialist

Level H

- Bookkeeper II
- Custodian III
- Lead Groundskeeper I

Level I

- Benefits Specialist
- Bilingual Office Assistant
- Community Tech. Supp. Specialist



Salary Level Detail (cont'd)

Level	Current Min.	Increase	New Min.	New Level	# Positions Affected
J	\$14.12	1.05	\$15.17	H	57
K	\$14.70	0.95	\$15.65	I	14
L	\$15.61	0.85	\$16.46	J	16

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Level J

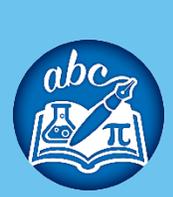
- Administrative Assistant I
- Food Service Supervisor
- Maintenance Technician II

Level K

- Computer Repair Technician
- Journeyman Carpenter
- Journeyman Plumber

Level L

- Auto Mechanic I
- Budget Technician
- Lead Journeyman Plumber



Salary Level Detail (cont'd)

Level	Current Min.	Increase	New Min.	New Level	# Positions Affected
M	\$16.50	0.75	\$17.25	K	82
N	\$17.76	0.65	\$18.41	L	12
O	\$19.38	0.65	\$20.03	M	12
P	\$21.31	0.65	\$21.96	N	2

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Level M

- Administrative Assistant II
- Auto Mechanic II
- Bus Driver

Level N

- Auto Mechanic Lead
- Electronic Technician
- Refrigeration Mechanic III

Level O

- Accountant
- Chief Mechanic

Level P

- Exec. Asst. to Gov. Board



Pros vs. Cons

Pros

- More attractive starting wages to help with competitive recruitment
- Help with retention
- Ensure differentiation between salary/wage levels
- Bell curve addresses the pay levels most affected by compression

Cons

- Cost
- Does not necessarily address market comparability
- Must be maintained w/each new increase to minimum wage
- Potential to create new compression syndrome w/professional non-teaching & professional exempt staff

Summary



- Lower pay level positions “push up” against higher pay level positions
- The pay differential between classifications are too small or not at all to be considered equitable across positions
- TUSD & JTED have already established minimums greater than the upcoming minimum wage of \$12.80
- Cost
 - \$756,104 to comply with new minimum wage in 2022
 - \$674,007 to address compression
 - \$1,430,111 projected total cost
- A similar review should be done for our professional non-teaching and professional exempt staff when additional funds become available

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

DATE OF MEETING: December 7, 2021

TITLE: Study and Approval of 2021-2022 District 301 Plan

BACKGROUND:

The Arizona Department of Education requires that each district Governing Board approve a District Classroom Site Fund Pay for Performance Compensation Plan by December 31st of each year. A.R.S. § 15-977 requires that the plan comply with fourteen key elements to obtain approval. The plan for 2021-2022 required significant changes from the previous plan. A.R.S. § 15-977 became effective September 28, 2021, which made significant amendments to how districts must use Prop 301 funds. The changes were evaluated by the 301 Oversight Committee and new recommendations were made. The updates include; date and year changes, inserting current achievement data, changing the early literacy assessment and new state assessment, and updating language in some areas and adding back additional groups that received the funds in 2011 before the law changed.

The updated District 301 Plan for 2021-2022 is attached for study and approval. Changes are indicated in red font.

RECOMMENDATION:

This item is presented for Governing Board approval.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education

Date: November 29, 2021

Todd A. Jaeger, J.D., Superintendent



Katherine Hoffman
Superintendent of
Public Instruction

Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan

School District: AMPHITHEATER UNIFIED SCHOOL DISTRICT #10

Fiscal Year: 2021-2022

- 1. Briefly summarize the district performance and school performance(s). Include evidence of your findings. Suggested evidence might include: national performance assessments, district performance assessments, building performance assessments, classroom formative and summative assessments.**

The Amphitheater plan includes student performance results on a site selected method of summative assessment in the targeted academic area for that school (e.g., NWEA MAP testing in math or reading, **Amira**, etc.). The formative assessment for this plan is in the form of a site selected student engagement goal and assessment. Teachers and administrators at each site determine the academic focus areas and the focus area for student engagement based upon analysis of data from the previous year. The results of State testing in the area of reading or math is utilized for Goal II. **The 2021 Arizona Academic Standards Assessment (AASA) results will be used for the payout for Goal II.** The 301 Site Plan aligns with the school's improvement plan and the district continuous improvement plan. School improvement plans are submitted to the Arizona Department of Education through ALEAT.

Our District 301 Plan is made up of three components: Goal IA, addressing student engagement; Goal IB addressing a site selected method of assessing student academic performance; and Goal II addressing student results on State testing in either reading or mathematics. Further description of these goals are included below:

Goal IA: Each school will develop a student engagement goal and select an appropriate method of assessment. Student engagement goals may address, but not be limited to: attendance, tardiness, dropout rate, suspension rate, graduation rate, office referrals, number of students passing Advanced Placement exams, increase in the number of students involved in extracurricular activities, increased use of critical thinking instructional strategies, classroom engagement during instruction, etc.

Sample goals:

- Students will show evidence of observable student engagement behaviors during classroom activities as measured by the 'Effective Learning Environments Observation Tool' (ELEOT) from the **Cognia formerly (AdvancED)** accreditation system.
- (SCHOOL NAME) students will maintain or exceed their participation in extra-curricular offerings or in-class participation in any of the following activities: 21st century clubs, tutoring, band, O.M., reading, math, science family/teacher nights, interactive field trips and /or by participating in a production or a computer simulation during the 2021-2022 school year. This will be measured by attendance records in extracurricular activities from fall to spring as well as participation surveys. The surveys will be given to each student attending (SCHOOL NAME) by their classroom teacher at the beginning and end of the 2021-2022 school year.

Goal IB: Each school will establish a student achievement goal and an appropriate approved assessment to measure student progress toward that goal. The goal must be met at an 80% or higher level.

Sample Goal:

- Our goal is that 80% of continuously enrolled students at ___ School will exhibit Fall-to-Spring RIT growth on the MAP level tests that are within one and a half standard deviations from the national norm growth expectation in the Reading Strand of Comprehending Informational Text. For grades K-1 who do not take the MAP Level Testing, our goal is that 80% of our continuously enrolled students will exhibit gains on the district-approved **Amira** testing measured from fall to spring.

Goal II: Each school selects a core content area from the **AASA**. The school must have at least 75% of the students maintaining or exceeding their level of performance from the previous year to receive the full pay out.

- 2. Provide evidence of measures of academic progress included in the plan that supports the Arizona Academic Standards. Suggested evidence might include: summative assessments, criterion-referenced tests, performance assessments, school-wide assessments, and formative and summative assessments.**

The **AASA** results are utilized to determine teacher success with **Goal II**. The **AASA** is closely aligned with the Arizona College and Career Readiness Standards. All of the site selected methods of assessment are also tied closely to the Arizona College and Career Readiness Standards. For Goal I, schools select a method of assessment to monitor growth. Most all elementary and middle schools choose the NWEA MAP test in the area of Reading or Math for this section. **Amira** is chosen by several schools for grades K and 1. High schools do not have one consistent standardized test given to all students. Each of the high schools have developed a test that assesses one or more standards or skills that the school level plan addresses.

- 3. Are there any other measures of academic progress used within the Pay for Performance Plan? For example: report cards, progress reports, formative and summative assessments.**

Each school chooses a site selected method of assessing student achievement. The choices most often made at the schools include:

Student Engagement Assessment Examples	Student Achievement (Formative and Summative) Examples
<ul style="list-style-type: none"> • Student progress on report cards or progress reports • Increase in actual student engagement in classroom activities as measured by peer or administrative observation • Student engaged time on reading, writing or math activities • Increases in student engagement in extracurricular activities 	<ul style="list-style-type: none"> • NWEA Measures of Academic Progress (at some sites) • Amira (at some sites) • School-wide assessments at each high school (Reading, math or writing) • Everyday Math and/or HMH Into Reading assessments

- 4. Briefly discuss dropout and/or graduation rates if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not.**

Each high school examines their drop out or graduation rate as a component of Goal IA and will document the methods and/or activities they employ to reduce dropout rates or increase graduation rates. This discussion and analysis takes place at the time that the school plan is developed.

- 5. Briefly discuss attendance rates within the district/school if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not. The intent of this element is student attendance rates NOT teacher attendance rates.**

Each school will examine attendance rates and will document methods and/or activities they employ to increase attendance rates. Our attendance rates, in general, are quite good district-wide. Where attendance rates are below 95%, schools are addressing the issue with incentives and parent education. Some site plans directly address attendance rate if the rate is below 95%.

- 6. Does the district plan include rates of school quality by parents? Suggested evidence would be district or school-wide parent surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.**

A parent climate survey is given each year to gather parent perceptions of the quality of their child's school. The survey results are utilized in the formation of the school improvement plan. The 301 Site Plan is in alignment with the school improvement plan. The Amphitheater School District utilizes the parent version of the **Cognia** survey annually. This is a component of our systems accreditation. The survey data is utilized, in part, to determine the performance of each school and each teacher in the "Group A" category for teacher evaluation. As the teacher evaluation "label" is now a part of the pay out, and we utilize parent surveys as a portion of the overall rating, we meet this criteria.

- 7. Does the district plan include rates of school quality by students? Suggested evidence would be district or school-wide student surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.**

Each school has the option of including ratings of school quality by students as a portion of the school engagement goal, Goal IA. The parent climate survey includes questions that directly address the student perceptions of the quality of their school. The **Cognia** surveys, administered annually, include survey participation for students at all levels K-12.

- 8. In the development of the plan, were teachers and administrators included in the process? If so, provide a brief summary of their role.**

Teachers and administrators designed the Amphitheater 301 Performance Pay Plan in its entirety. Both teachers and administrators serve on the "301 Oversight Committee". Further, each school develops their own 301 Site Plan. The development of the plan at the school level is led by one or more teachers and involves a committee of teachers at each school. Every staff member has an opportunity to provide input to the plan and adjustments are made accordingly. Each school administrator oversees the 301 Site Plan process and provides input as needed. A 301 Contact person is appointed at each school. They are responsible for writing the site plan, coordinating participation and reporting results. After the plan is written, each participant signs an agreement form. This form serves as the required "vote". Each school sends one or more representatives to a plan writing training annually. These representatives share information with all teachers at their site.

- 9. Was the approval of the plan based on an affirmative vote of at least 70% of the teachers eligible to participate in the performance plan? If so, provide evidence of this. If not, provide a rationale as to why this was not included.**

The Amphitheater Governing Board held a Public Hearing on the Performance Pay Plan on April 11, 2006. At that time the Governing Board approved a waiver of this requirement. The rationale for the waiver was that teachers were,

and continue to be, actively involved in the development and implementation of the 301 Site Plans. Plan approval occurs at each site every year. Each participant signs a participation agreement form. This serves as documentation of the "vote" on the plan. District-wide, participation in 301 Site Plans is between 98%-100% annually. This has been consistent over time.

10. Summarize the appeals process for teachers who have been denied performance-based compensation. If there is not an appeals process, provide a rationale as to why there is not one.

Each school shall have the opportunity to appeal from situations in which the school does not attain its Goal I and/or its Goal II. Appeals shall be based upon extenuating circumstances which substantially interfered with or precluded a school from attaining the goal(s). Appeals shall be in writing and must be demonstrated and supported by data and rationale. Appeals will be reviewed and determined through the following process.

a. The written appeal request will be submitted to the District's Performance Pay Office within ten (10) workdays of notification to the school of the level of attainment achieved by the school under Goal I and Goal II. The appeal request shall include, at a minimum:

- i. A general explanation of the basis for the appeal;
- ii. Data supporting the appeal and demonstrating extenuating circumstances that *substantially interfered with or precluded* a school's achievement of a goal(s) under the 301 Plan;
- iii. The school's requested solution; and
- iv. Rationale for the requested solution, related to the data.

b. The District 301 Oversight Committee shall meet and review the written appeal and shall make a recommendation to the Associate Superintendent for approval or denial based upon the data and rationale presented in the appeal. In addition to the criteria stated above, the committee shall also consider the following additional factors in making its recommendation:

- i. Evidence the school made significant progress toward the goal;
- ii. Validity of the stated reason for not completely meeting the goal(s);
- iii. The extent to which extenuating circumstances were unforeseeable and directly impacted the school's achievement of the goal(s);
- iv. The school's interventions or efforts in response to the extenuating circumstances; and
- v. Interests of consistency and fairness for all schools.

c. The 301 Oversight committee shall submit a written recommendation and rationale to the Associate Superintendent, who shall have the discretion to make the final determination of the appeal after considering the recommendations of the 301 Oversight Committee. The Associate Superintendent shall notify the principal of the decision on the appeal.

d. The decision of the Associate Superintendent shall be final and is not subject to further appeal or grievance.

The plan also includes a provision that teachers who have been recommended for non-renewal for inadequate classroom performance are not eligible for monies from the performance-based plan. Non-renewal would be recommended based on administrative evaluation of classroom performance. District policy states that the results of any evaluation which would result in a loss of income may be appealed. The appeal procedures are available in the district policy manual.

11. Does the district plan include a method to evaluate its effectiveness? If so, provide details of it. If not, provide a rationale as to why there is not an evaluation of the district plan.

A 301 Oversight Committee made up of a) four (4) district administrators, b) a representative from the Amphitheater Education Association, and c) three (3) certified staff members, one from each corresponding feeder pattern who serve as the main evaluators of the 301 Plan effectiveness. While the design, implementation, and evaluation of each plan will occur at the site level, the Oversight Committee reviews plans and make recommendations to the superintendent for approval and reviews results presented by the schools to determine whether or not schools have met their goals. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between plans, to disseminate information, and make recommendations to modify the performance-based plan.

All sites submit their plan for Oversight Committee review by mid-October each year. The committee provides feedback to the school representatives for plan improvements as needed. The committee meets again to review all site plan results and evaluates the effectiveness of the site activities and efforts. Quantitative evaluation criteria are in place to ensure consistency. The pay for performance coordinator oversees the implementation of the district 301 plan and makes recommendations to senior staff with regard to plan effectiveness.

12. Provide a summary of the professional development programs that are aligned with the elements of the district performance-based compensation system.

A 301 Site Plan Writing Workshop is held for school coordinators each year. The training includes information on how to write measurable goals and how to develop site plans which are relevant, meaningful and meet the requirements of Arizona State Law.

As a part of the 301 Site Plan, schools are required to submit a site-specific professional development plan which aligns with their plan goals. Time is set aside at each school every year for development activities which prepare teachers with strategies and methods that will be necessary to meet the goals set forth by the plan. Each school site has designated "early out" days with scheduled professional development. Since 301 Plans and School Improvement Plans are aligned, the professional development is designed with both plans in mind. Each school site provides a detailed professional development plan and calendar to the School Operations office each year.

13. Provide documentation to show how classroom site fund dollars are allocated.

Elimination of separate classroom site fund dollars is another change to ARS 15-977. We will continue to follow the previous percentage allocations.

~~Classroom Site Fund: 011-Base Salary (20%)~~

This portion of the fund is used to increase the base salaries of teachers.

~~Classroom Site Fund: 012-Performance Pay (40%)~~

This fund pays the performance pay to teachers each year based on the school site plan. Schools develop a plan which includes an engagement goal and a goal with a site-based assessment measure. In addition, a goal is written to address one of the areas of the AASA.

~~Classroom Site Fund: 013-Other (40%)~~

This category gives the district some discretion on how to utilize the funds in the best interest of the needs of students.

The option that Amphitheater has chosen this year is: 235

- **Teacher Salaries**

Overall: 100% of the revenues received for 301 by Amphitheater have gone directly to teachers *and new qualified employee groups (student support services)* in the form of performance pay and base salary.

Distribution: ~~Fund-011~~ Base Salary (20%) and ~~013~~ Other (40%) categories are currently built in to the teacher's regular contracted salary amounts. ~~Fund-012~~ The Performance Pay element (40%), is distributed to participating ~~teachers~~ **employee groups** in a lump sum payment in late ~~September October or early November~~ of every year. It is based on the school-based 301 plan results from the previous school year. All participants in the plan from the previous school year are paid regardless of their status with the district in October or November (e.g., retired, resigned, etc.). **All participants must have a current certificate (certified staff) and must have fulfilled their pervious year contract to receive their payout.** The amount of the payout varies each year based on the accumulation of the fund. The entire fund is distributed according to the degree of accomplishment of the school plan. The 301 Oversight Committee reviews all results of the plans in September of each year prior to making recommendations to the Governing Board for pay out approval. The distribution of the performance pay for 2020-2021 occurred on **September 24, 2021.**

14. Explain how the performance plan is tied directly to the classroom performance of individual teachers.

Individual teachers play a key role in the success of students on site-based methods of assessment and on the final results of all standardized testing. Our current Amphitheater Teacher Performance Evaluation System requires each teacher to examine student data, utilize appropriate assessment techniques and complete long-term plans as a regular expectation for their job. Assessments utilized in the plan (i.e., NWEA MAP testing, **Amira**) are disaggregated to the individual teacher level and examined. Goal IA, the School Engagement Goal, requires every teacher to gather data to document progress toward the site-specific goal. This data is analyzed at the end of the year and stored at each school site. Individual teachers must all contribute to their 301 Site Plan in order to participate and receive performance compensation. Although the 301 payout is linked to the results of the whole school, each teacher is fully engaged in the process. Specialist teachers submit statements detailing their contribution to the site 301 Plan.

The performance classifications of teachers are utilized to determine 33% of the performance pay. Since the full amount of the pay varies by year due to fluctuations in sales tax revenue, the actual dollar amount of this portion of the pay will vary from year to year.

The performance classifications and the percentage of the overall available dollars attainable that will make up the 33% is as follows:

- Highly Effective Performance Classification: 100% of the available funds
- Effective Performance Classification: 95% of the available funds
- Developing Performance Classification: 85% of the available funds
- Ineffective Performance Classification: \$0

Example:

Total Amount Available Per Participant: \$2500

33% of the total amount: \$825

Highest amount available to a teacher designated as Highly Effective: \$2500

Highest amount available to a teacher designated as Effective: \$2458.75

Highest amount available to a teacher designated as Developing: \$2376.25

Highest amount available to at teacher designated as Ineffective: \$0

67% of the total performance pay available would be paid out based on the results of the school plan.

Amphitheater Unified School District
301 Performance Pay Plan 2021-2022

Overview

This document describes the implementation of Performance-Based Compensation as a result of Proposition 301 for Amphitheater Public Schools. Amphitheater will implement site-based plans designed to target student achievement and student engagement and to provide teachers with professional development in support of the goals of each plan. Participation will be optional and made available to all employees who meet the statutory requirements. Although the plan will focus at the site level, compensation, consistency, accountability, and conformity with statutory requirements will occur at the district level.

Rationale

It is the goal of the Amphitheater School District that the implementation of this program and any revenues received be focused directly on student achievement, student engagement, professional development, and established district/site continuous improvement plans.

The Amphitheater Performance-Based Plan (301) requires individual sites to develop and implement plans that meet the specific needs of the students attending that school. The development and implementation of each site plan will result from collaboration of all participating employees. Each eligible participant will agree to the plan each year by signing a participation agreement. Participants can withdraw at any time. This agreement will serve as the required "vote". Participants at the site will establish a means for documenting individual participation. However, the site plan will be designed in such a manner that the results are documented on a school-wide basis.

While the design, implementation, and evaluation of each plan will occur at the site level, an Oversight Committee will review plans and make recommendations to the superintendent for approval. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between its plans, to disseminate information and make recommendations to modify the performance-based plan.

Eligibility

Participation will be open to all **certified employees who meet the statutory requirements. Participation is optional, with only those participating being eligible for additional compensation from the State funding for this plan. Itinerant employees shall identify one site for their participation in the Performance-Based Compensation Plan.**

As a result of the changes in ARS 15-977 that included the addition of "student support services" participants, the 301 Oversight Committee is recommending returning the employee groups from 2011 that were previously excluded due to the law change in 2011. These groups include Counselors, Nurses, Speech Therapists, Psychologists, Athletic Trainers, Audiologists, Social Workers, Paraprofessionals, Occupational Therapists, and Physical Therapists.

On August 1, 2007, the compensation package approved by the Governing Board allowed for a performance pay plan for Principals and Assistant Principals. In 2021, the award was \$600. In addition to the Principals, Assistant Principals and Instructional Support Assistants, the 301 Oversight Committee is recommending to include the following groups in the \$600 award (this award is not paid out of 301 funds, but the Maintenance & Operations (M&O budget); Instructional Coaches, School Improvement Specialists, Curriculum Instructional Support Specialists, and Coordinators (Math, Science, Language Arts and Internship). The committee is also recommending that the Library Assistants participate under the 2011 paraprofessional payout schedule. This award will be paid of out of the M&O budget.

Employees will acknowledge their choice of participation in the Performance-based Compensation Plan by written affidavit by the Friday before Fall Break (**Winter Break for new employee groups that may now participate due to changes in the law**) when site plans are due. A signature agreeing to participate in the plan will serve as a "vote" in favor of the plan. Employees will not be permitted to join the performance-based compensation plan during the course of the year unless newly hired or special circumstances occur as approved by the coordinator of the Pay for Performance Plan. Employees joining the plan late will receive prorated compensation based on their start date. Employees after the start of the spring semester, however, will not be eligible for the plan until the next fiscal year.

An employee's annual evaluation should not be affected by their decision regarding participation in the performance pay plan.

Employees who have been recommended for non-renewal for inadequate classroom performance or unprofessional conduct during the current year are not eligible for monies from the performance-based plan.

Compensation

With the intent of equalizing the performance-based compensation for each participating employee, the total funds allocated to the district will be adjusted at the district level at the end of the academic (fiscal) year to assure that participating employees with equal achievement receive equal compensation.

Attainment of Goal IA and Goal IB will result in qualifying teachers receiving 60% of the allocated performance dollars. Attainment of Goal II will result in teachers receiving 40% of the allocated performance dollars. In cases where achievement is less than the goal, compensation will be on a prorated basis. Compensation will be computed on a percent mastery rate achieved towards the goal. Attainment of both Goal I A&B and Goal II will result in qualifying teachers to receive 67% of the allocated performance dollars. Pursuant to ARS 15-977, the Amphitheater District 301 Plan will include the requirement that 33% of the available funds for performance pay be based on the Amphitheater Teacher Performance Evaluation System (ATPES) performance classification of the teacher (e.g., Highly Effective, Effective, Developing, Ineffective).

Teachers Certified employees who are involved for the first time will receive their sign on compensation of up to \$600 at the same time as returning teachers receive their pay for performance monies. Actual compensation amounts are determined by revenue received from the state, number of participants, and the number that are successful.

Pay for performance will be based on the percentage of the employee's FTE. For example, a 2/5 employee is eligible to receive 40% of the allocated dollars for performance.

Upon successful completion of the program, qualifying employees of Amphitheater Public Schools will receive Goal I, Goal II and performance classification compensation after the District has received and analyzed applicable test data from the preceding year. The time required for analysis and processing of program results is varies dependent upon the receipt of assessment data. Goal I and/or Goal II compensation will also be made to former employees who have retired from the District prior to receipt of test data. Notwithstanding their retirement status, retirees shall receive their compensation at the same time as payment to current employees. Participants who have left the District are eligible to receive 301 monies. It is the employee's responsibility to provide an accurate address. Checks returned to the district will be held for one year in the finance office.

Structure of the 301 Site Plan

Every school submits a 301 Site Plan each year consisting of the following components:

1. Purpose of the Site Plan: *(identify targeted student achievement in **one** core content area)*

2. Rationale of the Site Plan:

(Explain the specific needs of your student population and address the benefits of the site plan)

- **School Engagement** *(one or two areas)*

- **Core Content Area**

3. Planning Committee has reviewed attendance rate (ALL SCHOOLS) and drop out or graduation rate (HS) as a consideration in the creation of this plan. YES

Attendance Rate from previous year _____

Graduation Rate _____ **OR**

Drop Out Rate _____

4. Planning Committee has reviewed Parent Climate Surveys as a consideration in the creation of this plan. YES Focus Area (if applicable) _____

5. Goal I, Part A: School Engagement

*(Goal statement, site chosen measure(s), include **all** students, document growth)*

6. Goal I, Part B: Site Method of Student Achievement Assessment

*(Goal statement, address **one** core content area, district-approved assessment(s), continuously enrolled students, 80% achievement)*

7. Goal II: Arizona Academic Standards Assessment (AASA)

*Goal Statement: In grades 3-8, 75% of all continuously enrolled students will maintain or exceed the **AASA** scale score from the prior year in core content area of **English Language Arts** or **Math**.*

8. Professional Development

- Rationale: *(address how this will support the site plan)*
- Content:
- Dates:
- Attendance Records:

9. Support of Site Plan

- Strategies/activities teachers will do to support plan:
- Means of documenting individual teacher involvement:

10. Concerns/limitations

Reporting Results

Each school must submit a report at the end of the school year. The Oversight Committee reviews the reports and the data analysis for Goal II and makes recommendations for the payout. The contents of the report are as follows:

Amphitheater 301 Performance Pay Plan Results
School:

1. Goal I, Part A: School Engagement

- Restate Goal
- Pre-assessment Data Results
- Post-assessment Data Results
- Briefly state supporting evidence

- Goal Met _____YES _____NO

2. Goal I, Part B: Site Based Assessment

- Restate Goal:
- Pre-assessment Data Results
- Post-assessment Data Results
- Briefly state supporting evidence

- Goal Met _____YES _____NO

1. Goal II: **Arizona Academic Standards Assessment (AASA)**

This analysis is completed by the district data department and presented to each school.

The following section addresses each plan element addressed by the Arizona Performance Based Compensation Task Force Rubric:

2. Inclusion of district and school performances

The Amphitheater plan includes student performance results on a site selected method of summative assessment in the targeted academic area for that school (i.e., NWEA MAP testing in math or reading, developmental reading assessments, writing assessments, etc.). Each site also selects a student engagement goal and assessment. The formative assessment for this plan is in the form of a site selected student engagement goal and assessment. Teachers and administrators at each site determine the academic focus area and the focus area for student engagement. Their selection is based upon analysis of data from the previous year. The results of **AASA** testing are utilized for Goal II. The school chooses ELA or Mathematics. The 301 Site Plan aligns with the school's improvement plan.

Goal IA: Each school will develop a student engagement goal and select an appropriate method of assessment. Student engagement goals may address, but not be limited to: attendance, tardiness, dropout rate, suspension rate, graduation rate, office referrals, number of students passing Advanced Placement exams, increase in the number of students involved in extracurricular activities, etc.

Goal IB: Each school will establish a student achievement goal and an appropriate approved assessment to measure student progress toward that goal. The goal must be met at an 80% or higher level.

Goal II: **AASA** results will be used to determine the compensation for Goal II.

Inclusion of academic progress toward academic standards adopted by the state board of education

Previously, AIMS test results were utilized to determine the payout for "Goal II" of the Amphitheater plan. We are transitioning to using the results from the **AASA** test. All of the site selected methods of assessment for Goal I are tied closely to the Arizona Career and College Readiness Standards.

3. Inclusion of other measures of academic progress

Schools have the option of including report cards and progress reports as a part of their Student Engagement Goal. Each school chooses a site selected method of assessing student achievement. The choices most often made at the schools include:

Student Engagement Assessment Examples	Student Achievement (Formative and Summative) Examples
<ul style="list-style-type: none"> • Student progress on report cards or progress reports • Increase in actual student engagement in classroom activities as measured by peer or administrative observation • Student engaged time on reading, writing or math activities • Increases in student engagement in extracurricular activities 	<ul style="list-style-type: none"> • NWEA Measures of Academic Progress (at some sites) • Amira (at some sites) • Developmental Reading Assessment • School-wide assessments at each high school (Reading, math or writing) • Curriculum series benchmark assessments (e.g., Everyday Math, HMH Into Reading, etc.)

4. Inclusion of dropout or graduation rates

Each high school will analyze their drop out or graduation rate as a component of Goal IA and will document the methods and/or activities they employ to reduce dropout rates or increase graduation rates.

5. Inclusion of attendance rates

Each school will examine attendance rates and will document methods and/or activities they employ to increase attendance rates.

6. Inclusion of rates of school quality by parents

The parent survey is given each year to gather parent perceptions of the quality of their child's school. The survey results are utilized in the formation of the school improvement plan as needed. The 301 Site Plan is in alignment with the school improvement plan. Amphitheater School District completed the AdvancED accreditation process during the 2018-2019 school year and received system accreditation. We have utilized the **Cognia (AdvancED)** surveys annually. Parent surveys are included in this process.

7. Plan includes rates of school quality by students

Each school has the option of including indicators of school quality by students as a portion of the school engagement goal, Goal IA. The student survey includes questions that directly address the student perceptions of the quality of their school. Amphitheater School District completed the AdvancED accreditation process during the 2018-2019 school year and received system accreditation. We are utilizing the **Cognia** surveys annually. Student surveys were included in this process.

8. Input from teachers and administrators

Teachers and administrators designed the Amphitheater 301 Performance Pay Plan in its entirety. Both teachers and administrators serve on the 301 Oversight Committee. Further, each school develops their own 301 Site Plan. The development of the plan is led by one or more teachers and involves a committee at each site. Every staff member has an opportunity to provide input to the plan and adjustments are made accordingly. Each school administrator oversees the 301 Site Plan process and provides input as needed. Upon completion of the plan, each participant signs an agreement form. This form serves as the required "vote".

9. Approval of the plans based on an affirmative vote of 70% of eligible teachers

The Amphitheater Governing Board held a Public Hearing on the Performance Pay Plan on April 11, 2006. At that time the Governing Board approved a waiver of this requirement. The rationale for the waiver was that teachers were, and continue to be, actively involved in the development and implementation of the 301 Site Plans. Plan approval occurs at each site every year. Each participant signs a participation agreement form. This serves as documentation of the "vote" on the plan. District-wide, participation in 301 Site Plans is consistently between 97% and 100%.

10. Appeals process

Each school shall have the opportunity to appeal from situations in which the school does not attain its Goal I and/or its Goal II. Appeals shall be based upon extenuating circumstances which substantially interfered with or precluded a school from attaining the goal(s). Appeals shall be in writing and must be demonstrated and supported by data and rationale. Appeals will be reviewed and determined through the following process.

a. The written appeal request will be submitted to School Operations within ten (10) workdays of notification to the school of the level of attainment achieved by the school under Goal I and Goal II. The appeal request shall include, at a minimum:

- v. A general explanation of the basis for the appeal;
- vi. Data supporting the appeal and demonstrating extenuating circumstances that *substantially interfered with or precluded* a school's achievement of a goal(s) under the 301 Plan;
- vii. The school's requested solution; and
- viii. Rationale for the requested solution, related to the data.

b. The District 301 Oversight Committee shall meet and review the written appeal and shall make a recommendation to the Associate Superintendent for approval or denial based upon the data and rationale presented in the appeal. In addition to the criteria stated above, the committee shall also consider the following additional factors in making its recommendation:

- vi. Evidence the school made significant progress toward the goal;
- vii. Validity of the stated reason for not completely meeting the goal(s);
- viii. The extent to which extenuating circumstances were unforeseeable and directly impacted the school's achievement of the goal(s);
- ix. The school's interventions or efforts in response to the extenuating circumstances; and
- x. Interests of consistency and fairness for all schools.

c. The 301 Oversight committee shall submit a written recommendation and rationale to the Associate Superintendent, who shall have the discretion to make the final determination of the appeal after considering the recommendations of the 301 Oversight Committee. The Associate Superintendent shall notify the principal of the decision on the appeal.

d. The decision of the Associate Superintendent shall be final and is not subject to further appeal or grievance.

Teachers who have been recommended for non-renewal for inadequate classroom performance are not eligible for monies from the performance-based plan. Non-renewal would be recommended based on administrative evaluation of classroom performance. District policy states that the results of any evaluation which would result in a loss of income may be appealed. The appeal procedures for individual teachers in this situation are available in the district policy manual.

11. Regular evaluation of effectiveness/committee membership structure

A 301 Oversight Committee made up of a) four (4) district administrators, b) a representative from the Amphitheater Education Association, and c) three (3) certified staff members, one from each corresponding feeder pattern will serve as the main evaluators of the 301 Plan effectiveness. While the design, implementation, and evaluation of each plan will occur at the site level, the Oversight Committee will review plans and make recommendations to the superintendent for approval and review results presented by the schools to determine whether or not schools have met their goals. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between plans, to disseminate information, and make recommendations to modify the performance-based plan.

All sites submit their plan for Oversight Committee review by mid-October each year. The committee provides feedback to the school representatives for plan improvements as needed. The committee meets again to review all site plan results and evaluates the effectiveness of the site activities and efforts. Quantitative evaluation criteria are in place to ensure consistency. The pay for performance coordinator oversees the implementation of the district 301 plan and makes recommendations to senior staff with regard to plan effectiveness.

12. Inclusion of professional development programs that are aligned with the elements of the performance-based compensation system

A 301 Site Plan Writing Workshop is held for school coordinators each year. The training includes information on how to write measurable goals and how to develop site plans which are relevant, meaningful and meet the requirements of Arizona State Law.

As a part of the 301 Site Plan, schools are required to submit a site-specific professional development plan which aligns with their goals. Time is set aside at each school every year for development activities which prepare teachers with strategies and methods that will be necessary to meet the goals set forth by the plan. Each school site has designated "early out" days with scheduled professional development. Since 301 Plans and School Improvement Plans are aligned, the professional development is designed with both plans in mind. Each school site provides a detailed professional development plan and calendar to the School Operations office each year.

13. Allocation of funding according to the requirements A.R.S. 15-977

~~Classroom Site Fund: 011-Base Salary (20%)~~

This portion of the fund is used to increase the base salaries of teachers.

~~Classroom Site Fund: 012-Performance Pay (40%)~~

This fund pays the performance pay to teachers each year based on the school site plan. Schools develop a plan which includes an engagement goal and a goal with a site-based assessment measure. In addition, a goal is written to address one of the areas of the AASA.

~~Classroom Site Fund: 013-Other (40%)~~

This category gives the district some discretion on how to utilize the funds in the best interest of the needs of students. The option that Amphitheater has chosen this year is as follows:

- **Teacher Salaries**

Overall: 100% of the revenues received for 301 by Amphitheater have gone directly to teachers in the form of performance pay or base salary.

14. Requirements of the plan are based on the classroom performances of an individual teacher

Individual teachers play a key role in the success of students on site-based methods of assessment and on the final results of all standardized testing. Our current Amphitheater Teacher Performance Evaluation System requires each teacher to examine student data, utilize appropriate assessment techniques and complete curriculum maps as a regular expectation for their job. Formative assessments utilized in the plan (i.e., NWEA MAP testing) are disaggregated to the individual teacher level and examined. Goal IA, the School Engagement Goal, requires every teacher to gather data to document progress toward the site-specific goal. This data is analyzed at the end of the year and stored at each school site. Individual teachers must all contribute to their 301 Site Plan in order to participate and receive performance compensation. Although the 301 payout is linked to the results of the whole school, each teacher is fully engaged in the process. Specialist teachers submit statements detailing their contribution to the site 301 Plan.

Teachers Receiving Ratings of “1” on the Amphitheater Teacher Performance Evaluation System

Teachers who receive a rating of “1” on any indicator or whole domain of the ATPES will not receive performance pay for the period in which they were on a plan for improvement for the rating of “1”. Pay will be based on the percentage of days during the previous school year that the participant WAS NOT on a plan for improvement based on a "1" rating. If the participant was on a plan for improvement due to a rating of “1” for the entire previous school year, the participant will not be eligible for performance pay.

For the **2021-2022** District Plan, 33% of the available dollars for performance pay for a teacher will be based on the performance classification determined by the Amphitheater Teacher Performance Evaluation System (ATPES) as required by ARS 15-977. Since the full amount of the pay varies by year due to fluctuations in sales tax revenue, the actual dollar amount of this portion of the pay will vary from year to year. The classifications are and the percentage of the overall available dollars attainable that will make up the 33% are as follows:

Highly Effective Performance Classification: 100% of the available funds
Effective Performance Classification: 95% of the available funds
Developing Performance Classification: 85% of the available funds
Ineffective Performance Classification: \$0

Example:

Assuming a Total Amount Available Per Participant: \$2500

33% of the total amount: \$825
Highest amount available to a teacher designated as Highly Effective: \$2500
Highest amount available to a teacher designated as Effective: \$2458.75
Highest amount available to a teacher designated as Developing: \$2376.25
Highest amount available to at teacher designated as Ineffective: \$0

The results of each school plan will vary the amount of the remaining 67% of the total performance pay.

Notes about the 2020-21 School Year

Amphitheater Public Schools relied upon, and were responsive to, the recommendations and guidance of public health care officials regarding COVID-19 during the 2020-21 school year. As a result, the instructional mode changed throughout the year and is documented below.

August 10, 2020 — October 11, 2020.....	Remote by necessity
October 12, 2020 — January 3, 2021	Hybrid (in-person, 2 days a week)
January 4, 2021 — February 14, 2021	Remote by necessity
February 15, 2021 — March 21, 2021	Hybrid (in-person, 2 days a week)
March 22, 2021 — May 20, 2021.....	Normal (in-person, 5 days a week)

To summarize, during the 2020-21 school year:

- 14 weeks year were Hybrid
- 14 weeks were Remote by Necessity
- 9 weeks were “normal,” in-person instruction

The impacts of COVID-19 and school closures upon student performance during the 2020-21 school year have been widely reported in educational circles and impacted students both in and out of the state of Arizona and the United States. It is vital to keep this interpretive lens handy when viewing the data results below.

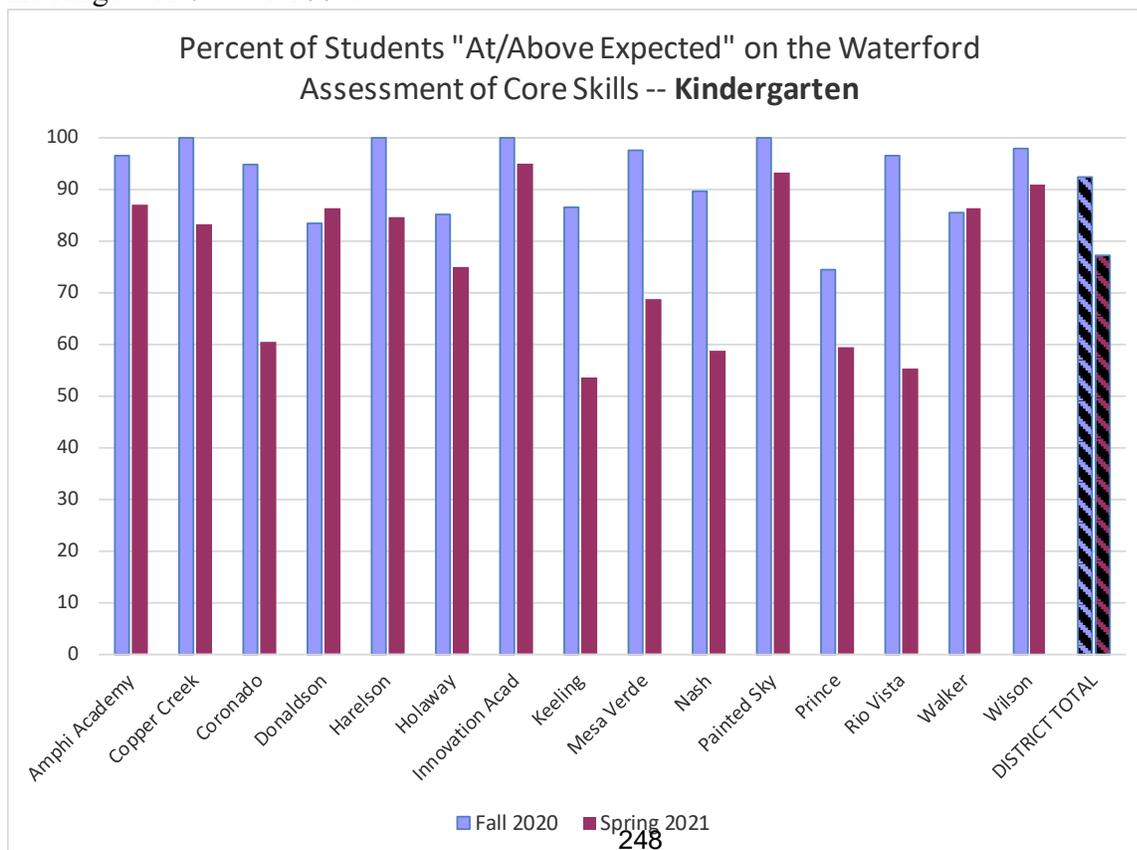
Summary of WACS Data for 2020-21

The following summaries and charts describe the results of the Waterford Assessment of Core Skills (WACS). Given to Kindergarten and First grade students, WACS is a browser-based standardized test designed to test student literacy skills within three to ten skill sets. WACS adapts to each student’s needs by giving easier or harder questions, depending on whether the student answers the previous question correctly. At the end of the assessment, WACS records the student’s test score and identifies the student as either “At/Above Expected” or “Below Expected,” based on the expectations of that assessment window.

The charts below provide the percent of students “At/Above Expected” for both Fall and Spring assessment windows, by grade level.

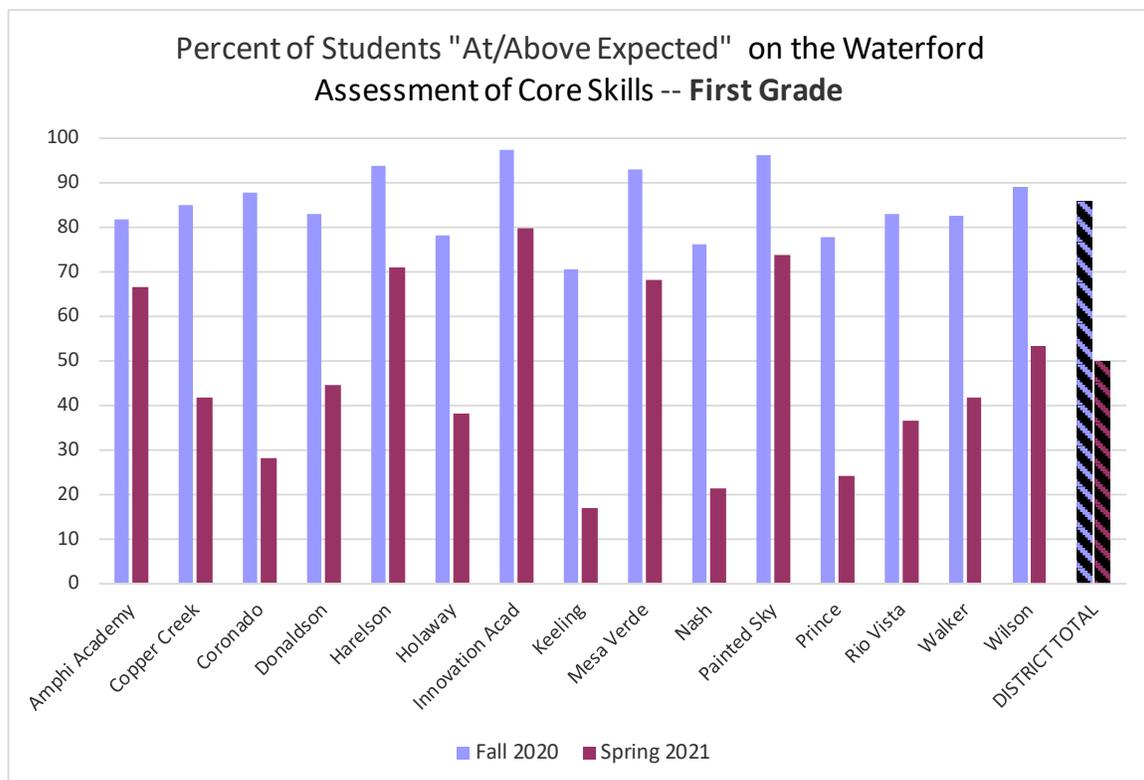
Kindergarten Results

- Overall, nearly 80% of Kindergarten students were “At/Above Expected” by Spring 2021; a decrease from the Fall 2020 performance (over 90%)
- From Fall to Spring, only two elementary schools showed an increase in the percent of Kindergarten students “At/Above Expected” – Donaldson (+3) and Walker (+1)
- Coronado, Keeling, and Rio Vista had the largest decreases in the percent of students who were “At/Above Expected” from Fall to Winter
- Seven (7) schools had over 80% of their students “At/Above Expected” by Spring. Unfortunately, this was a decrease from Fall, when eight (8) schools were above 90%
- The percent of students “At/Above Expected” by Spring 2021 ranged from 54% to 95%; in Fall 2020, the range was 74% to 100%



First Grade Results

- First grade WACS results are markedly worse than Kindergarten.
- Overall, 50% of First Grade students were “At/Above Expected” by Spring 2021; down 36 percentage points from Fall 2020
- From Fall to Spring, all schools showed a decrease in the percent of First Grade students “At/Above Expected”
 - Coronado had the largest decrease (-60 percentage points)
 - The smallest decrease was at Amphi Academy (-15 percentage points)
- Three (3) schools had above 70% of their students score in the “At/Above Expected” range in Spring 2021; down from 14 schools in Fall 2020
- Four (4) schools had fewer than 1 in 3 students score in the “At/Above Expected” range in Spring 2021 (Coronado, Keeling, Nash, Prince).
- The percent of students “At Benchmark” by Spring 2021 ranged from 17% to 80%; the Fall 2020 range was 71% to 97%

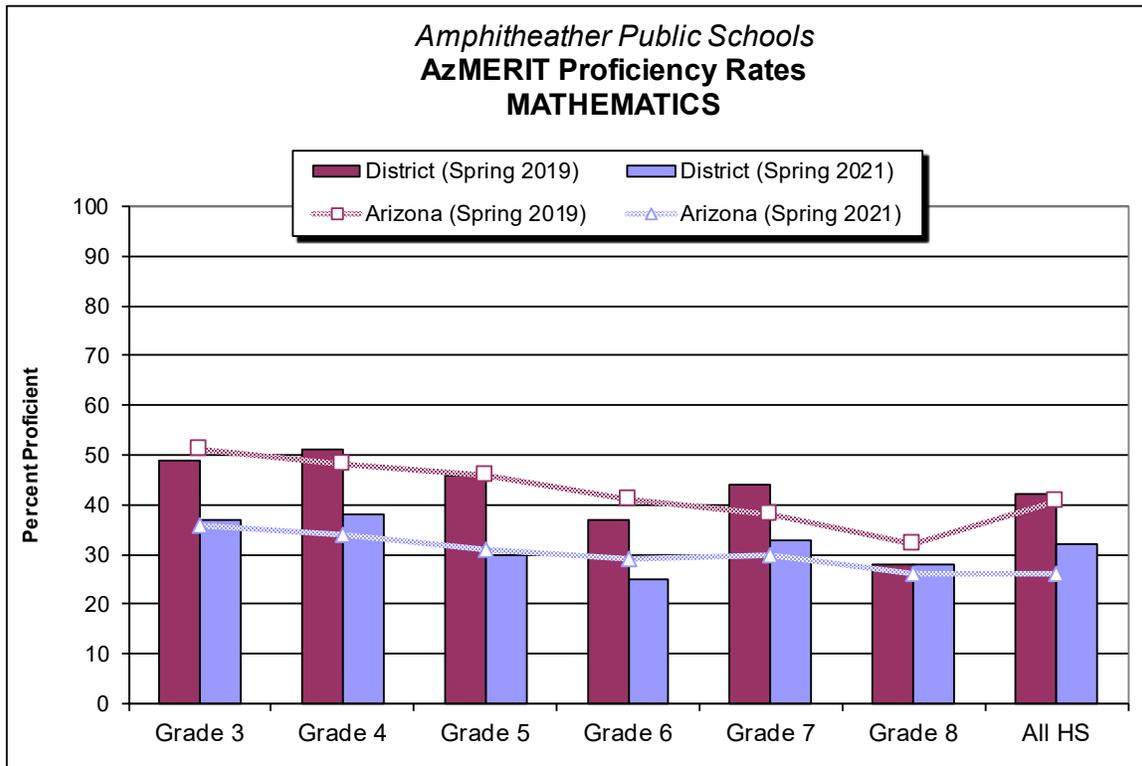


Summary of Longitudinal District-Level AzMERIT/AzM2 Data

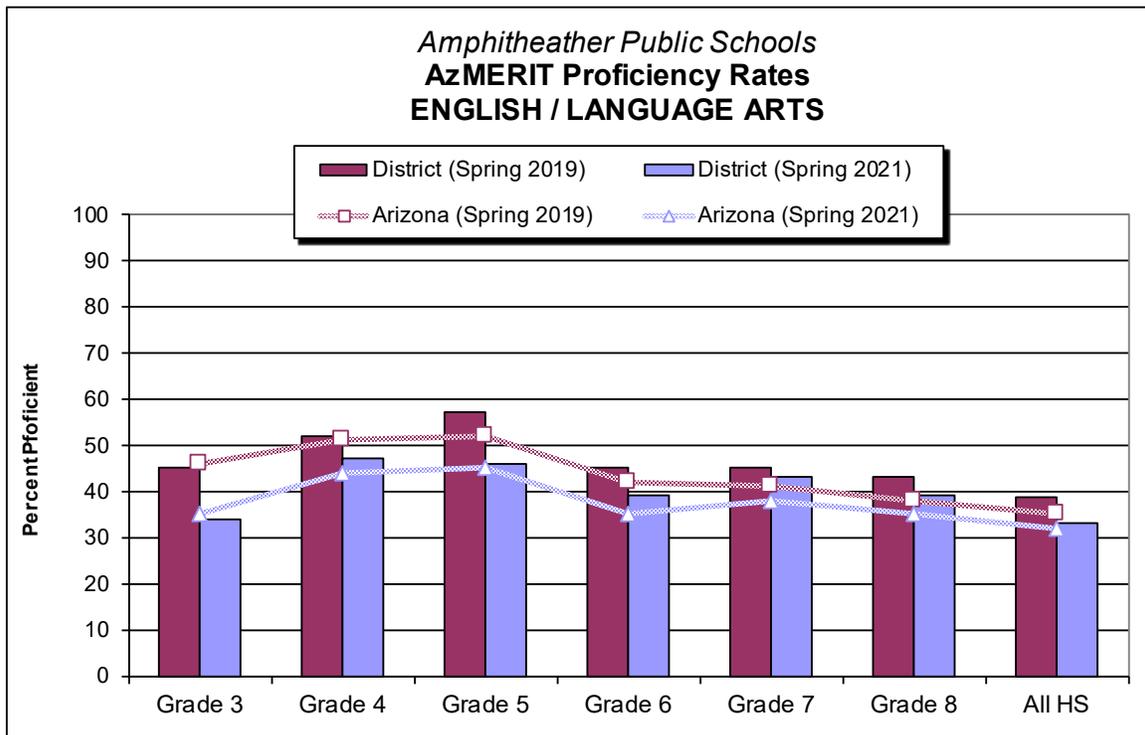
The following summaries and charts describe the changes in proficiency rates on the Arizona state achievement test, the AzMERIT (called the AzM2 in 2021). The data represents a comparison between Spring 2019 and Spring 2021. (The AzMERIT/AzM2 was not administered during Spring 2020 due to the school closures as a result of the COVID-19 pandemic.)

The assessment is available both as computer-based and paper-based tests. The proficiency rates are the percentage of students with either “Proficient” or “Highly Proficient” scores for Spring 2019 and Spring 2021.

- Mathematics
 - 25% to 38% of tested students were proficient on the AzMERIT/AzM2 in 2021; a decrease from the 2019 range of 28% to 51%
 - Proficiency rates decreased in all grades, except Grade 8 (which stayed the same)
 - The largest decreases in proficiency rates over 2019 occurred in upper elementary and lower middle school grades (4, 5, and 6)
 - **Proficiency rates were below the Arizona state average in Grade 5 and Grade 6 only; all other grades were above the Arizona state average**

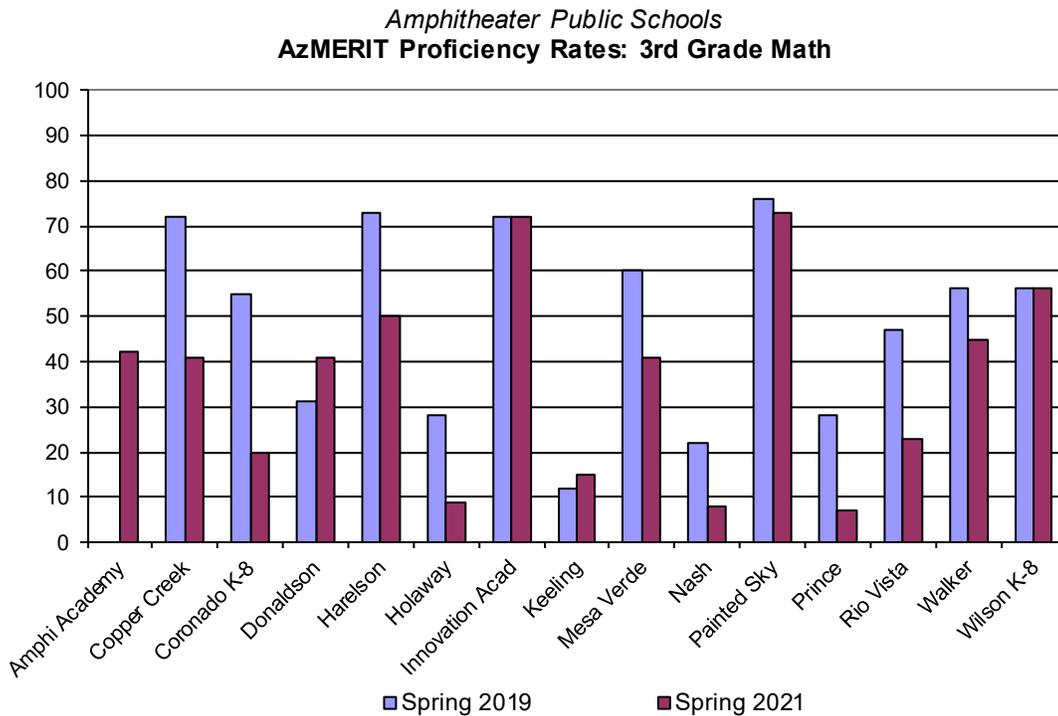


- English/ Language Arts
 - 33% to 47% of tested students were proficient on the AzMERIT/AzM2 in 2021; a decrease from the 2019 range of 38% to 57%
 - Proficiency rates decreased from 2019 for all grades
 - The largest decreases in proficiency rates over 2019 occurred in the elementary school grades
 - Proficiency rates were below the Arizona state average only in Grade 3; all other grades were above the Arizona state average**



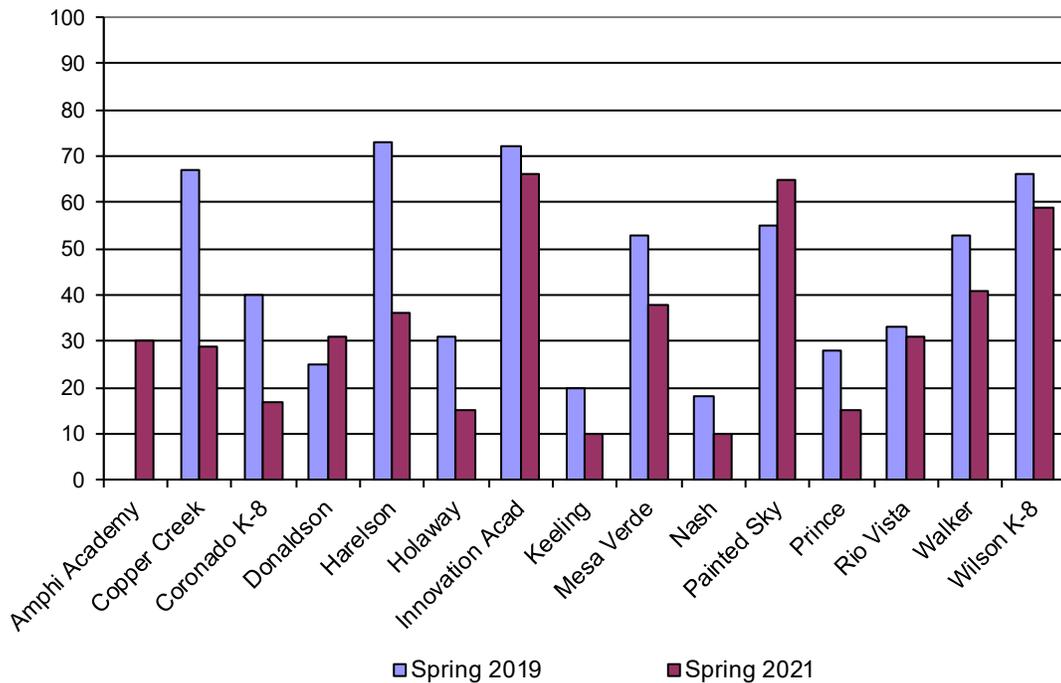
Third Grade AzMERIT/AzM2 Results

- In Math:
 - Ten (10) schools showed a decrease in proficiency rates from 2019
 - Two schools showed an increase: Donaldson and Keeling
 - Two schools stayed the same: Innovation Academy and Wilson
 - The largest decreases in proficiency rates were:
 - Coronado (-35 percentage points)
 - Copper Creek (-31 percentage points)
 - The smallest decreases in proficiency rates were:
 - Painted Sky (-3 percentage points)
 - Walker (-11 percentage points)
 - Four (4) schools had proficiency rates above 50%
 - Three (3) schools had proficiency rates below 10%
 - 2021 Grade 3 Math proficiency rates ranged from 7% to 73%; the proficiency rate range for 2019 was 12% to 76%



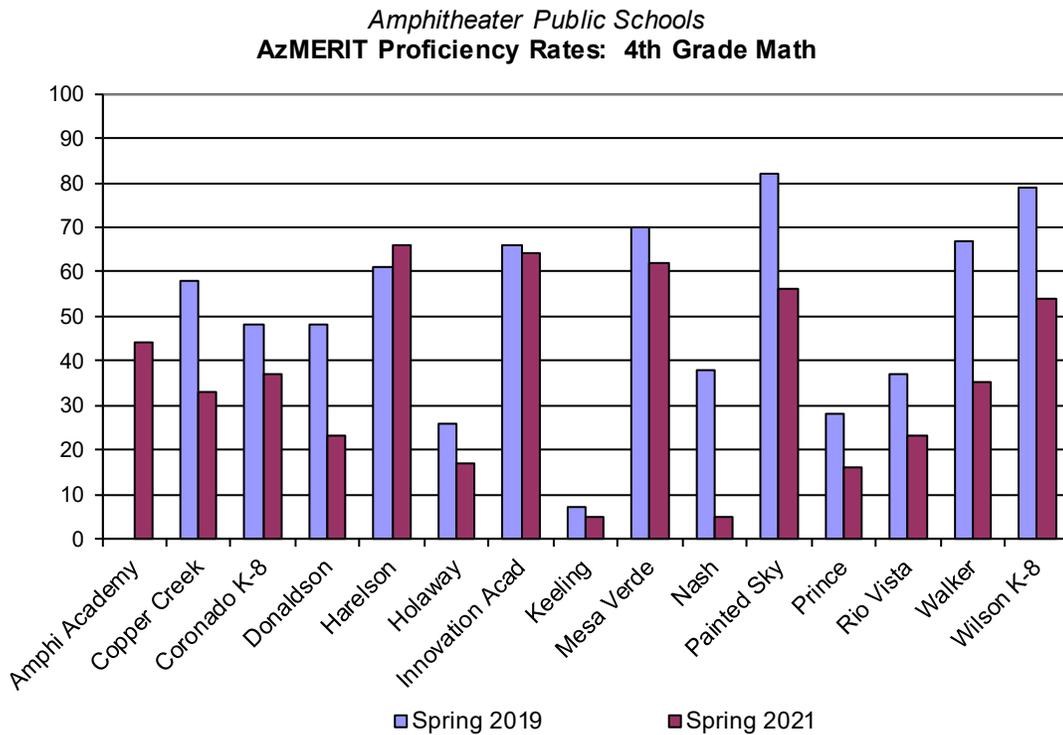
- In English/ Language Arts:
 - Eleven (12) schools showed decreases in proficiency rates from 2019
 - Two schools increased: Donaldson and Painted Sky
 - The largest decreases in proficiency rates were:
 - Harelson (-37 percentage points)
 - Copper Creek (-38 percentage points)
 - The smallest decreases in proficiency rates were:
 - Rio Vista (-2 percentage points)
 - Innovation Academy (-6 percentage points)
 - Two schools – Innovation Academy and Painted Sky – had 2021 proficiency rates above 60%.
 - Four (4) schools had 2021 proficiency rates at or below 15%: Holaway, Keeling, Nash, and Prince
 - 2021 Grade 3 ELA proficiency rates ranged from 10% to 66%; the proficiency rate range for 2019 was 18% to 73%

Amphitheater Public Schools
AzMERIT Proficiency Rates: 3rd Grade ELA



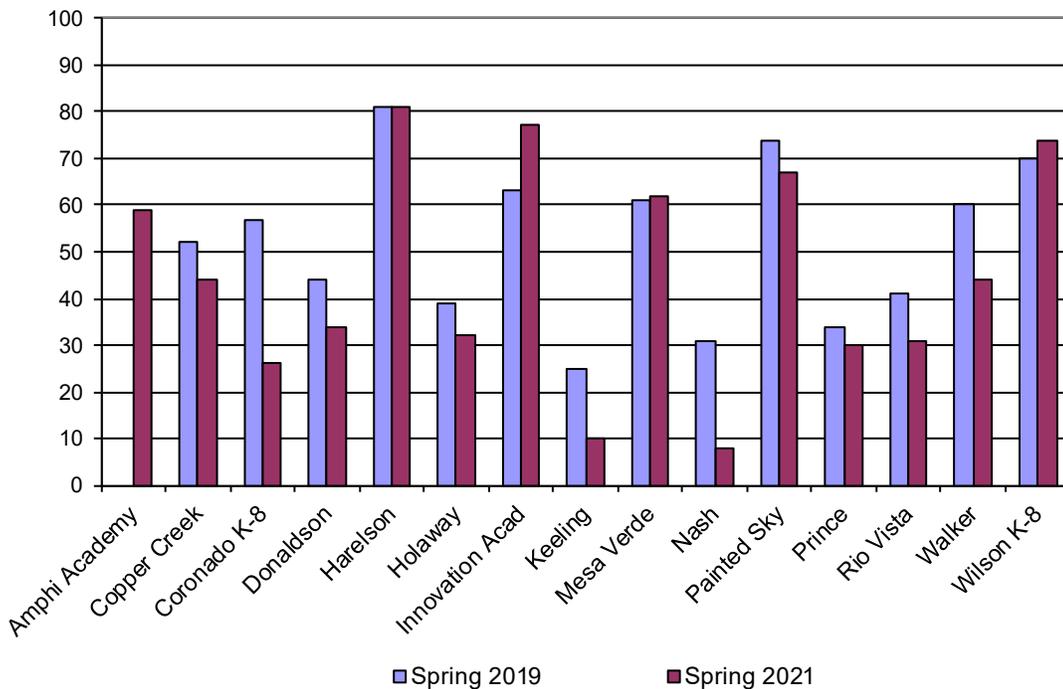
Fourth Grade AzMERIT/AzM2 Results:

- In Math:
 - All schools showed decreases in proficiency rates from 2019 levels – *except Harelson, which increased by 5 points*
 - The largest decreases in proficiency rates were:
 - Nash (-33 percentage points)
 - Walker (-32 percentage points)
 - The smallest decreases in proficiency rates were:
 - Keeling (-2 percentage points)
 - Innovation Academy (-2 percentage points)
 - Two schools – Painted Sky and Wilson – had 2021 proficiency rates above 70% in 2021
 - Two schools – Keeling and Nash – had 2021 proficiency rates of less than 10%
 - 2021 Grade 4 Math proficiency rates ranged from 5% to 66%; the proficiency rate range for 2019 was 7% to 82%



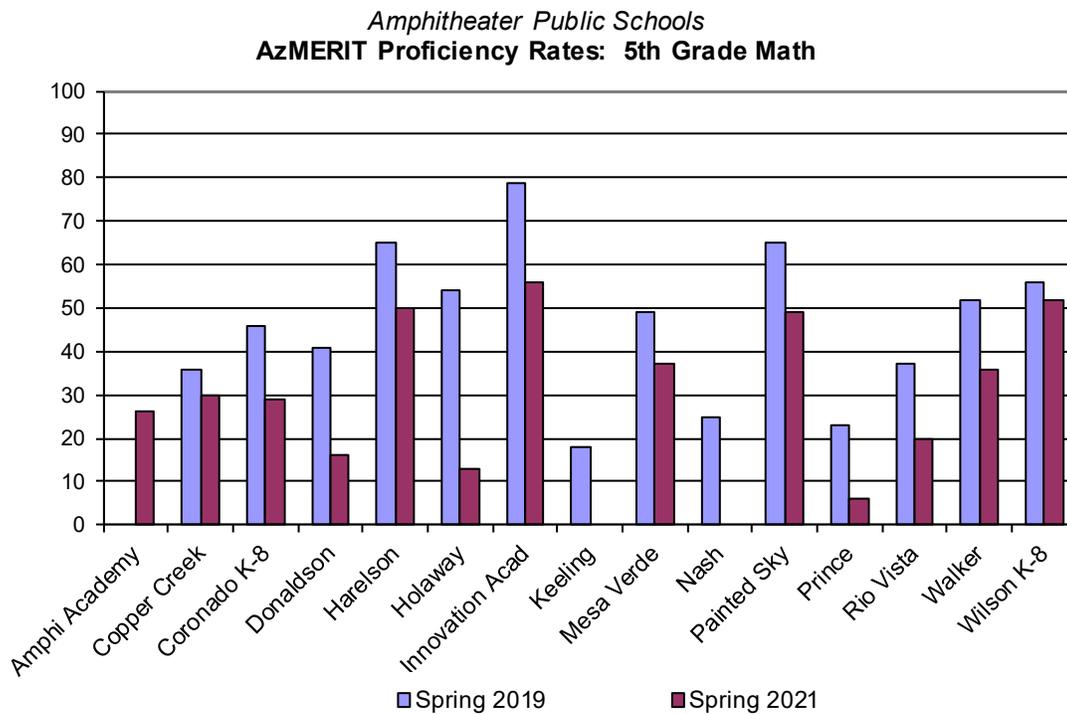
- In English/ Language Arts:
 - Four (4) schools increased or stayed the same in their proficiency rates from 2019: Innovation Academy (+14), Wilson (+4), Mesa Verde (+1), and Harelson (stayed the same)
 - The largest decreases in proficiency rate from 2019 were:
 - Coronado (-31 percentage points)
 - Nash (-23 percentage points)
 - The smallest decreases in proficiency rates from 2019 were:
 - Prince (-4 percentage points)
 - Holaway and Painted Sky (-7 percentage points)
 - Only one school – Harelson -- had a 201 proficiency rate above 80%
 - Two (2) schools had 2021 proficiency rated above 70%: Innovation Academy and Wilson
 - 2021 Grade 4 ELA proficiency rates ranged from 8% to 81%; the proficiency rate range for 2019 was 25% to 81%

Amphitheater Public Schools
AzMERIT Proficiency Rates: 4th Grade ELA



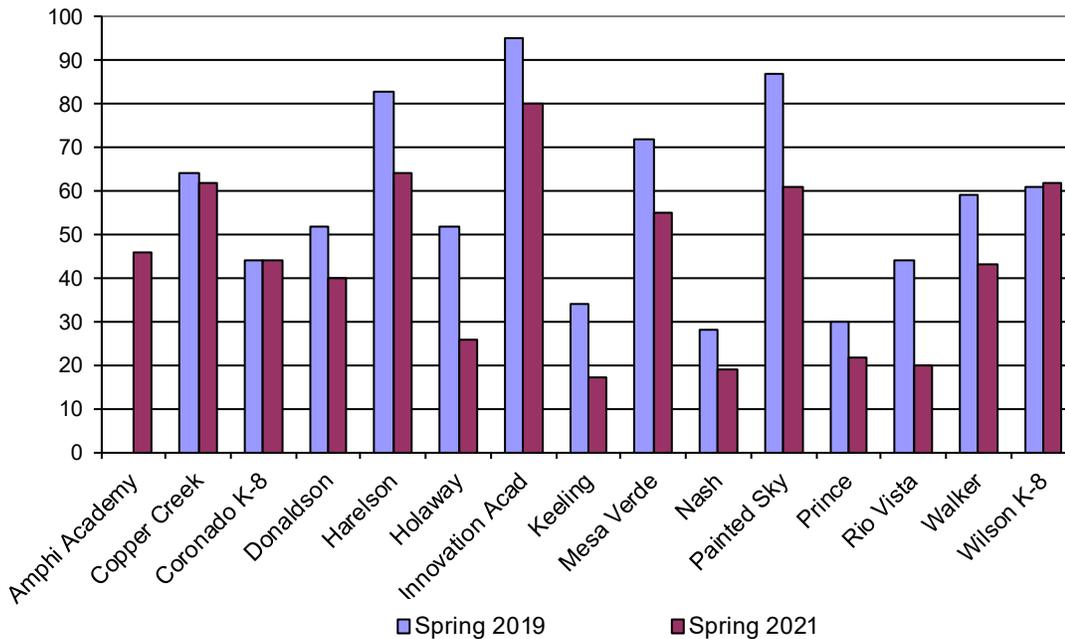
Fifth Grade AzMERIT/AzM2 Results:

- In Math:
 - All schools showed decreases in proficiency rates from 2019 levels
 - The largest decreases in proficiency rates were:
 - Holaway (-41 percentage points)
 - Donaldson and Nash (-25 percentage points)
 - The smallest decreases in proficiency rates were:
 - Wilson (-4 percentage points)
 - Copper Creek (-6 percentage points)
 - Two schools – Innovation Academy and Wilson -- had 2021 proficiency rates above 50%
 - One school – Keeling – had a 2021 proficiency rate of 0%
 - 2021 Grade 5 Math proficiency rates ranged from 0% to 56%; the proficiency rate range for 2019 was 18% to 79%



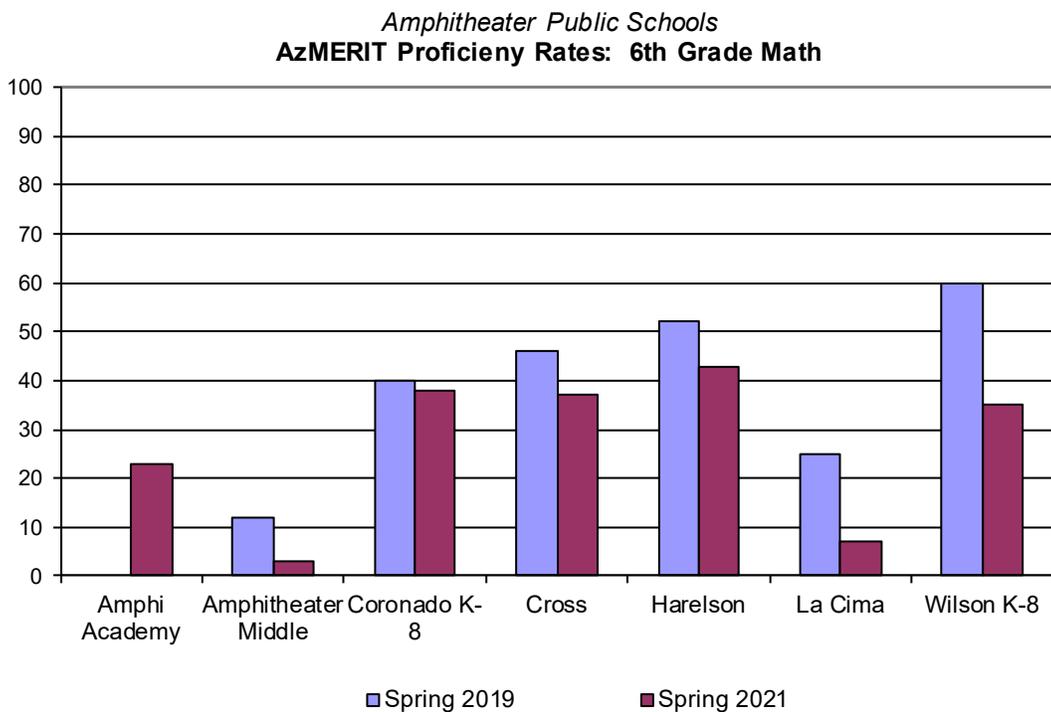
- In English/ Language Arts:
 - All but two schools showed decreases in proficiency rates from 2019 levels – only Wilson (+1) and Coronado (+0) improved or stayed the same
 - The largest decreases in proficiency rates were:
 - Holaway and Painted Sky (-26 percentage points)
 - The smallest decreases in proficiency rates were:
 - Copper Creek (-2 percentage points)
 - Prince (-8 percentage points)
 - One school – Innovation Academy – had a 2021 proficiency rate of 80%.
 - Four schools had 2021 proficiency rates above 60%: Copper Creek, Harelson, Painted Sky, and Wilson
 - 2021 Grade 5 ELA proficiency rates ranged from 17% to 80%; the proficiency rate range for 2019 was 28% to 95%

Amphitheater Public Schools
AzMERIT Proficiency Rates: 5th Grade ELA



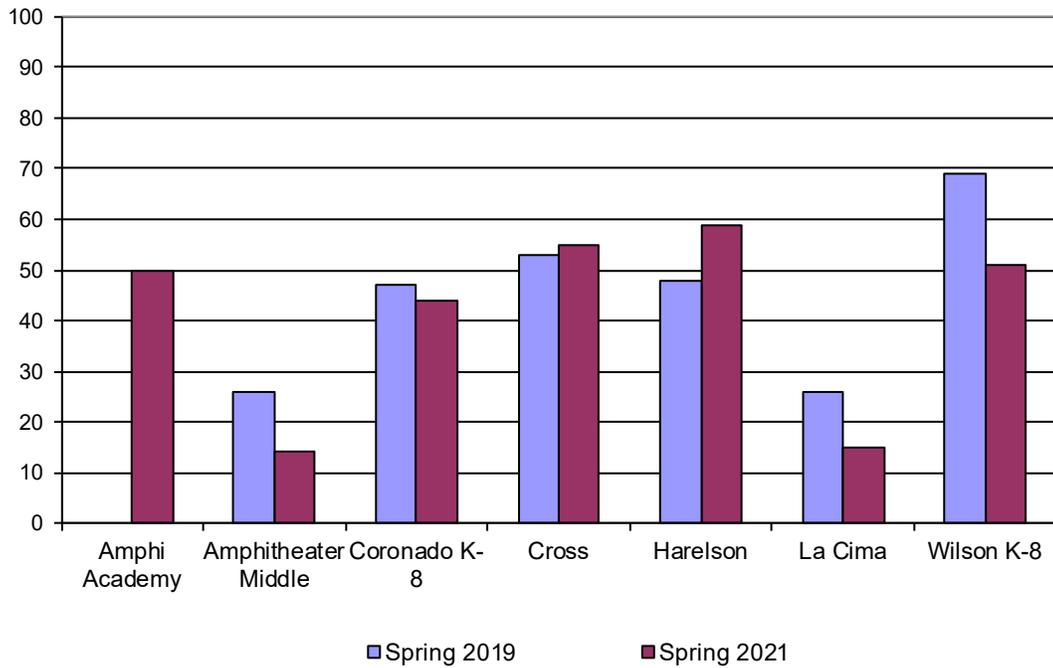
Sixth Grade AzMERIT/AzM2 Results:

- In Math:
 - All middle schools showed decreases in proficiency rates from 2019 levels
 - The largest decrease in proficiency rates was at:
 - Wilson (-25 percentage points)
 - The smallest decrease in proficiency rates was at:
 - Coronado (-2 percentage points)
 - One school – Harelson – had a 2021 proficiency rate above 40%
 - Two schools – Amphi Middle and La Cima – had 2021 proficiency rates below 10%
 - 2021 Grade 6 Math proficiency rates ranged from 3% to 43%; the proficiency rate range for 2019 was 12% to 60%



- In English/ Language Arts:
 - Two (2) middle schools showed increases in proficiency rates from 2019 levels – Cross and Harelson
 - The largest increase in proficiency rates was:
 - Wilson (-18 percentage points)
 - The smallest decrease in proficiency rates was:
 - Coronado (-3 percentage points)
 - 2021 Grade 6 ELA proficiency rates ranged from 14% to 59%; the proficiency rate range for 2019 was 26% to 69%

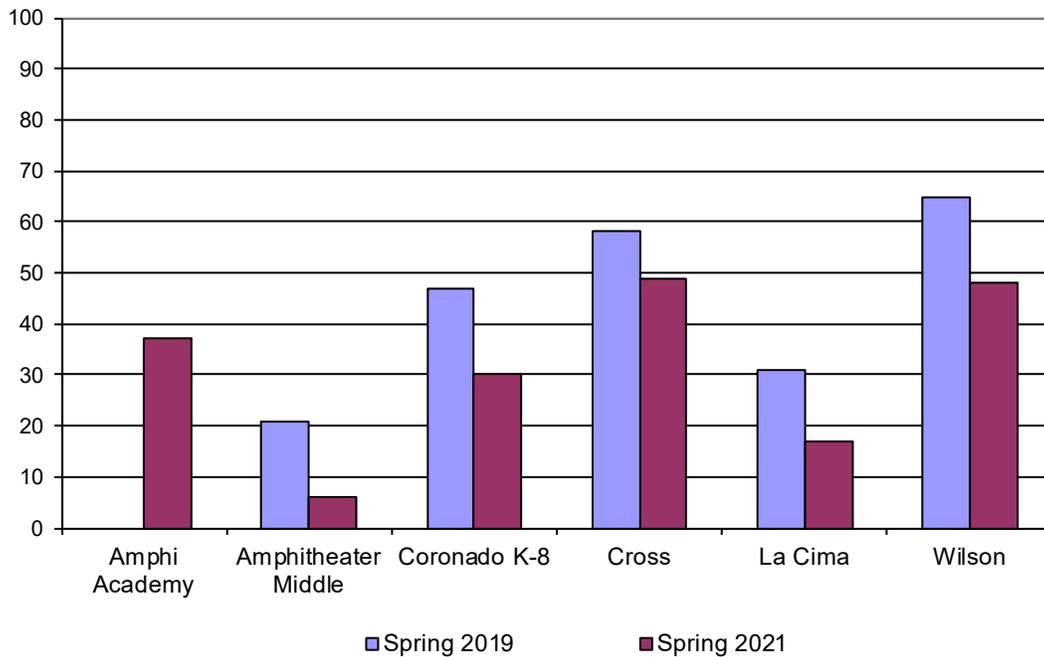
Amphitheater Public Schools
AzMERIT Proficiency Rates: 6th Grade ELA



Seventh Grade AzMERIT/AzM2 Results:

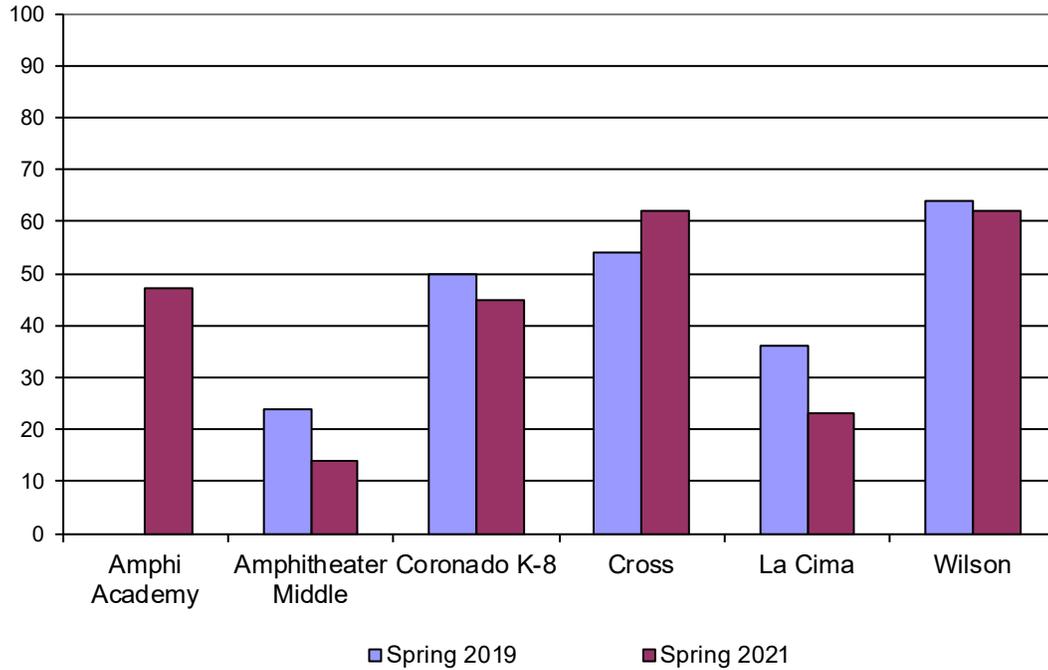
- In Math:
 - All middle schools showed decreases in proficiency rates from 2019 levels
 - The largest decreases in proficiency rates were:
 - Coronado and Wilson (-17 percentage points)
 - The smallest decrease in proficiency rate was:
 - Cross (-9 percentage points)
 - Two schools – Cross and Wilson – had 2021 proficiency rates near 50%
 - One school – Amphi Middle – had a 2021 proficiency rate of <20%
 - 2021 Grade 7 Math proficiency rates ranged from 6% to 49%; the proficiency rate range for 2019 was 21% to 65%

Amphitheater Public Schools
AzMERIT Proficiency Rates: 7th Grade Math



- In English/ Language Arts:
 - The only increase in proficiency rate from 2019 was at Wilson (+8 percentage points)
 - The largest decreases in proficiency rates from 2019 were:
 - La Cima (-13 percentage points)
 - Amphi Middle (-10 percentage points)
 - Two schools – Cross and Wilson – had 2021 proficiency rates above 60%
 - 2021 Grade 7 ELA proficiency rates ranged from 14% to 62%; the proficiency rate range for 2019 was 24% to 64%

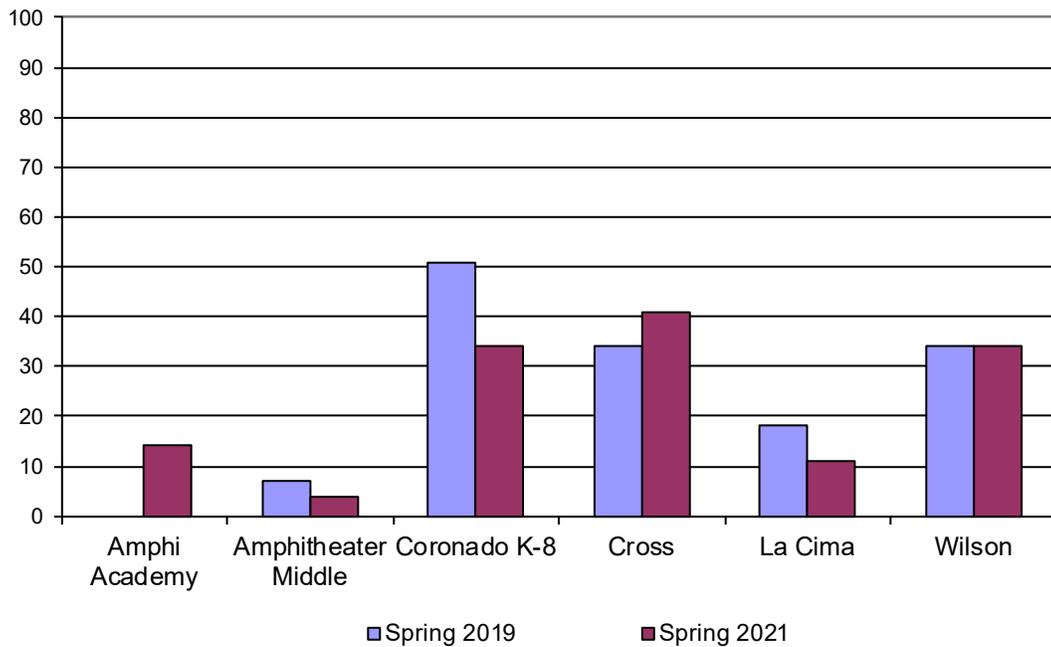
Amphitheater Public Schools
AzMERIT Proficiency Rates: 7th Grade ELA



Eighth Grade AzMERIT/AzM2 Results:

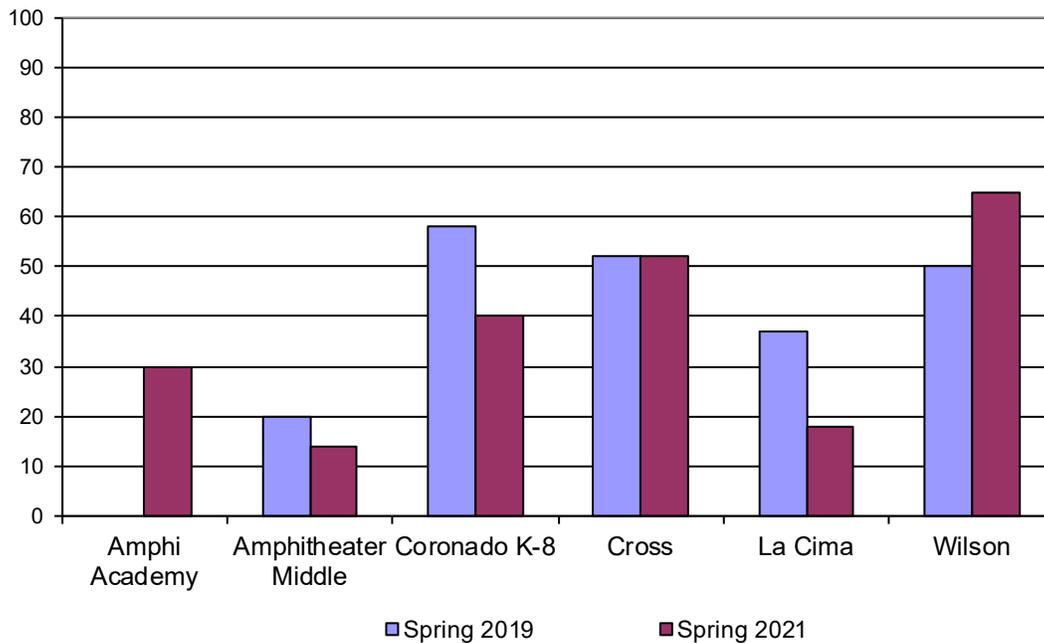
- In Math:
 - Two schools did not have a decrease in proficiency rate from 2019 – Cross increased (+7) and Wilson stayed the same
 - The largest decrease in proficiency rate was:
 - Coronado (-17 percentage points)
 - One school – Cross – had a 2021 proficiency rate above 40%
 - 2021 Grade 8 Math proficiency rates ranged from 4% to 41%; the proficiency rate range for 2019 was 7% to 51%

Amphitheater Public Schools
AzMERIT Proficiency Rates: 8th Grade Math



- In English/ Language Arts:
 - Two schools did not have a decrease in proficiency rate from 2019 – Wilson increased (+15) and Cross stayed the same
 - The largest decreases in proficiency rates were at:
 - La Cima (-19 percentage points)
 - Coronado (-18 percentage points)
 - Only one school – Wilson – had a 2021 proficiency rate above 60%
 - 2021 Grade 8 ELA proficiency rates ranged from 14% to 65%; the proficiency rate range for 2019 was 20% to 58%

Amphitheater Public Schools
AzMERIT Proficiency Rates: 8th Grade ELA

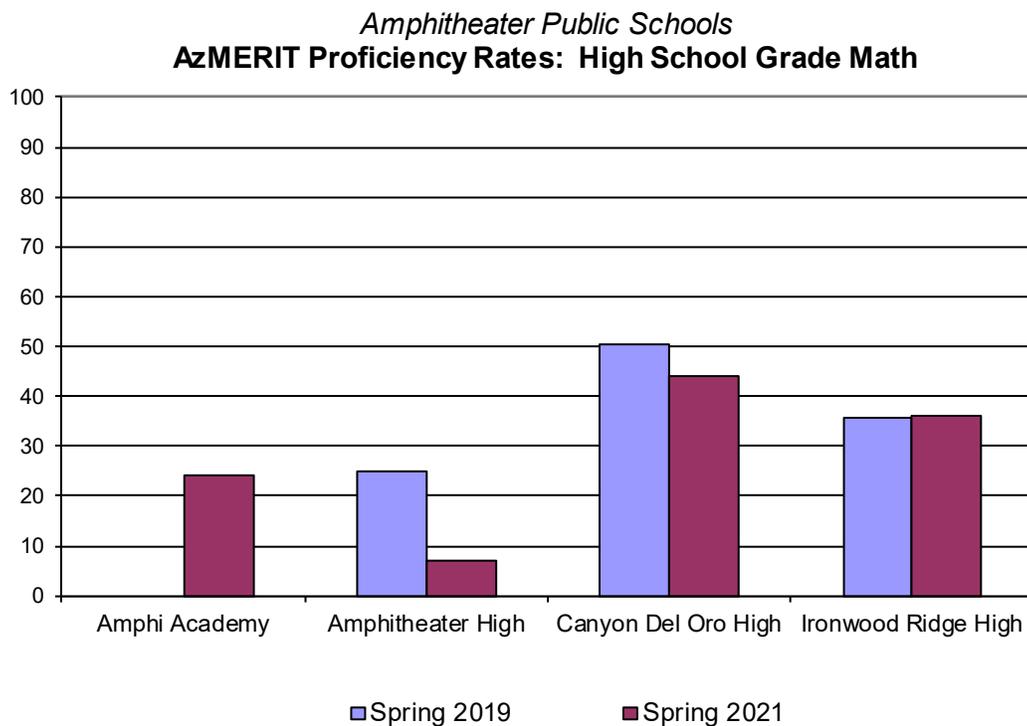


AzMERIT/AzM2 Results: High School Mathematics

In 2019, students finishing credits in certain high school-level math courses (e.g., Algebra I, Geometry, and Algebra II) were required to take the AzMERIT/AzM2 End-of-Course Mathematics test for that subject. The statewide high school Math assessment changed in Spring 2021 to be required of all Juniors, regardless of course(s) taken.

Aggregate totals were computed for Spring 2019 (by combining the number of proficient students, regardless of exam taken) and are provided here as a comparison for the Spring 2021 results.

- Ironwood Ridge showed a slight increase in proficiency rate from 2019 levels
- Amphitheater High showed a 17 percentage point *decrease*
- Only Canyon del Oro had a 2021 proficiency rate above 40%
- 2021 High School Math proficiency rates ranged from 7% to 44% for 2021; the 2019 range was 25% to 51%



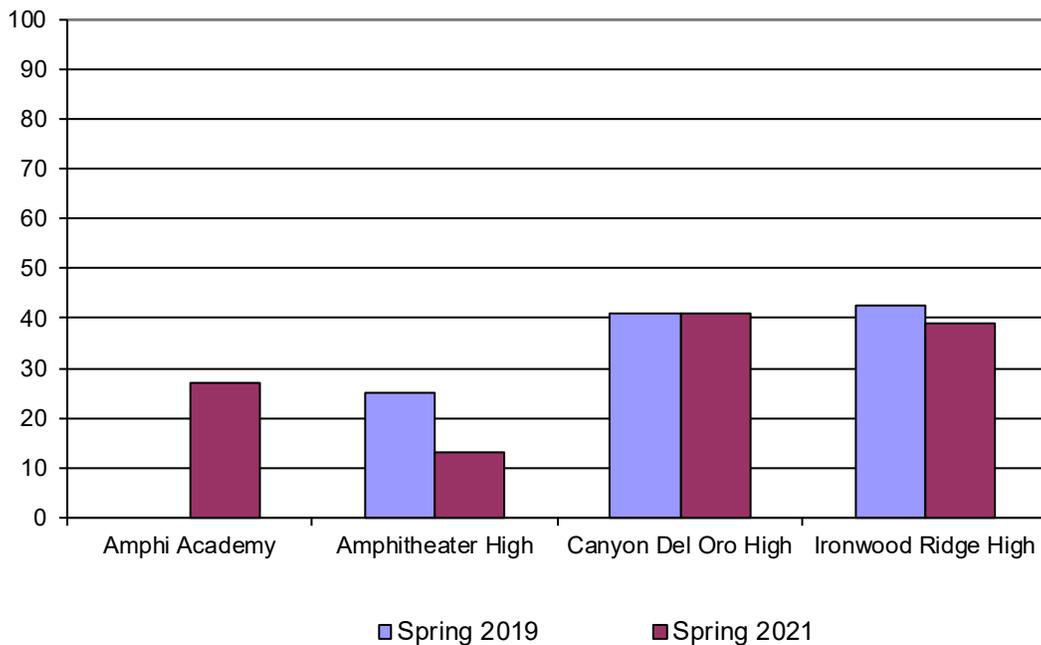
AzMERIT/AzM2 Results: High School English/Language Arts

In 2019, students finishing credits in certain high school-level math courses (e.g., English 9, English 10, and English 11) were required to take the AzMERIT/AzM2 End-of-Course ELA test for that subject. The statewide high school ELA assessment changed in Spring 2021 to be required of all Juniors, regardless of course(s) taken.

Aggregate totals were computed for Spring 2019 (by combining the number of proficient students, regardless of exam taken) and are provided here as a comparison for the Spring 2021 results.

- Only Canyon del Oro had a slight increase in proficiency rate from 2019 levels
- Amphitheater High showed a 12 percentage point *decrease*
- In 2021, only Canyon del Oro was above a 40% proficiency rate
- 2021 High School ELA proficiency rates ranged from 13% to 41%; the 2019 range was 25% to 43%

Amphitheater Public Schools
AzMERIT Proficiency Rates: High School ELA





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

DATE OF MEETING: **December 7, 2021**

TITLE: **Approval of Letter by Board Members and Superintendent to the Arizona Independent Redistricting Commission**

BACKGROUND:

In November 2000, Arizona voters passed Proposition 106, a citizen initiative that amended the Arizona Constitution by assigning the power to draw congressional and state legislative districts to a newly created Independent Redistricting Commission (IRC). The IRC is meeting to work to complete this task. Discussions include redrawing Arizona's congressional and legislative districts based on the results of the most recent census.

Individuals and organizations may provide input to the IRC in writing or through public comment at an IRC meeting. Board members Matthew Kopec and Dr. Scott Baker have prepared a draft letter to the IRC to provide input. This agenda item is presented to permit the Governing Board to consider and approve the proposed letter for submission by the Governing Board and Superintendent.

RECOMMENDATION:

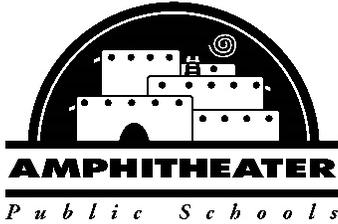
It is the recommendation of Administration that the Governing Board approve sending the proposed letter to the IRC.

INITIATED BY:


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

Date: December 6, 2021


Todd A. Jaeger, J.D., Superintendent



OFFICE OF THE GOVERNING BOARD

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GOVERNING BOARD MEMBERS

Susan Zibrat
President

Deanna M. Day, M.Ed.
Vice President

Scott K. Baker, Ph.D.

Vicki Cox Golder

Matthew A. Kopec

SUPERINTENDENT
Todd A. Jaeger, J.D.

Arizona Independent Redistricting Commission
1110 West Washington Street
Suite 127
Phoenix, AZ 85007

December 7, 2021

Dear Commissioners:

Thank you for this opportunity to provide input as to how the communities served by Amphitheater Public Schools could be best represented by our state legislature for the next ten years.

We would like to take this opportunity to reiterate the request that Marana School Board Members Lopez and Holt, and Amphi School Board Member Kopec submitted to you on October 25, 2021. Amphi, Marana, and the greater northwest part of the Tucson metro area form an important community of interest and should be separated in the Legislative District map.

Amphitheater Public Schools proudly serves approximately 12,000 students and their families, and employs hundreds of dedicated and talented teachers and support staff. Amphi schools are a core part of the culture and history of Pima County, and our community works together tirelessly to support our schools, our children and our staff. Our district was founded 15 years before Arizona became a state at the end of the 19th Century, and we continue to serve our community and our families to meet the challenges of the 21st Century.

Our district includes economically and culturally diverse communities, from the Coronado K-8 School in Catalina to Nash Elementary near Grant and Oracle Roads in northern Tucson. All together our district is proud to serve communities and neighborhoods in Tucson, Casas Adobes, Oro Valley, and Catalina.

Amphi forms an important community of interest which merits special consideration by the Independent Redistricting Commission. Singular legislative district representation for our district and the communities in the northwest and north central region of Pima County is vitally important.

The prior redistricting process divided the school district into three separate Legislative Districts. We understand that division may be unavoidable. If that is the case either River Road or the Rillito River itself makes for the most logical line of demarcation.

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

Amphitheater Unified School District does not discriminate on the basis of race, color, religion/²⁰¹ beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies are handled at 701 W. Wetmore Road, Tucson, Arizona 85705 by David Rucker, Equity & Safety Compliance Officer and Title IX Coordinator, (520) 696-5164, drucker@amphi.com, or Kristin McGraw, Executive Director of Student Services, (520) 696-5230, kmcgraw@amphi.com.

The education policy that drives so much of what we do is set at the Arizona State Legislature, and we are eager for opportunities to work together with them to advance policies and practices that will allow our students and our families to succeed. Dividing our communities would do a considerable disservice to the thousands of families we serve, and diminish their voice at the legislature.

Thank you for your consideration,

Amphitheater Public Schools Governing Board and Superintendent

Susan Zibrat
President

Deanna M. Day, M.Ed.
Vice President

Scott K. Baker, Ph.D.
Board Member

Vicki Cox Golder
Board Member

Matthew A. Kopec
Board Member

Todd A. Jaeger, J.D.,
Superintendent