

Final Posting: Monday, February 13, 2023 at 4:00 pm

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, February 14, 2023

6:00 PM

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

AMPHITHEATER PUBLIC SCHOOLS

MISSION

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

We Believe

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

We Value

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

AGENDA*

As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference.

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.

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

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

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

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

1. <u>CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER</u>	
Ms. Deanna M. Day, M. Ed., President	
2. <u>PLEDGE OF ALLEGIANCE</u>	
Nash Elementary School Students	
3. <u>RECOGNITION OF STUDENT ART</u>	
Nash Elementary School Students	
4. <u>ANNOUNCEMENT OF DATE AND TIME OF THE NEXT SPECIAL GOVERNING BOARD MEETING</u>	
Tuesday, February 28, 2023 at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center, SE Entrance and Parking.	
5. <u>RECOGNITIONS</u>	
A. Recognition of Amphitheater School District 2023 Spelling Bee Winners	4
B. Recognition of Amphitheater High School Superintendent's Student Advisory Council	5
C. Presentation of Distinguished Service Awards	6
D. Recognition of 2022 Junior Achievement of Arizona Award Winners	7
E. Recognition of 2022 GESS Education Award Winner	8
6. <u>INFORMATION²</u>	
A. Superintendent's Report	9
B. Status of Construction Projects	20
C. Review of Arizona Department of Educations' Special Education Programs and Cost Analysis Report	50
D. Periodic Legislative Review	102
7. <u>PUBLIC COMMENT¹</u> (45 Minutes Maximum)	
8. <u>CONSENT AGENDA³</u>	
A. Approval of Appointment of Non-Administrative Personnel	143
B. Approval of Personnel Changes	146
C. Approval of Leave(s) of Absence	152
D. Approval of Separation(s) and Termination(s)	154
E. Approval of Stipend for Coaching Volunteers	157
F. Approval of Minutes of Previous Meeting(s)	160
G. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,827,364.44	167
H. Acceptance of Gifts	168
I. Approval of Parent Support Organization(s) - 2022-2023	170
J. Approval of Revisions to Policy IKF and JJIB	172
K. Results Based Funding Bonus Payout	182
L. Approval of Out of State Travel	186
9. <u>PUBLIC COMMENT¹</u> (45 Minutes Maximum)	
10. <u>BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS</u>	
11. <u>ADJOURNMENT</u>	

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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: February 14, 2023

TITLE: Recognition of Amphitheater School District 2023 Spelling Bee Winners

BACKGROUND:

Congratulations to the students who placed in the top bracket in the Amphitheater School District 2023 Spelling Bee. They will continue on to the Pima County Spelling Bee, which is scheduled for February 18, 2023 at Canyon del Oro High School.

First place:

Chantal Newhouse, Wilson K-8 School

Second place:

Carter Arnold, Copper Creek Elementary School

Third place:

Alexander Montoy, Harelson Elementary School

Fourth place:

Kamilah Rascon, Walker Elementary School

Fifth place:

Madeline Wells, Painted Sky Elementary School

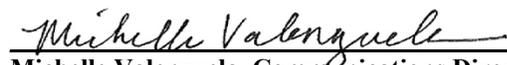
Alternate:

Nora Elfataoui, Painted Sky Elementary School

RECOMMENDATION:

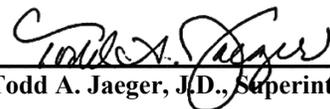
This is presented for the Board's information and recognition.

INITIATED BY:



Michelle Valenzuela, Communications Director

Date: February 7, 2023



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **February 14, 2023**

TITLE: **Recognition of Amphitheater High School Superintendent's Student
Advisory Council**

BACKGROUND:

The students in Amphitheater School District are our most important assets. That is no more evident than when they step up to take leadership positions at their schools. The Governing Board would like to recognize the Amphitheater High School Superintendent's Student Advisory Council and thank them for their service to their classmates and school.

The Advisory Council meetings provide the students and Superintendent with an opportunity to talk informally about student issues and concerns and provides a platform for the Council members to represent the interests and perspectives of their student peers. Given the school, work, and extra-curricular schedules of our students, their willingness to participate and contribute their time must be commended and recognized. The Board recognizes Amphitheater High School's Superintendent's Student Advisory Council Members:

Keagan Haynes
Madison Pablo-Wilson
Alondra Pereida
Blanca Torres

Andres Espinoza-Zasada
Persia Pablo
Jayla Rivers
Xavier Ruiz

Mikayla Diaz
Camile Hawkins
Trevyn Lyle
Ali Mohamud Apko

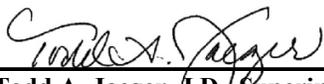
Mikayla Alfaro
Athena Bass
Ilynn Valdez
Lincoln Sorensen

RECOMMENDATION:

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

INITIATED BY:

Date: February 7, 2023



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: February 14, 2023

TITLE: Presentation of Distinguished Service Awards

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.

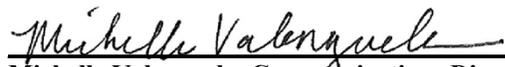
We would like to recognize the following individuals for the month of February:

- Freddie Contreras, Network Systems Coordinator, Technology Department
- Shauna Thomas, Teacher, Harelson Elementary School

RECOMMENDATION:

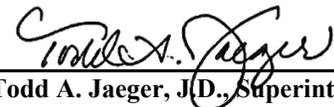
This is presented for the Board's information and recognition.

INITIATED BY:



Michelle Valenzuela, Communications Director

Date: February 7, 2023



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: February 14, 2023

TITLE: Recognition of 2022 Junior Achievement of Arizona Award Winners

BACKGROUND:

Junior Achievement of Arizona started in 1957. It offers classroom programs that inspire the next generation of children to learn to be financially capable and succeed in the work world. Junior Achievement helps connect our schools with volunteers that teach lessons and support the experiential program, JA BizTown in Phoenix AZ. Junior Achievement serves 100,000 children each year in Arizona. Prince Elementary School partners with Junior Achievement of Arizona each year to ensure that their children have these amazing experiences.

Prince Elementary School (Laurie Sheber, Principal) was selected as the Junior Achievement of Arizona Education Partner of the Year.

Kelsey Glavin was selected as the Junior Achievement of Arizona, Teacher of the Year for 2022.

RECOMMENDATION:

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

INITIATED BY:

Tassi Call

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: February 6, 2023

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



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

DATE OF MEETING: February 14, 2023

TITLE: Recognition of 2022 GESS Education Award Winner

BACKGROUND:

Global Educational Supplies and Solutions (GESS) Education held its annual award ceremony, the GESS Awards in Dubai. Rio Vista Elementary School was honored as the school with the Best Use of STEAM Learning in the Classroom for their creation of JACZBOT.

This year's GESS Education Award Winner for Best Use of STEAM Learning in the Classroom is **Rio Vista Elementary School**, Mamie Spillane is Principal of Rio Vista Elementary School.

RECOMMENDATION:

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

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: February 7, 2023

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: February 14, 2022

TITLE: Superintendent's Report

BACKGROUND:

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

RECOMMENDATION:

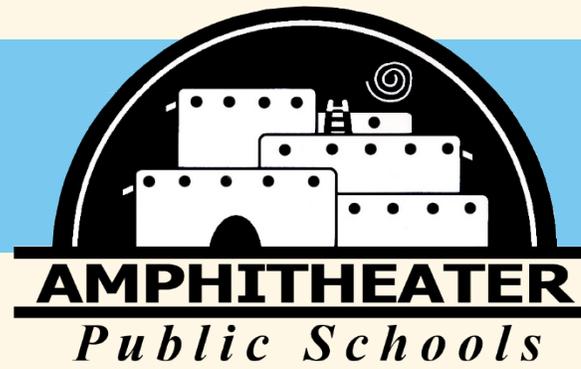
This item is presented for the Board's information.

INITIATED BY:

Date: February 1, 2023

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

Todd A. Jaeger, J.D., Superintendent



♥ February 14, 2023

10

Superintendent's Report





Around the Schools



Congratulations to the letters Q and U, who were married today at Innovation Academy and some of our other elementary schools. Kindergarten students escorted the two forever-bound letters of the alphabet to the ceremony, which celebrated the special bond between Q and U. It is, of course, a quintessential Valentine's Day event in several of our schools.



Around the Schools



Thirty-seven Canyon del Oro High School construction students led by Instructor Josh Ronstadt competed at the SkillsUSA Regional Competition against seven other high school CTE construction programs last week. CDO took five of the seven gold medals! And, overall, Canyon del Oro won a total of 20 medals out of 33 possible. Great job, Dorados!



Around the Schools



The Food Service Department's Roving Chef program visited Harelson Elementary School last week. The program allows students an opportunity to learn about cooking, culinary arts, and practical skills. Students worked with our District cooks and culinary staff to make beautiful and delicious handmade pizzas.



Around the Schools



14

Copper Creek Elementary School celebrated its Love of Reading with its Literacy Night last week. Community partners, including the Oro Valley Public Library, Oro Valley Police Department (and special guest reader Chief Kara Riley), and the Humane Society of Southern Arizona supported the event. The District is celebrating Love of Reading with an invitation to staff to read to students across the District. Employees can find details in their email.



Around the Schools



The 20th annual OV Cup Golf Tournament was held on a beautiful day on Friday, February 3, 2023. The tournament supports Project Grad for all three of our high schools. Thank you to the Project Grad committees and volunteers and our staff, students and community partners who helped plan and run the tournament. Thanks also to all the golfers and donors for their participation and generosity.



Around the Schools



Sophomores at CDO, pictured above, and Ironwood Ridge high schools participated in the Teen Maze program last month. Amphi High students will have the experience in March. The Teen Maze teaches students the potential consequences of using alcohol, marijuana or misusing prescription drugs. It starts with students attending a “party”. Police break up the party and send students to different stations run by the school and community partners to learn what might happen if they find themselves in the principal’s office, in court, on probation, in the hospital, or in trouble with the police, etc. We are fortunate to hold the Teen Maze at all three high schools this year.



Around the Schools



Every student at Nash Elementary School had the opportunity to choose six free books from a special “store” set up in the library last month, thanks to KGUN-9’s “If You Give A Child A Book” program. The news station raises money through a community campaign to fund the books and support literacy. The children had so much fun choosing their books and were surprised and excited to learn that the books are theirs to keep, starting or adding to their book collections at home.



Around the Schools



18



Eighth-graders from across the District recently visited Ironwood Ridge, above, CDO, top right, and Amphi High for the “This is High School” program. The middle schoolers learned from high school students about the academic and extracurricular opportunities they will have when they enter high school next year.



Around the Schools



Wilson K-8 students and families came together for STEAM Night in January. The hands-on event featured rockets, robots, reptiles and much more. Thank you to the Wrangler PTO and community partners for celebrating Science, Technology, Engineering, Arts and Math at Wilson.





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

DATE OF MEETING: February 14, 2023

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:

Richard C. La Nasa, Executive Manager, Operational Support

Date: February 7, 2023

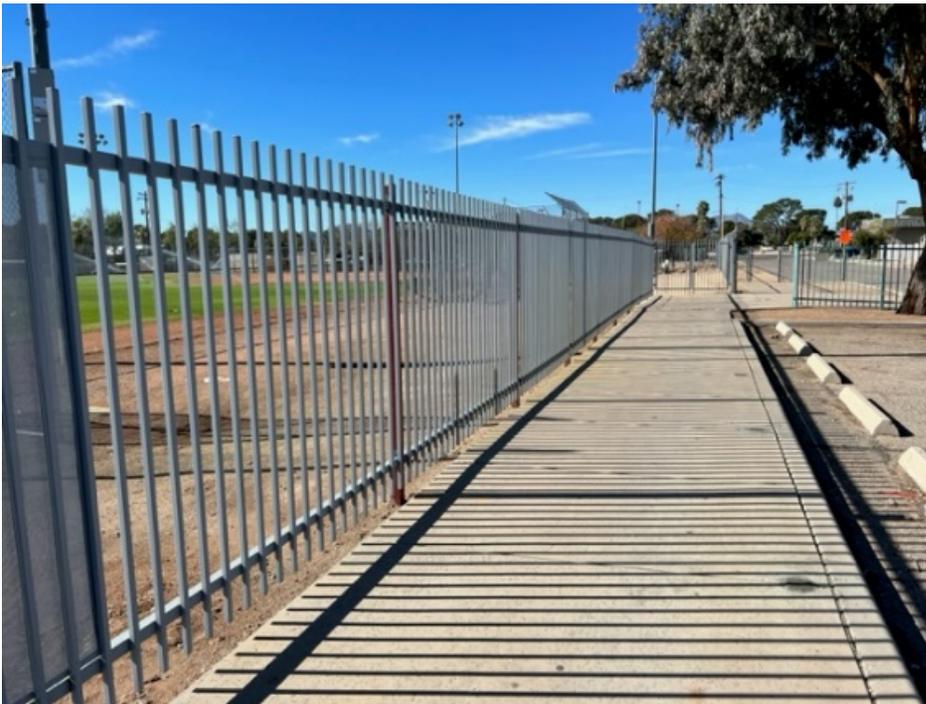
Todd A. Jaeger, J.D., Superintendent

Status of Construction Projects
2/14/23 Governing Board Meeting

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

Highlights

AHS West Campus Security Fencing – Bond Funds



AHS Bookstore 7 Zone Roof Top HVAC Replacement – ESSER Funds



AHS Classrooms 415/416/417 Flooring Polished Concrete- SFB Funds



CDO Main Plant Cooling Tower – Bond Funds



CDO Retaining Wall Re-Construction– Bond Funds



IRHS – Library Lecture Hall Renovations – Bond Funds





Copper Creek Drinking Fountain/Bottle Filler – Bond Funds



Cross 600 Building HVAC Replacement – ESSER Funds



Cross Campus Roof Replacement – SFB Funds



Harellson Building A HVAC Replacements – ESSER Funds



31

Mesa Verde Campus Roof Replacement – SFB Funds



32

Nash Exterior Painting – Bond Funds



Painted Sky Admin Office Carpet & Paint – Bond Funds

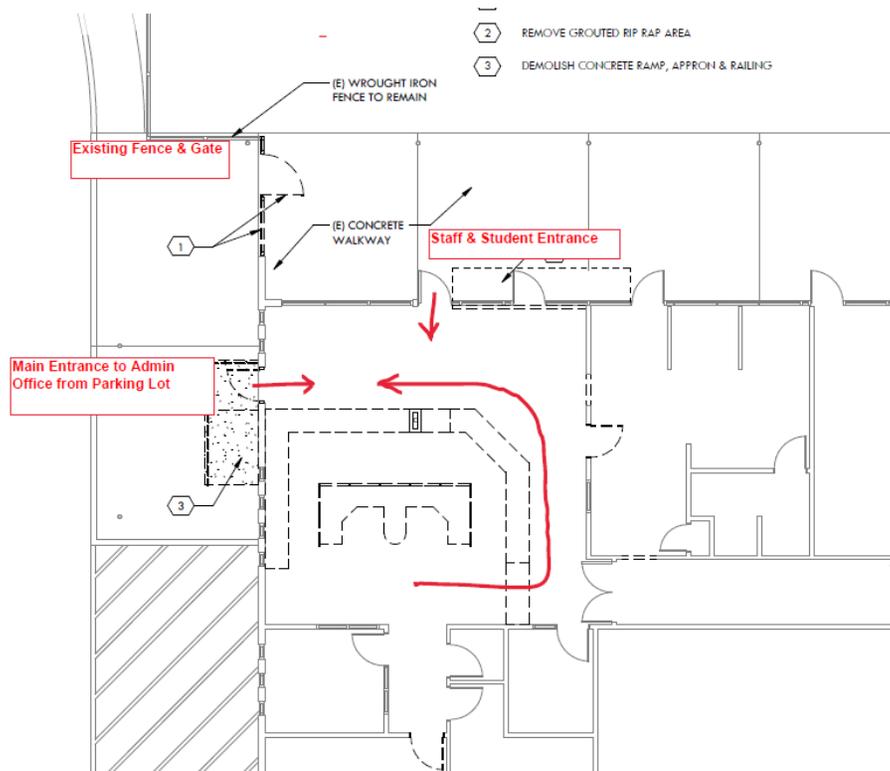


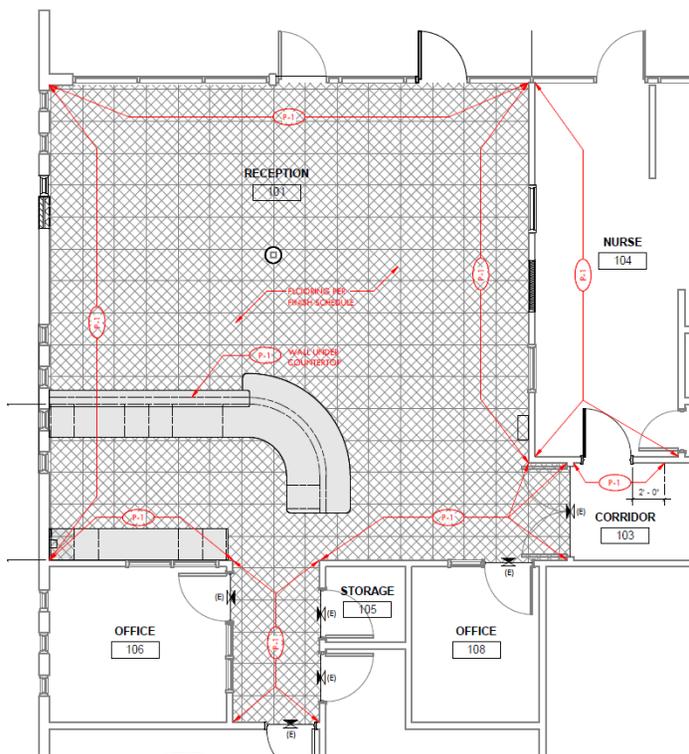
Prince Classroom 19 HVAC Replacement – SFB Funds



35

Holaway Admin Office Renovation – Bond Funds





Status of Construction Projects
2/14/23 Governing Board Meeting

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

AHS:

Bond Projects

Small Gym Electrical Infrastructure Improvements - Design Complete	\$25,373
Football Field Lighting Upgrades - Design Complete	\$19,932
Fire Alarm Conduit/Device Relocation – Complete	\$14,260
CP # 1 Pump Replacement – Pump Ordered	\$30,079
Fine Arts Building Security Fence Improvements - Paint - PO Issued	\$2,518
PA System Upgrades – Installing Wiring	\$166,809
100/200 Wing Classroom Lighting Improvements - Materials Ordered	\$149,991
West Campus Security Fence Improvements - Fencing Installed	\$76,918
700 Wing HVAC Replacement – July Install	\$17,820
Campus Access Control Improvements - Materials Ordered – March Install	\$274,274

Back Up Generators for MDF Rooms – Design - PO Issued	\$26,625
Main Entrance Security Upgrades – PO Issued	\$93,188
<u>ESSER Projects</u>	
HVAC Improvements	
-Student Center/Bookstore – 7 Zone RTU -Punchlist	\$302,026
-100 & 200 Wing Classroom Fan Coil Replacements – Punchlist	\$1,040,545
<u>SFB Projects</u>	
CP #3 Hot Water Line Replacement Design - PO Issued	\$13,315
300 Wing – Structural Repairs Construction - PO Issued – Summer '23 Project	\$457,214
Campus Roof Assessments	
PH I, East Campus – PO Issued	\$8,085
PH II, West Campus – PO Issued	\$5,565
Bldg DN Evaporative Cooler to A/C Conversion - PO Issued	\$896,784
CP # 2 Hot Water Line Replacement Design – PO Issued	\$14,195
Classrooms 415/416/417 Floor Repairs – Complete	\$27,127

CDO:

Bond Projects

Main Central Plant Renovation -New Cooling Tower Set	\$714,157
Building BN HVAC Controls Improvement - Materials Ordered	\$10,358
Concrete Sidewalk & Seat Wall Replacement - Complete	\$32,615
Drinking Fountain/Bottle Fillers - PO Issued	\$32,176
Varsity Softball Field H/C Access Improvements - PO Issued	\$75,309
Fine Arts VFD Replacement – Complete	\$5,771
Admin Building Access Controls – February '23 Install	\$15,210

ESSER Projects

Building BN HVAC Improvements - May/June '23 Install	\$281,183
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SFB Projects

Campus Weatherization Assessment - PH I, W Campus – PO Issued	\$8,100
- PH II, E Campus – PO Issued	\$8,130
North Gym Evaporative Cooler to A/C Conversion - PO Issued	1,208,101

IRHS:

Bond Projects

Irrigation Well Design Complete	\$58,538
Library Lecture Hall Improvements – 90% Complete	\$88,063
Building A Walk Off Carpet R & R – Complete	\$1,839
Drinking Fountain/Bottle Fillers - PO Issued	\$33,365
Building A Access Control Improvements – PO Issued	\$12,844

Adjacent Ways Projects

Central Plant Fire Lane Pavement R&R – Spring Break	\$45,000
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SFB Projects

Weatherization Academic Buildings – Grant Submitted	\$417,263
Mold Remediation & Restoration – PO Issued	\$95,090
Lecture Hall Mold Remediation & Restoration - Complete	\$19,801

AMS:

Bond Projects

Admin Office Access Controls – Complete	\$5,463
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ESSER Projects

Building 300 HVAC Improvements – PO Issued	\$149,647
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Copper Creek:

Bond Projects

Drinking Fountain/Bottle Fillers – Complete	\$1,793
Central Plant Cooling Tower & Pump Upgrades Design - PO Requested	\$20,450

SFB Projects

MPR Roof Replacement – PO Issued	\$587,299
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Coronado:

Bond Projects

Electrical infrastructure for new marquee – Complete	\$8,800
Building F Roof Repairs – Complete	\$15,744
Boys & Girls Locker Room HVAC Improvements - PO Issued	\$114,238
Admin Office Access Controls – Complete	\$5,573
CP Chilled Water Pump Replacement – PO Issued	\$13,095
Activity Gym Entrance Canopy Replacement – PO Issued	\$8,030

Cross:

Bond Projects

Drinking Fountain/Bottle Fillers - PO Issued	\$5,346
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ESSER Projects

Building 600 HVAC Improvements – 90% Complete	\$80,464
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SFB Projects

Campus Roof Replacement	\$4,075,000
Bldg 100 – Complete	
Bldg 200 – Complete	
Bldg 300 – Complete	
Bldg 400 – Complete	
Bldg 500 – 85% Complete	
Bldg 600 – Complete	
Bldg 700 – Complete	
Admin – 95% Complete	
MPR – 85% Complete	

Donaldson:

Bond Projects

Admin Office & Campus Access Controls – Complete	\$51,905
Drinking Fountain/Bottle Fillers - PO Issued	\$10,854
Building A Exterior Paint – 95% Complete	\$20,765

Harelson:

Bond Projects

Admin Office & Campus Access Controls – Complete	\$59,918
PA System & Clocks – Materials Ordered	\$85,349

ESSER Projects

Building A HVAC Improvements – 95% Complete	\$83,369
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Holaway:

Bond Projects

Front Office Single Point of Entry – PO Requested	\$106,923
Admin Office Access Controls – PO Requested	\$13,907
Campus Access Controls – PO Requested	\$47,863

Innovation:

Bond Projects

Admin Office Access Controls – Complete	\$5,573
Campus HVAC Evaluation – PO Issued	\$9,950

Keeling:

Bond Projects

Building A – HVAC Replacements – 50% Complete	\$72,412
Admin Office Access Controls – Complete	\$5,301
Campus HVAC Controls – Equipment Ordered	\$138,435

La Cima:

Bond Projects

Admin Office & Campus Access Controls – Complete	\$65,626
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ESSER Projects

Central Plant Chiller Replacement PO Issued	\$425,983
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SFB Projects

Campus Weatherization Assessment – PO Issued	\$5,260
Mold Remediation & Restoration – PO Issued	\$38,180

Mesa Verde:

Bond Projects

Drinking Fountain/Bottle Fillers – 50% Complete \$5,300

Admin Office Access Controls – Complete \$5,411

ESSER Projects

Buildings C & F HVAC Improvements – Complete \$341,194

SFB Projects

Campus Roof Replacement \$1,601,623

East Classrooms - 50% Complete

West Classrooms - 50% Complete

Admin – 50% Complete

MPR – 75% Complete

Nash:

Bond Projects

Exterior Painting & Site Improvements \$72,830

- Paint Complete

Kitchen HVAC Replacement – PO Issues \$32,835

ESSER Projects

Building I HVAC Improvements – Equipment Ordered \$156,101

Painted Sky:

Bond Projects

Building A Carpet Replacement & Painting -Complete \$57,247

Drinking Fountain/Bottle Fillers – Complete \$21,891

ESSER Projects

HVAC Replacement Classrooms 114,115 & 116 \$43,903

- Units Ordered

SFB Projects

Fire Alarm Replacement Design - PO Issued \$25,460

Prince:

Bond Projects

Building C Ductwork, Flooring & Lighting – PO Requested \$392,205

ESSER Projects

Building C HVAC Improvements Design – Complete \$51,550

SFB Projects

Classroom 19 HVAC Replacement – Complete \$14,665

West Wing Classroom HVAC Replacement – Complete \$14,655

Rillito:

Bond Projects

Admin Office & Campus Access Controls – March '23 \$46,018

Security Fence Improvements – PO Requested \$15,116

Rio Vista:

Bond Projects

Admin Office & Campus Access Controls – Complete \$72,420

ESSER Projects

Building C Multizone AC Replacement – Bid Phase

Walker:

Bond Projects

Chilled Water Pump Replacement – Complete \$7,192

Drinking Fountain/Bottle Fillers - Complete \$16,394

Building F HVAC – PO Issued \$62,401

ESSER Projects

Buildings B, C, D & E HVAC Improvements – Units Order \$248,529

Wilson:

Bond Projects

Campus Painting Project – Complete \$86,446

Central Plant Hot Water Pump Improvements – Design \$8,450

South MPR & Locker Room HVAC - PO Issued \$183,609

ESSER Projects

CP Cooling Tower Replacements – PO Issued \$609,234

Campus HVAC Controls Upgrades – Construction \$255,229

SFB Projects

MPR Stage HVAC Replacement Design- PO Issued	\$15,845
MPR Buildings Roof Assessment – PO Issued	\$5,175
Campus Building Hot Water Line Replacement Design - PO Issued	\$23,975

*SOMETHING NEW AT EVERY SCHOOL,
EVERY YEAR!*



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

DATE OF MEETING: February 14, 2023

TITLE: Review of Arizona Department of Educations' Special Education Programs and Cost Analysis Report

BACKGROUND:

The Arizona Department of Education commissioned a cost study to “provide actionable, factual information on the provision of special education in Arizona’s public schools, the costs public schools incur in providing special education, and the existing funding streams public schools are allocated to provide special education.” Amphitheater was one of the districts who provided cost data to support this study.

In summary, the report concludes that on average each special education student is under funded by approximately \$5,600 per student. The following presentation will highlight how the funding formula works and how Amphitheater compares to the state averages for costs in the report.

RECOMMENDATION:

Information only, no action required.

INITIATED BY:

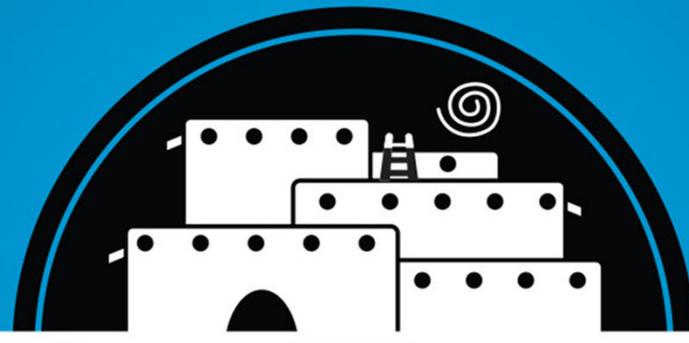
Scott Little

Scott Little, Chief Financial Officer

Date: February 8, 2023

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



AMPHITHEATER

P u b l i c S c h o o l s

Special Education Funding Overview

Overcoming the Acronyms

Disability Code	Description
A	Autism
DD	Developmental Delays
ED	Emotional Disabilities
EDP	Emotional Disability (Private)
HI	Hearing Impairment
MD	Multiple Disabilities
MDSSI	Multiple Disabilities Severe Sensory Impairment
MIID	Mild Intellectual Disabilities
MOID	Moderate Intellectual Disability
OHI	Other Health Impairments
OI	Orthopedic Impairment
PSD	Preschool-Severe Delayed
SID	Severe Intellectual Disability
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
TBI	Traumatic Brain Injury
VI	Visual Impairment



Group B Funding

For budget year 2022-23 the Base Level is \$4,775.27.

Description	Support Level Weight	Additional Funding
Hearing Impairment	4.771	\$ 22,782.81
	6.024	\$ 28,766.23
Resource - Multiple Disabilities, Autism & Severe Intellectual Disability	5.988	\$ 28,594.32
Self Contained - Multiple Disabilities, Autism & Severe Intellectual Disability		
Multiple Disabilities Severe Sensory Impairment	7.947	\$ 37,949.07
	3.158	\$ 15,080.30
Orthopedic Impairment - Resource		
	6.773	\$ 32,342.90
Orthopedic Impairment - Self Contained		
Emotional Disability (Private)	3.595	\$ 17,167.10
	0.292	\$ 1,394.38
Developmental Delays, Emotional Disabilities, Mild Intellectual Disabilities, Specific Learning Disability, Speech/Language Impairment, Other Health Impairments		
Emotional Disability (Private)	4.822	\$ 23,026.35
Moderate Intellectual Disability	4.421	\$ 21,111.47
Visual Impairment	4.806	\$ 22,949.95





December 19, 2022

On behalf of the Arizona Department of Education (ADE), I am pleased to release the full Special Education Programs and Cost Analysis. I commissioned this report to provide actionable, factual information on the provision of special education in Arizona's public schools, the costs public schools incur in providing special education, and the existing funding streams public schools are allocated to provide special education. The last time this analysis was conducted was in 2007. The landscape of special education has drastically changed regarding how special education is provided and how special education is resourced.

In FY 2019, students with disabilities comprised 15% of total public school enrollment in Arizona. It is critical to ensure that schools are adequately resourced to meet the full continuum of services required to provide students with a free and appropriate public education. This analysis is intended to identify where gaps exist in the funding of special education programs and services, and I hope that this information will be utilized to update funding streams to close identified gaps, so every school in Arizona is fully funded to provide the highest quality services, programs and resources for students with disabilities. Most concerning is the finding indicating public schools are underfunded to provide special education by approximately \$5,600 per student.

This report provides a comprehensive analysis of how much public schools are spending on special education and how much funding is allocated to provide special education. Phase I of the report analyzes special education demographic and staffing trends, special education transportation trends and direct costs, and residential treatment center and private placement costs compared to the funding formula. Phase II of the report analyzes special education costs associated with Empowerment Scholarship Accounts (ESA) and special education direct program costs.

I would like to personally thank the Arizona State Schools for the Deaf and Blind and every school district and charter school that participated in this project. Additionally, I would like to thank the stakeholders, community groups, and educational leaders who have provided input, interest, and involvement in this project. Your support has been invaluable in ensuring this analysis moves forward and that we realize the goal of improving and fully funding special education in Arizona. I urge stakeholders to use this report to advocate for improvements to Arizona's special education system.

Sincerely,

Kathy Hoffman, MS, CCC-SLP
Superintendent of Public Instruction
Arizona Department of Education



Arizona Department of Education

Special Education Programs and Cost Analysis Phase II

December 2022



December 16, 2022

Kathy Hoffman
Superintendent of Public Instruction
Arizona Department of Education
Transmitted via email: callie.tyler@azed.gov; aaron.wonders@azed.gov

Superintendent Hoffman:

At the request of the Arizona Department of Education (ADE), we have completed the second phase of the Arizona Special Education Programs and Cost Analysis and have summarized the results in this report for your consideration. Our analysis consisted primarily of gathering data from both the ADE and a selected sample of Local Educational Agencies (LEAs). The accompanying report includes the analysis and conclusions of the following areas of the analysis:

Task Four – Analysis of Special Education ESAs as a Total Cost of the ESA Program Compared to the Public Education Proportionate Distribution of State Revenues Between General Education and Special Education

Objective – Determine statewide ESA special education cost as a component of the total cost of the ESA program and of overall special education costs compared to the public education proportionate distribution of the state revenues between general education and special education.

Task Five – Analysis of Special Education Direct Program Costs

Objective – Evaluate the actual costs for both instructional and related service providers to deliver services to students with disabilities. Identify expenditures for students with multiple disabilities. Identify funding formula in comparison to actual costs. Financial costs will include the additional salaries, benefits, and non-payroll expenditures beyond what would have been expended by the LEA for general education programs.

To the extent that we have performed our analysis using data and information obtained from both the Department of Education and the selected LEAs, we have relied upon such information to be accurate. No assurances are intended, and no representation or warranties are made with respect thereto or the use made therein.

We would like to thank everyone from the Department of Education and selected LEAs for their assistance and cooperation. If you have any questions or need any further assistance, please contact Karin Smith at (623) 237-7953 and Eugene Park at (623) 237-7946.

Sincerely,

Heinfeld Meech & Co. PC

Heinfeld, Meech & Co., P.C.
Scottsdale, Arizona

Table of Contents

Page

Executive Summary	3
Special Education Programs and Cost Analysis – Phase II Conclusions	3
Project Objectives	5
Phase I	5
Phase II.....	5
Data Sources	6
Statewide Data.....	6
LEA Data	7
Task Four: Analysis of Special Education Empowerment Scholarship Accounts (ESAs) as a Total Cost of the ESA Program Compared to the Public Education Proportionate Distribution of State Revenues Between General Education and Special Education	8
Objective: Determine statewide ESA special education cost as a component of the total cost of the ESA program and of overall special education costs compared to the public education proportionate distribution of state revenues between general education and special education.	8
Task Five: Analysis of Special Education Direct Program Costs	13
Objective: Identify the actual additional costs related to state and locally-funded special education services. Determine the total cost for providing public education to special education in comparison to the Arizona funding model provided.	13

Appendices..... 22

Appendix – Amphitheater Unified School District..... 23

Appendix – Casa Grande Elementary School District..... 24

Appendix – Chandler Unified School District 25

Appendix – Chinle Unified School District 26

Appendix – Cottonwood Oak-Creek Unified School District..... 27

Appendix – Crane Elementary School District..... 28

Appendix – Duncan Unified School District 29

Appendix – Edge Inc., High School 30

Appendix – Flagstaff Unified School District..... 31

Appendix – Great Hearts Charter Schools 32

Appendix – Horizon Community Learning Centers 33

Appendix – Lake Havasu Unified School District 34

Appendix – Mesa Unified School District..... 35

Appendix – Miami Unified School District 36

Appendix – Parker Unified School District..... 37

Appendix – Phoenix Unified School District..... 38

Appendix – Pima Unified School District..... 39

Appendix – Prescott Unified School District..... 40

Appendix – Santa Cruz Valley Unified School District..... 41

Appendix – Sierra Vista Unified School District 42

Appendix – Vail Unified School District..... 43

Appendix – Washington Elementary School District..... 44

Appendix – Whiteriver Unified School District..... 45

Executive Summary

The Arizona Department of Education (ADE) commissioned the Special Education Programs and Cost Analysis to provide actionable data to policymakers, public schools, education stakeholders and the general public on the funds public schools expend to provide special education services compared to the total resource allocation provided by state funding formulas. Special Education services are among the most critical services Arizona public schools provide; however, it has been over 14 years since the State invested in an analysis or study on the actual cost of these services.

To conduct this analysis, the ADE partnered with HeinfeldMeech, a recognized industry leader in providing accounting, consulting, and auditing services. During the years 1997, 1999, 2001, 2003, 2005 and 2007, the ADE conducted a "Special Education Cost Study." During the years 1997, 1999, 2001, 2003 and 2005, the ADE outsourced this study to HeinfeldMeech and in 2007, HeinfeldMeech provided consultative assistance for the study.

Phase I of this Analysis was completed in May 2022. The portion of this report encompasses the details from Phase II.

Special Education Programs and Cost Analysis – Phase II Conclusions

Task Four – Analysis of Special Education Empowerment Scholarship Accounts (ESAs) as a Total Cost of the ESA program Compared to the Public Education Proportionate Distribution of State Revenues Between General Education and Special Education

Objective #1: Determine statewide ESA special education cost as a component of the total cost of the ESA program and of overall special education costs compared to the public education proportionate distribution of state revenues between general education and special education.

Conclusion:

The ESA program eligibility has been expanded almost yearly since its original enactment in 2011. The percentage of students receiving ESA's has nearly tripled between 2018 to 2022, growing from .43% to 1.14% of the state's public school enrollment. Students with disabilities have accounted for approximately 60% of participants each year and have received more than 80% of the distributed funds each year.

Task Five – Analysis of Special Education Direct Program Costs

Objective #1: Identify the actual additional costs related to state and locally funded special education services. Determine the total cost for providing public education to special education in comparison to the Arizona funding model provided.

Conclusion:

The representative sample students with disabilities amongst the sample LEAs included 14.5% of the total student populations of all schools included in the sample LEAs. On average, the total additional cost per student (measured by ADM) was \$15,041. The average amount of additional (Group B) funding per student funded by the state funding formula totaled \$9,432 which results in an average cost of \$5,609 additional cost to the LEA beyond the funding formula, or essentially underfunded. The disability category most underfunded was Moderate Intellectual Disability (MOID) costing an average of \$27,348 over what the state funding formula provides. The only disability category that presented itself as having positive variances to the state funding formula was Autism (A). This conclusion does not take away from the overall analysis that the current special education funding model does not sufficiently provide funding to address the student needs.

Project Objectives

The *Special Education Programs and Cost Analysis* was broken down into three phases. This report includes Phase I. For each phase of the analysis, we have identified the objective/task, the methodology, the data source, and the population sample. This analysis aims to provide ADE with current and relevant data to determine if sufficient funding is available for special education services.

Phase I

- Task One: Special Education Statewide Demographic and Staffing Trend Analysis
 - Objective:* Identify the change in the public education student population from 2009-10 school year to 2018-19 school year to include the total change in percentage of the public education student population, including children with a disability or disabilities.
 - Objective:* Identify the impact of the teacher and related service provider shortage on special education and the additional costs associated with special education staffing models compared to the average teacher pay for general education programs.
- Task Two: Analysis of Public School Student Transportation Trend Data and Direct Costs
 - Objective:* Identify the change in special education versus general education transportation route miles from 2010 to 2019. Compare this trend to total student enrollment trend data.
 - Objective –* Evaluate the actual cost of special education transportation compared to the state-funded transportation formula.
- Task Three: Analysis of Residential Treatment Center and Private Placement Costs Compared to the Funding Formula
 - Objective:* Identify the cost of residential treatment centers and private placement options compared to the funding formula

Phase II

- Task Four – Analysis of Special Education Empowerment Scholarship Accounts (ESAs) as a Total Cost of the ESA Program Compared to the Public Education Proportionate Distribution of State Revenues Between General Education and Special Education
 - Objective –* Determine statewide ESA special education cost as a component of the total cost of the ESA program and of overall special education costs compared to the public education proportionate distribution of the state revenues between general education and special education.
- Task Five – Analysis of Special Education Direct Program Costs
 - Objective –* Evaluate the actual costs for both instructional and related service providers to deliver services to students with disabilities. Identify expenditures for students with multiple disabilities. Identify funding formula in comparison to actual costs. Financial costs will include the additional salaries, benefits, and non-payroll expenditures beyond what would have been expended by the LEA for general education programs.

Data Sources

The data gathered for this analysis included various data sets from the Arizona Department of Education and LEA-specific data from a school district and charters sample.

As previously noted, a sample of LEAs was determined to meet the following profile:

- LEAs that represent every county
- LEAs that represent (PS) K-8 elementary school districts, 9-12 high school districts, and K-12 unified school districts
- LEAs that represent urban and rural communities
- LEAs on tribal land
- A minimum of 20 percent of the statewide public school special education population

LEAs who met the above criteria were asked to participate in the *Special Education Programs and Cost Analysis*. By participating, the LEAs agreed to self-report the requested data.

ADE provided various data sets, including student-level data and Empowerment Scholarship Accounts (ESA), and financial information.

The data collected included student and financial data and was not audited for presentation purposes in this report. Certain funding data not captured in this analysis include expenditures paid through federal funds such as Impact Aid, Elementary and Secondary School Emergency Relief (ESSER), and American Rescue Plan Act (ARPA) monies.

Statewide Data

The following is a summary of the data sets received from ADE through a secure portal.

Individual Student Data

- Student data was collected at both the state-wide level and individual student level. State-wide data was further filtered to provide specific information for the identified sample LEAs. Student data included:
 - Student identification number
 - LEA of attendance
 - Funded disability
 - Primary need identification
 - Additional need identification to determine multiple needs
 - Grade level as of October 1

State-wide Student Enrollment Data

- Statewide student enrollment included:
 - Total student unduplicated counts in FY18-FY22 enrolled in public schools
 - FY18-FY22 state-wide unduplicated ADM by disability category

Financial Data

- Total state allocated M&O and capital funding for all public education students for FY18-FY22. This included the state equalization and the local property taxes funding generated to fund the per-pupil funding model.

Empowerment Scholarship Account Data

- Various data sets were gathered for the Empowerment Scholarship Accounts including:
 - Total ESA student count by category of eligibility for FY18-FY22
 - Total ESA dollar amounts expended by category of eligibility for FY18-FY22

LEA Data

The following is a summary of the data sets received from the identified sample of LEAs through a secure portal.

Financial Data

- Complete general ledger for FY22 to include all expenditures by account code.
- Chart of accounts for FY22
- Paraprofessional employee listing by school
- Paraprofessional time study to include time spent with each student
- Student information system data export to include student name, student identification number, student schedule, and teacher assignments
- Related service provider time study for time spent with each student

Task Four: Analysis of Special Education Empowerment Scholarship Accounts (ESAs) as a Total Cost of the ESA Program Compared to the Public Education Proportionate Distribution of State Revenues Between General Education and Special Education

Objective: Determine statewide ESA special education cost as a component of the total cost of the ESA program and of overall special education costs compared to the public education proportionate distribution of state revenues between general education and special education.

The Empowerment Scholarship Account (ESA) is a program administered by ADE in which a parent or guardian of a qualified Arizona student may apply for an account funded by state tax dollars to provide options for the student's education in lieu of public school. The ESA program allows parents of qualified students to utilize public monies to homeschool, pay tuition at a private school and purchase educational goods and services. Eligible students receive 90 percent of the State Aid that would have gone to the student's school district or charter school had the student remained enrolled in the public school system. A.R.S. §15-2402(B)(1) indicates the applicant parent becomes an ESA account holder and uses these funds to provide an education at least the subjects of reading, grammar, mathematics, social studies, and science.

In accordance with A.R.S. §15-2401, parent is defined as a parent of Arizona who is the parent or legal guardian of a qualified student. The statute further defines a qualified student as a resident of the state. Over the past several years, the ESA program eligibility categories have been expanded by legislation passed by the State Legislature and signed into law by the Governor with the 2022 Legislative Session culminating in the passage of HB 2853, establishing universal ESA eligibility for Arizona residents eligible to attend a public school. The following is a brief summary of the program's history and recent expansions.

The State Legislature established the ESA Program during the 2011 regular session. The legislature enacted §§15-2401 through 15-2404, which, among other provisions, allows parents of a child who meets specific eligibility criteria to receive state education monies if they agree not to enroll the child in a public school. Parents are required to spend these monies for statutory authorized educational expenses of the child, such as private school tuition, educational therapies, tutoring, tuition, and fees at an eligible post-secondary institution, or to buy curriculum or textbooks to educate the child.

Arizona's ESA program was initially established in 2011 with eligibility limited to students identified as a student with a disability under IDEA or covered under Section 504 of the Rehabilitation Act. Since the program's enactment, it has been incrementally and systematically expanded by increasing the categories of school aged children who are eligible to participate. The legislatively enacted expansions included:

- 2012 – ESA program was expanded to include students attending "D" or "F" schools, children in active-duty military families, and children who are wards of the juvenile court or in foster care.
- 2013 – ESA program was expanded to include incoming kindergartners who meet existing eligibility requirements.
- 2014 – ESA program was expanded to include siblings of current or former ESA program recipients and to preschools with disabilities.
- 2015 – ESA Program expanded to include children living on an Indian reservation in Arizona
- 2016 – ESA Program expanded to include children of a parent who is legally blind, deaf, or hard of hearing. The program was also expanded this year to include siblings of an eligible child.
- 2018 – Approved in the prior legislative session, the ESA Program was expanded to remove all eligibility requirements and was referred to the November 2018 ballot as Proposition 305 via a citizen-led referendum. Arizona voters overturned the law.
- 2019 – no bills expanding eligibility
- 2020 – no bills expanding eligibility
- 2021 – ESA program reduced the requirements for prior public school enrollment from 100 days to 45 days and eliminated the requirement for low-income students attending a “D” or “F” school.
- 2022 – ESA Program was expanded to remove most eligibility requirements opening the program to all students in Arizona.

Methodology

The Arizona Department of Education (ADE) provided financial and student data for the ESA program. The data included student count by eligibility category and total amount of expended funds by eligibility category. This data was analyzed to determine the enrollment growth each school year. Data was also utilized to determine the percentage of to the total student population each year using the ESA program and the total State funding expended for the program each school year.

Results

From School Year 2018 to School Year 2022, the ESA program grew by 8,227 students representing a 170 percent increase. In the 2018 school year the total student population enrolled in the ESA program was 4,839 students and in the 2022 school year this enrollment count grew to 13,066 students. The following table shows the enrollment growth each year and the percentage of total student population represented by the ESA program. Data provided indicates the total number of students who participated in the ESA program in a given year, not the total number of active accounts as of the end of the fiscal year identified. With the passage of universal ESA eligibility, the ESA program has grown significantly, however this analysis concludes with School Year 2022 and reflects data prior to HB 2853 (universal expansion) going into effect. This analysis examined the program participation from 2018 to 2022, therefore, this report does not reflect the 2023 increase in participation.

Table A – ESA Student Population as a Percentage of Total Student Population

	Total Student Population in Public Schools	Total Students Receiving ESAs	Total Student Count	Percentage students receiving ESAs
2018	1,108,598	4,839	1,113,437	0.43%
2019	1,141,691	6,266	1,147,957	0.55%
2020	1,153,141	7,652	1,160,793	0.66%
2021	1,119,258	10,579	1,129,837	0.94%
2022	1,132,999	13,066	1,146,065	1.14%

Table B – ESA Student with Disabilities Population

ESA applications are categorized in the following categories:

- Adoption/Foster Care – Adopted
- Adoption/Foster Care – Planned Adoption
- Attending a “D” or “F” School
- Parent is Legally Blind/Deaf/Hard of Hearing
- Active Military Duty
- Activity Military Duty Student with Disability
- Previously Enrolled in ESA Program
- Residing on a Native American Reservation
- Sibling of an Eligible ESA Student
- Student with Disability

The two categories that include students with disabilities include "Active Military Duty Student with Disability" and "Student with Disability". These categories represent more than half of the student population in the ESA program. The following table presents the population of these two eligibility categories from school year 2018 through school year 2022.

	Total Students receiving ESAs	Total Students with Disabilities Receiving ESAs	Percentage of ESAs Distributed to Students with Disabilities
2018	4,839	2,805	57.97%
2019	6,266	3,630	57.93%
2020	7,652	4,579	59.84%
2021	10,579	6,237	58.96%
2022	13,066	7,928	60.68%

Table C – Students with Disabilities Receiving ‘ESA’s as a Percentage of Total SPED Population

Students with disabilities can be qualified for the ESA Program upon application. However, once enrolled in the ESA program, the student can no longer be enrolled in a public school. To determine the population of students receiving an ESA as a population of the total student with disabilities population in the state, this population was added to the state-wide student with disabilities population. The following table presents the percentage of students with disabilities receiving the ESA from School Year 2018 through school year 2022.

	Total Student with Disabilities in Public Schools	Total Student with Disabilities Receiving ESAs	Total Student with Disabilities Count	Percentage of total Student with Disabilities Receiving ESAs
2018	132,773	2,805	135,578	2.07%
2019	143,152	3,630	146,782	2.47%
2020	147,790	4,579	152,369	3.01%
2021	144,470	6,237	150,707	4.14%
2022	145,084	7,928	153,012	5.18%

Table D – ESA Distributed Funds for Students with Disabilities

The Department of Education distributes ESA funds quarterly to the parents/guardians of eligible students. In 2018 the total expended funds were over \$47 million; in 2022 this amount had grown to almost \$147 million. The total funds distributed from school year 2018 to school year 2022 increased by over 300%. Students with a disability received more than 80% of the funds distributed each year during this same period. The following table presents the total value of ESAs distributed to students with disabilities as a percentage of total ESAs distributed each year.

	Total Value of ESAs Distributed	Total Value of ESAs Distributed to Students with Disabilities	Total Percentage of ESAs Distributed to Students with Disabilities
2018	\$ 56,816,197.12	\$ 47,195,795.72	83.07%
2019	\$ 79,004,708.74	\$ 65,383,326.35	82.76%
2020	\$ 104,584,155.86	\$ 87,601,728.57	83.76%
2021	\$ 138,327,401.60	\$ 114,311,791.59	82.64%
2022	\$ 176,000,387.10	\$ 146,385,820.39	83.17%

Conclusion

The ESA program eligibility has been expanded almost yearly since its original enactment in 2011. The percentage of students receiving ESA's has nearly tripled between 2018 to 2022, growing from .43% to 1.14% of the state's public school enrollment. Students with disabilities have accounted for approximately 60% of participants each year and have received more than 80% of the distributed funds each year.

Task Five: Analysis of Special Education Direct Program Costs

Objective: Identify the actual additional costs related to state and locally-funded special education services. Determine the total cost for providing public education to special education in comparison to the Arizona funding model provided.

Under the IDEA, all children with disabilities ages three through 21 are entitled to a *free appropriate public education (FAPE)*. In Arizona, children with disabilities are entitled to receive a FAPE through the school year in which they turn 22 years old. The IDEA obligates schools to identify, locate, and evaluate all children with disabilities, and guarantees eligible children with disabilities a FAPE, based on the child's unique needs, in the child's least restrictive environment.

In identifying the additional costs related to state and locally funded special education services both special education costs and related service costs were evaluated. Special education means specially designed instruction to meet the unique needs of a child with a disability. Related services means such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, school nurse services designed to enable a child with a disability to receive a free and appropriate education, early identification and assessment of disabilities in children, counseling services, including rehabilitative counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes.

Costs from other Maintenance and Operations programs were included, when applicable, for providing other additional special education services, such as maintenance and food services to a separate special education facility.

Preschool and kindergarten students are counted as one-half of the actual student count for calculating the Average Daily Membership (ADM). The per-student costs and student/teacher ratios stated in this report are based on this one-half ADM to achieve comparability to state funding levels. This is particularly important to note when analyzing the preschool per-student cost figures.

Transportation costs were not evaluated as part of this Task, as they were analyzed as part of Task 2.

Programs for gifted students, remedial education, English language learner education, homebound or career exploration were not included in this analysis.

Methodology

Different data sets were collected to identify and allocate the additional expenditures each sample public school incurred. Expenditures were recorded for all students with disabilities within these schools by using the specific coding required by the state. Expenditures were taken from the LEA's expenditure reports for school year 2022. The additional special education expenditures are defined as the expenditures directly charged to the Special Education Program coding of the Maintenance and Operations and Unrestricted Capital Outlay Funds for school districts or of the schoolwide expenditures for charter schools that were separate from federal expenditures. All other costs except for costs associated with transportation, programs for gifted students, remedial education, English language learner education, homebound or career exploration within the Maintenance and Operations and Unrestricted Capital Outlay Funds for school districts or of the schoolwide expenditures for charter schools were used to calculate the cost of students without the additional costs necessary for students with disabilities.

To gather the data related to costs, LEAs were asked to provide several data sets, including the following:

- Total expenditures incurred by account code for school year 2022
- LEA chart of accounts to determine the coding used by each LEA to classify expenditures
- Paraprofessional and related service provider time studies

The paraprofessional time study involved asking all paraprofessional staff to complete a time study to provide an estimated breakdown of how much time was spent with each student within each of the different disabilities during the school year.

Related service provider time studies involved gathering the breakdown of how much time each related service provider spent with each student within each of the different disabilities within a typical month. This time study also provided an estimated breakdown of how much time related service providers spent with each student within each of the different disabilities during the school year.

The Arizona Department of Education provided student-level data to include the funded disability for each student. This data was used to determine the state funding provided to each LEA based on the funded average daily membership (ADM). This data was also used to determine the served ADM for each LEA as the data included students served regardless of the LEA receiving funding (i.e. students enrolled at the LEA outside of the 100-day funding period, etc.).

Time study information from the paraprofessional and related service provider time studies were consolidated and used to allocate the additional special education costs amongst the different disabilities. If no time information was submitted for a particular disability (only occurred on a few occasions), the time information submitted for the disability with a similar currently funded weight was used to allocate costs.

The ADE also provided total student ADM figures, different funding weights for different grade levels, and funded SPED ADM through each LEAs BSA 55-1 report. This report was used to aid in the calculation of total costs and the amount of funding received for each student within each disability.

Total cost per served ADM was calculated using the following formula:

- First calculating a per ADM cost without the additional SPED costs to calculate a per ADM cost without the additional costs associated with SPED.
- The additional SPED cost per ADM was then added to this cost per ADM without SPED costs.
- This was then multiplied by the served ADM to calculate total costs within each disability.

Funding was calculated for each disability based on the funding formula providing funding for student enrolled in the LEA for the first 100 days. The data provided by ADE provided a breakdown of the students that were funded and then reconciled to each District's BSA 55-1 for school year 2022 to show total funding received by each LEA for each disability.

Results

Cost Per Student - Derived from school accounting records utilizing the total cost concept described previously in the *Special Education Programs and Cost Analysis Phase I*. Costs were divided by the Average Daily Membership (ADM) for the students served by each LEA. These costs were compared to the funded formula from each disability category within the state funding formula. Based on the funding formula providing funding for the students enrolled in the public school for the first 100 days, LEAs will have a population of students they serve but do not receive funding.

The tables on the following tables represent the calculations in total. Table E identifies the totals by LEA and Table F identifies the totals by disability.

Table E – Student with Disability Population as a Percentage of LEA Population

LEA Name	Total ADM	Funded SPED ADM	Served SPED ADM
Amphitheater Unified School District	11,588	2,089	2,341
Arizona State School for the Deaf and the Blind	436	-	436
Casa Grande Elementary School District	6,026	880	1,013
Chandler Unified School District	42,298	4,702	5,106
Chinle Unified School District	3,001	306	332
Cottonwood Oak-Creek Unified School District	1,721	223	249
Crane Elementary School District	5,552	529	581
Duncan Unified School District	305	46	54
Edge School Inc.	152	28	35
Flagstaff Unified School District	8,597	1,226	1,382
Great Hearts	13,880	900	1,059
Horizon Community Learning Center	1,432	98	105
Lake Havasu Unified School District	5,094	710	797
Mesa Unified School District	54,833	9,019	10,149
Miami Unified School District	1,551	188	201
Parker Unified School District	1,647	334	384
Phoenix Union High School District	27,335	3,207	3,197
Pima Unified School District	1,030	183	181
Prescott Unified School District	3,491	438	503
Santa Cruz Unified School District	3,448	365	399
Sierra Vista Unified School District	4,444	440	506
Vail Unified School District	13,471	1,580	1,682
Washington Elementary School District	18,733	2,889	3,111
Whiteriver Unified School District	2,155	250	262
Grand Total	231,785	30,631	33,630

Table F - Additional Cost Incurred and Total Cost Per Student by Disability Category

The method of funding special education programs in Arizona public schools has gradually evolved to the present "weighted" formula. Under this method, funding for students with disabilities is distributed to public schools as part of the Group A and Group B program support level weights. The Group B program support level weights were previously identified in this analysis.

Additional costs are those excess state and local costs incurred by public schools to educate students with disabilities. These include only those costs above and beyond the cost of general education. The analysis did not allocate administrative and operational expenses from the general education program of the Maintenance and Operation Fund (M&O Fund) and Unrestricted Capital Outlay Fund for school districts or schoolwide expenses for charter schools. These costs are not considered additional because they would

be incurred regardless of the student with disability enrollment. Federal expenditures were excluded from the cost per student by category to provide comparability to the state aid funding formula. This information was derived from the school districts' detailed accounting records and inquiries with the schools' special education and finance personnel.

Total costs account for all costs incurred by a school to educate students in special education programs. This includes those costs associated with general education. Expenses that can be directly charged to specific disabilities were assigned. The average daily membership and percentage of students in each category were used to determine the portion allocated to special programs when the expenses could not be directly charged. Allocated expenses included the students' general and special education expenses related to teachers and aides, instructional supplies and services, principals and other campus support staff, district-wide administrators and support staff, facilities, and administrative supplies and services. Federally funded expenditures were not included in this study.

The following table presents the total cost per student by disability category.

Disability	ADM	Additional SPED Cost	SPED Cost per ADM	Total Cost	Cost per ADM
A	3,768	\$ 60,334,324	\$ 16,012	\$ 85,639,479	\$ 22,728
DD	2,690	25,421,172	9,451	43,004,662	15,988
ED	1,334	16,707,579	12,529	25,757,612	19,315
EDP	359	10,884,326	30,329	13,379,511	37,282
HI	550	13,461,368	24,468	15,273,661	27,762
MD	231	8,045,866	34,779	9,318,123	40,279
MDSSI	203	8,964,113	44,210	9,936,755	49,007
MIID	1,310	22,321,612	17,043	31,327,351	23,919
MOID	398	17,895,018	44,959	20,645,566	51,869
OHI	4,357	28,241,118	6,482	57,698,116	13,244
OI	310	8,588,802	27,705	10,654,378	34,368
PSD	340	6,168,399	18,147	8,320,480	24,478
SID	64	1,746,722	27,239	2,199,521	34,300
SLD	13,237	43,439,908	3,282	133,874,712	10,113
SLI	4,705	9,864,352	2,097	40,753,668	8,663
TBI	37	303,377	8,199	550,188	14,870
VI	173	3,177,358	18,340	4,027,799	23,249
Totals	34,065	\$285,565,414	\$ 8,383	\$ 512,361,582	\$ 15,041

The following table presents total cost over or under the state funded amount student by disability category:

Disability	ADM	Total Cost	Total Funded	Funded per ADM	Over/(Under) Funded	Over/(Under) Funded per ADM
A	3,768	\$ 85,639,479	\$119,805,956	\$ 31,796	\$ 34,166,477	\$ 9,068
DD	2,690	43,004,662	13,986,385	5,200	(29,018,277)	(10,788)
ED	1,334	25,757,612	6,886,050	5,164	(18,871,562)	(14,151)
EDP	359	13,379,511	11,324,067	31,555	(2,055,444)	(5,728)
HI	550	15,273,661	5,751,943	10,455	(9,521,718)	(17,307)
MD	231	9,318,123	5,567,945	24,068	(3,750,178)	(16,211)
MDSSI	203	9,936,755	5,986,502	29,525	(3,950,253)	(19,482)
MIID	1,310	31,327,351	7,278,215	5,557	(24,049,136)	(18,362)
MOID	398	20,645,566	9,760,067	24,521	(10,885,499)	(27,348)
OHI	4,357	57,698,116	22,881,501	5,252	(34,816,615)	(7,992)
OI	310	10,654,378	9,347,794	30,153	(1,306,584)	(4,215)
PSD	340	8,320,480	6,157,053	18,114	(2,163,427)	(6,365)
SID	64	2,199,521	1,989,928	31,031	(209,593)	(3,268)
SLD	13,237	133,874,712	67,909,369	5,130	(65,965,343)	(4,983)
SLI	4,705	40,753,668	23,909,709	5,082	(16,843,959)	(3,580)
TBI	37	550,188	-	-	(550,188)	(14,870)
VI	173	4,027,799	2,746,024	15,850	(1,281,775)	(7,399)
Totals	34,065	\$512,361,582	\$321,288,508	\$ 9,432	\$(191,073,074)	\$ (5,609)

Notes:

1. ADM figures are rounded to the nearest whole number. When calculating costs and funding, ADM figures were out to the ten thousandths (fourth place after the decimal).
2. Funding for TBI, if funded for, is included in other disabilities when funding is calculated.

Table G – Additional Cost Incurred by Sample LEAs Included in Analysis

The following table presents the additional cost per student by disability category. This represents all disability categories served by each LEA. The detailed analysis of each LEA by disability category is included in the appendices.

Local Educational Agency	ADM	Additional SPED Cost	Average Additional SPED Cost per ADM	Total Cost	Additional Total Cost per ADM
Amphitheater Unified School District	2,341	\$ 15,243,441	\$ 6,511	\$ 30,200,467	\$ 12,900
Arizona State School for the Deaf and the Blind	436	19,763,973	45,382	19,763,973	45,382
Casa Grande Elementary School District	1,013	7,658,204	7,559	13,347,902	13,174
Chandler Unified School District	5,106	40,837,764	7,998	73,742,264	14,442
Chinle Unified School District	332	1,906,580	5,738	3,880,404	11,678
Cottonwood Oak-Creek Unified School District	249	2,171,891	8,725	3,617,685	14,533
Crane Elementary School District	581	4,677,979	8,048	7,805,817	13,429
Duncan Unified School District	54	310,337	5,704	805,805	14,811
Edge School Inc.	35	163,064	4,600	440,149	12,416
Flagstaff Unified School District	1,382	9,805,259	7,094	18,994,201	13,742
Great Hearts	1,059	7,678,196	7,252	16,469,310	15,555
Horizon Community Learning Center	105	422,462	4,019	1,281,233	12,187
Lake Havasu Unified School District	797	708,935	890	5,279,787	6,625
Mesa Unified School District	10,149	76,469,191	7,534	148,561,322	14,637
Miami Unified School District	201	1,675,388	8,352	2,793,884	13,927
Parker Unified School District	384	1,555,513	4,055	4,132,874	10,774
Phoenix Union High School District	3,197	31,139,423	9,740	59,115,073	18,490
Pima Unified School District	181	998,106	5,528	2,061,357	11,417
Prescott Unified School District	503	4,554,096	9,055	7,066,793	14,051
Santa Cruz Unified School District	399	2,567,447	6,443	4,647,607	11,663
Sierra Vista Unified School District	506	3,924,874	7,755	6,919,994	13,673
Vail Unified School District	1,682	16,669,571	9,909	26,635,377	15,833
Washington Elementary School District	3,111	32,965,836	10,597	51,559,057	16,574
Whiteriver Unified School District	262	1,697,884	6,486	3,239,247	12,374
Total	34,065	\$ 285,565,414	\$ 8,383	\$ 512,361,582	\$ 15,041

ARIZONA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS AND COST ANALYSIS – PHASE II

Local Educational Agency	ADM	Total Cost	Additional Total Cost per ADM	Total Funding	Total Funding per ADM	Over/(Under) Funded	Over/(Under) Funded per ADM
Amphitheater Unified School District	2,341	\$ 30,200,467	\$ 12,900	\$ 18,997,088	\$ 8,115	\$ (11,203,379)	\$ (4,785)
Arizona State School for the Deaf and the Blind	436	19,763,973	45,382	-	-	-	-
Casa Grande Elementary School District	1,013	13,347,902	13,174	9,790,328	9,663	(3,557,574)	(3,511)
Chandler Unified School District	5,106	73,742,264	14,442	51,558,694	10,097	(22,183,570)	(4,345)
Chinle Unified School District	332	3,880,404	11,678	2,551,000	7,677	(1,329,404)	(4,001)
Cottonwood Oak-Creek Unified School District	249	3,617,685	14,533	2,088,573	8,390	(1,529,112)	(6,143)
Crane Elementary School District	581	7,805,817	13,429	6,086,427	10,471	(1,719,390)	(2,958)
Duncan Unified School District	54	805,805	14,811	453,853	8,342	(351,952)	(6,469)
Edge School Inc.	35	440,149	12,416	257,541	7,265	(182,608)	(5,151)
Flagstaff Unified School District	1,382	18,994,201	13,742	11,079,081	8,015	(7,915,120)	(5,727)
Great Hearts	1,059	16,469,310	15,555	8,090,892	7,642	(8,378,418)	(7,913)
Horizon Community Learning Center	105	1,281,233	12,187	846,856	8,056	(434,377)	(4,131)
Lake Havasu Unified School District	797	5,279,787	6,625	6,919,272	8,682	1,639,485	2,057
Mesa Unified School District	10,149	148,561,322	14,637	97,819,529	9,638	(50,741,793)	(4,999)
Miami Unified School District	201	2,793,884	13,927	1,756,149	8,754	(1,037,735)	(5,173)
Parker Unified School District	384	4,132,874	10,774	2,729,684	7,116	(1,403,190)	(3,658)
Phoenix Union High School District	3,197	59,115,073	18,490	34,503,536	10,792	(24,611,537)	(7,698)
Pima Unified School District	181	2,061,357	11,417	1,873,788	10,379	(187,569)	(1,038)
Prescott Unified School District	503	7,066,793	14,051	4,606,804	9,160	(2,459,989)	(4,891)
Santa Cruz Unified School District	399	4,647,607	11,663	3,535,348	8,871	(1,112,259)	(2,792)
Sierra Vista Unified School District	506	6,919,994	13,673	4,466,222	8,825	(2,453,772)	(4,848)
Vail Unified School District	1,682	26,635,377	15,833	18,095,507	10,757	(8,539,870)	(5,076)
Washington Elementary School District	3,111	51,559,057	16,574	31,126,257	10,006	(20,432,800)	(6,568)
Whiteriver Unified School District	262	3,239,247	12,374	2,056,079	7,854	(1,183,168)	(4,520)
Total	34,065	\$512,361,582	\$ 15,041	\$321,288,508	\$ 9,432	\$(191,073,074)	\$ (5,609)

Arizona School for the Deaf and Blind

The Arizona State Schools for the Deaf and Blind (ASDB) serves over 2,000 students who are blind, visually impaired, deaf, hard of hearing or deafblind. Because the entire population attending the ASDB represents students with disabilities, all costs were determined as an additional cost. The costs per student disability range from \$4,409 to \$83,637 per student. The following chart outlines the cost by disability category for students attending ASDB.

Arizona State Schools for the Deaf and Blind				
Disability	Served SPED ADM	Additional SPED Cost per ADM	Total Cost per ADM	Total Cost
HI	280	\$ 41,605	\$ 41,605	\$ 11,649,400
MD	48	59,063	59,063	2,805,493
MDSSI	61	83,637	83,637	5,101,857
VI	47	4,409	4,409	207,223
TOTAL	436		\$ 45,382	\$ 19,763,973

Conclusion

The representative sample students with disabilities amongst the sample LEAs included 14.5% of the total student populations of all schools included in the sample LEAs. On average, the total additional cost per student (measured by ADM) was \$15,041. The average amount of additional (Group B) funding per student funded by the state funding formula totaled \$9,432 which results in an average cost of \$5,609 additional cost to the LEA beyond the funding formula, or essentially underfunded. The disability category most underfunded was Moderate Intellectual Disability (MOID) costing an average of \$27,348 over what the state funding formula provides. The only disability category that presented itself as having positive variances to the state funding formula was Autism (A). This conclusion does not take away from the overall analysis that the current special education funding model does not sufficiently provide funding to address the student needs.

Appendices

The following appendices provide an analysis of each LEA included in the representative sample. For each LEA, any student counts of ten or fewer were redacted to protect the individual student identity. The totals include all student counts, costs and funding, however individual disability amounts may be redacted.

Appendix – Amphitheater Unified School District

Amphitheater Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under) Funded Total
A	193	\$ 1,983,896	\$ 10,303	\$ 3,214,280	\$ 16,692	182	\$ 964,160	\$ 4,858,463	\$ 5,822,623	\$ 30,237	\$ 2,608,343
DD	245	1,953,191	7,971	3,518,846	14,360	226	1,204,517	93,248	1,297,765	5,296	(2,221,081)
ED	123	3,493,161	28,348	4,280,394	34,737	107	576,978	44,329	621,307	5,042	(3,659,087)
EDP	13	316,307	23,693	401,595	30,082	14	77,361	310,184	387,545	29,030	(14,050)
HI	16	42,532	2,584	147,689	8,973	-	23,003	94,580	117,583	7,144	(30,106)
MD	12	158,104	13,206	234,595	19,595	11	59,410	293,021	352,431	29,437	117,836
MDSSI	11	150,079	13,993	218,597	20,382	10	51,531	343,571	395,102	36,839	176,505
MIID	55	794,404	14,376	1,147,420	20,765	52	280,722	21,605	302,327	5,471	(845,093)
MOID	16	426,424	26,292	530,040	32,681	15	83,175	299,102	382,277	23,570	(147,763)
OHI	334	3,721,888	11,141	5,856,319	17,530	297	1,585,821	122,821	1,708,642	5,115	(4,147,677)
OI	27	140,396	5,213	312,442	11,602	27	143,910	753,157	897,067	33,311	584,625
PSD	-	69,157	20,251	90,976	26,640	-	18,790	46,587	65,377	19,144	(25,599)
SID	-	4,317	1,999	18,118	8,388	-	11,887	57,844	69,731	32,283	51,613
SLD	947	1,631,029	1,722	7,682,327	8,111	836	4,465,215	345,787	4,811,002	5,079	(2,871,325)
SLI	335	295,978	884	2,434,225	7,273	298	1,552,703	123,283	1,675,986	5,008	(758,239)
TBI	-	46,221	30,814	55,805	37,203	-	-	-	-	-	(55,805)
VI	-	16,357	2,584	56,799	8,973	-	19,176	71,147	90,323	14,269	33,524
TOTAL	2,341	15,243,441	\$ 6,511	\$ 30,200,467	\$ 12,900	2,089	\$ 11,118,359	\$ 7,878,729	\$ 18,997,088	\$ 8,115	\$ (11,203,379)

Appendix – Casa Grande Elementary School District

Casa Grande Elementary School District												
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under) Funded Total	
A	124	\$ 1,668,669	\$ 13,452	\$ 2,365,246	\$ 19,068	121	\$ 623,144	\$ 3,229,562	\$ 3,852,706	\$ 31,060	\$ 1,487,460	
DD	102	577,733	5,662	1,150,778	11,278	94	509,695	38,878	548,573	5,376	(602,205)	
ED	28	103,966	3,778	258,490	9,394	25	126,209	10,136	136,345	4,955	(122,145)	
EDP	15	365,406	25,020	447,417	30,636	17	85,816	357,344	443,160	30,344	(4,257)	
HI	-	120,960	12,865	173,760	18,481	-	50,348	199,415	249,763	26,565	76,003	
MD	-	88,998	29,666	105,846	35,282	-	10,296	53,400	63,696	21,232	(42,150)	
MDSSI	-	207,202	52,456	229,384	58,072	-	20,334	139,548	159,882	40,476	(69,502)	
MIID	60	1,021,604	16,944	1,360,201	22,560	55	282,068	22,653	304,721	5,054	(1,055,480)	
MOID	12	589,252	49,392	656,245	55,008	11	59,150	225,821	284,971	23,887	(371,274)	
OHI	88	537,057	6,087	1,032,474	11,703	74	379,520	30,480	410,000	4,647	(622,474)	
OI	13	431,862	33,118	505,091	38,734	13	67,129	328,508	395,637	30,340	(109,454)	
PSD	16	224,697	14,119	314,083	19,735	13	81,639	202,408	284,047	17,848	(30,036)	
SID	-	95,456	33,144	111,629	38,760	-	14,826	76,806	91,632	31,817	(19,997)	
SLD	350	1,381,975	3,953	3,344,984	9,569	278	1,433,568	115,131	1,548,699	4,430	(1,796,285)	
SLI	179	171,626	961	1,174,648	6,577	156	814,302	64,537	878,839	4,921	(295,809)	
TBI	-	4,131	2,066	15,364	7,682	-	-	-	-	-	(15,364)	
VI	-	67,610	10,958	102,262	16,574	-	27,199	110,458	137,657	22,311	35,395	
TOTAL	1,013	\$ 7,658,204	\$ 7,559	\$ 13,347,902	\$ 13,174	880	\$ 4,585,243	\$ 5,205,085	\$ 9,790,328	\$ 9,663	\$ (3,557,574)	

Appendix – Chandler Unified School District

Chandler Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	641	\$ 8,408,719	\$ 13,119	\$ 12,539,030	\$ 19,563	672	\$ 3,585,028	\$ 17,951,488	\$ 21,536,516	\$ 33,601	\$ 8,997,486
DD	338	3,135,378	9,266	5,315,716	15,710	310	1,677,046	128,108	1,805,154	5,335	(3,510,562)
ED	163	1,854,014	11,388	2,903,071	17,832	144	779,167	59,659	838,826	5,152	(2,064,245)
EDP	42	1,335,623	31,760	1,606,604	38,204	66	360,832	1,414,441	1,775,273	42,215	168,669
HI	33	215,466	6,496	429,225	12,940	35	190,480	742,769	933,249	28,135	504,024
MD	19	491,713	25,346	616,726	31,790	18	97,852	491,951	589,803	30,402	(26,923)
MDSSI	23	671,629	29,361	819,039	35,805	24	130,867	843,471	974,338	42,594	155,299
MIID	188	3,550,003	18,924	4,758,824	25,368	185	985,043	76,316	1,061,359	5,658	(3,697,465)
MOID	53	2,637,081	50,182	2,975,696	56,626	52	277,429	1,013,147	1,290,576	24,559	(1,685,120)
OHI	719	5,482,291	7,629	10,113,345	14,073	658	3,538,600	272,096	3,810,696	5,303	(6,302,649)
OI	47	1,180,421	25,106	1,483,402	31,550	48	254,784	1,294,031	1,548,815	32,941	65,413
PSD	37	928,285	24,834	1,169,156	31,278	32	208,719	517,479	726,198	19,428	(442,958)
SID	-	18,842	13,604	27,766	20,048	-	7,800	36,868	44,668	32,251	16,902
SLD	1,859	7,180,914	3,863	19,160,990	10,307	1,629	8,706,892	673,676	9,380,568	5,046	(9,780,422)
SLI	910	1,936,223	2,127	7,800,462	8,571	800	4,193,975	330,789	4,524,764	4,972	(3,275,698)
TBI	-	45,773	7,629	84,438	14,073	-	-	-	-	-	(84,438)
VI	27	1,765,389	65,616	1,938,774	72,060	27	143,060	574,831	717,891	26,682	(1,220,883)
TOTAL	5,106	\$ 40,837,764	\$ 7,998	\$ 73,742,264	\$ 14,442	4,702	\$ 25,137,574	\$ 26,421,120	\$ 51,558,694	\$ 10,097	\$ (22,183,570)

Appendix – Chinle Unified School District

Chinle Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under) Fund ed Total
A	20	\$ 293,939	\$ 14,341	\$ 415,694	\$ 20,281	19	\$ 101,835	\$ 520,535	\$ 622,370	\$ 30,364	\$ 206,676
DD	20	114,202	5,852	230,139	11,792	17	86,025	6,828	92,853	4,758	(137,286)
ED	-	84,665	10,376	133,139	16,316	-	39,383	2,960	42,343	5,189	(90,796)
HI	-	20,395	10,198	32,276	16,138	-	-	-	-	-	(32,276)
MD	-	6,759	2,100	25,876	8,040	-	12,505	59,408	71,913	22,344	46,037
MIID	-	144,390	17,321	193,901	23,261	-	44,669	3,446	48,115	5,772	(145,786)
MOID	-	34,883	8,919	58,114	14,859	-	21,561	76,865	98,426	25,166	40,312
OHI	48	161,196	3,324	449,273	9,264	47	252,329	19,637	271,966	5,608	(177,307)
OI	-	100,799	21,680	128,416	27,620	-	25,475	123,921	149,396	32,132	20,980
PSD	-	18,287	16,328	24,940	22,268	-	7,220	17,899	25,119	22,428	179
SID	-	3,113	30,791	3,714	36,731	-	520	2,691	3,211	31,761	(503)
SLD	188	845,037	4,503	1,959,652	10,443	177	949,795	73,316	1,023,111	5,452	(936,541)
SLI	23	40,006	1,767	174,481	7,707	18	94,678	7,499	102,177	4,513	(72,304)
TBI	-	2,464	2,464	8,404	8,404	-	-	-	-	-	(8,404)
VI	-	36,445	36,445	42,385	42,385	-	-	-	-	-	(42,385)
TOTAL	332	\$ 1,906,580	\$ 5,738	\$ 3,880,404	\$ 11,678	306	\$ 1,635,995	\$ 915,005	\$ 2,551,000	\$ 7,677	\$ (1,329,404)

Appendix – Cottonwood Oak-Creek Unified School District

Cottonwood Oak-Creek Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under) Fund ed Total
A	16	\$ 459,232	\$ 29,306	\$ 550,236	\$ 35,114	22	\$ 110,680	\$ 574,514	\$ 685,194	\$ 43,726	\$ 134,958
DD	26	161,544	6,154	314,003	11,962	25	130,585	10,233	140,818	5,364	(173,185)
ED	-	16,427	2,140	61,000	7,948	-	35,725	2,759	38,484	5,014	(22,516)
EDP	-	-	-	-	-	-	15,444	64,309	79,753	#DIV/0!	79,753
MD	-	54,385	27,193	66,002	33,001	-	10,296	53,560	63,856	31,928	(2,146)
MDSSI	-	-	-	-	-	-	5,148	35,329	40,477	#DIV/0!	40,477
MIID	12	221,641	19,228	288,582	25,036	10	51,664	4,145	55,809	4,842	(232,773)
MOID	-	32,961	16,481	44,578	22,289	-	10,296	39,307	49,603	24,802	5,025
OHI	29	418,511	14,412	587,165	20,220	28	144,693	11,593	156,286	5,382	(430,879)
OI	-	-	-	-	-	-	5,148	30,110	35,258	#DIV/0!	35,258
PSD	-	10,589	4,244	25,080	10,052	-	12,860	31,883	44,743	17,933	19,663
SLD	92	737,554	8,003	1,272,822	13,811	73	378,508	30,255	408,763	4,435	(864,059)
SLI	57	54,809	960	386,554	6,768	47	243,537	19,479	263,016	4,605	(123,538)
VI	-	4,238	1,413	21,663	7,221	-	5,148	21,365	26,513	8,838	4,850
TOTAL	249	\$ 2,171,891	\$ 8,725	\$ 3,617,685	\$ 14,533	223	\$ 1,159,732	\$ 928,841	\$ 2,088,573	\$ 8,390	\$ (1,529,112)

Appendix – Crane Elementary School District

Crane Elementary School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	89	\$ 1,396,720	\$ 15,628	\$ 1,877,694	\$ 21,009	89	\$ 455,815	\$ 2,364,994	\$ 2,820,809	\$ 31,561	\$ 943,115
DD	59	1,212,292	20,450	1,531,262	25,831	49	268,250	20,167	288,417	4,865	(1,242,845)
ED	-	19,673	3,094	53,887	8,475	-	27,584	2,215	29,799	4,687	(24,088)
EDP	-	-	-	-	-	-	15,238	63,452	78,690	#DIV/0!	78,690
HI	-	113,403	16,200	151,067	21,581	-	-	-	-	-	(151,067)
MD	-	62,510	15,628	84,036	21,009	-	20,592	106,640	127,232	31,808	43,196
MDSSI	-	75,861	25,287	92,004	30,668	-	15,444	105,986	121,430	40,477	29,426
MIID	22	324,032	14,943	440,726	20,324	19	96,189	7,725	103,914	4,792	(336,812)
MOID	-	131,309	21,995	163,435	27,376	-	35,057	133,842	168,899	28,291	5,464
OHI	55	231,553	4,191	528,889	9,572	51	261,277	20,983	282,260	5,108	(246,629)
OI	12	252,854	20,549	319,069	25,930	12	63,345	284,762	348,107	28,290	29,038
PSD	-	221,132	26,077	266,764	31,458	-	44,993	111,552	156,545	18,460	(110,219)
SLD	247	576,150	2,328	1,907,490	7,709	224	1,155,320	92,785	1,248,105	5,044	(659,385)
SLI	61	52,086	859	378,399	6,240	56	289,009	23,211	312,220	5,149	(66,179)
VI	-	8,404	16,808	11,095	22,189	-	-	-	-	-	(11,095)
TOTAL	581	\$ 4,677,979	\$ 8,048	\$ 7,805,817	\$ 13,429	529	\$ 2,748,113	\$ 3,338,314	\$ 6,086,427	\$ 10,471	\$ (1,719,390)

Appendix – Duncan Unified School District

Duncan Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under) Funded Total
A	-	\$ 23,720	\$ 5,379	\$ 63,883	\$ 14,486	-	\$ 30,248	\$ 118,099	\$ 148,347	\$ 33,639	\$ 84,464
DD	-	29,090	9,979	55,636	19,086	-	19,287	827	20,114	6,900	(35,522)
ED	-	2,697	2,726	11,705	11,833	-	6,622	409	7,031	7,108	(4,674)
OHI	12	134,742	11,063	245,671	20,170	11	77,238	4,622	81,860	6,721	(163,811)
SLD	27	74,741	2,727	324,370	11,834	20	142,523	8,438	150,961	5,508	(173,409)
SLI	-	45,347	6,976	104,540	16,083	-	43,266	2,274	45,540	7,006	(59,000)
TOTAL	54	\$ 310,337	\$ 5,704	\$ 805,805	\$ 14,811	46	\$ 319,184	\$ 134,669	\$ 453,853	\$ 8,342	\$ (351,952)

Appendix – Edge Inc., High School

Edge School Inc.											
Disability	Served SPED ADM	Additonal SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	-	\$ 5,800	\$ 2,802	\$ 21,979	\$ 10,618	-	\$ 13,971	\$ 54,750	\$ 68,721	\$ 33,199	\$ 46,742
ED	-	32,261	3,658	101,201	11,474	-	52,780	3,193	55,973	6,346	(45,228)
MIID	-	6,018	5,696	14,277	13,512	-	7,131	431	7,562	7,157	(6,715)
OHI	-	71,372	9,567	129,677	17,383	-	36,851	2,229	39,080	5,239	(90,597)
SLD	16	47,613	2,968	173,015	10,784	12	81,287	4,918	86,205	5,373	(86,810)
TOTAL	35	\$ 163,064	\$ 4,600	\$ 440,149	\$ 12,416	28	\$ 192,020	\$ 65,521	\$ 257,541	\$ 7,265	\$ (182,608)

Appendix – Flagstaff Unified School District

Flagstaff Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under) Fund ed Total
A	92	\$ 2,292,792	\$ 25,015	\$ 2,902,136	\$ 31,663	90	\$ 480,722	\$ 2,394,103	\$ 2,874,825	\$ 31,365	\$ (27,311)
DD	84	1,172,981	14,020	1,729,188	20,668	76	410,422	31,361	441,783	5,280	(1,287,405)
ED	93	992,523	10,667	1,611,126	17,315	82	447,773	33,714	481,487	5,175	(1,129,639)
EDP	13	135,019	10,231	222,761	16,879	10	57,243	218,597	275,840	20,901	53,079
HI	-	99,668	11,672	156,431	18,320	-	9,174	32,638	41,812	4,897	(114,619)
MD	10	375,494	38,277	440,714	44,925	-	47,310	235,451	282,761	28,824	(157,953)
MDSSI	-	185,812	20,323	246,593	26,971	-	48,534	323,006	371,540	40,637	124,947
MIID	55	1,375,364	25,038	1,740,512	31,686	54	285,809	22,297	308,106	5,609	(1,432,406)
MOID	15	291,150	19,527	390,269	26,175	14	74,497	273,383	347,880	23,332	(42,389)
OHI	152	880,628	5,805	1,889,080	12,453	129	687,016	53,207	740,223	4,880	(1,148,857)
OI	13	252,222	19,342	338,910	25,990	13	71,530	360,488	432,018	33,130	93,108
PSD	12	193,823	16,179	273,467	22,827	12	77,127	191,221	268,348	22,400	(5,119)
SLD	601	1,171,481	1,949	5,167,455	8,597	537	2,884,747	221,987	3,106,734	5,169	(2,060,721)
SLI	218	331,074	1,517	1,781,868	8,165	189	992,897	78,235	1,071,132	4,908	(710,736)
TBI	-	2,676	669	29,268	7,317	-	-	-	-	-	(29,268)
VI	-	52,552	15,973	74,423	22,621	-	7,030	27,562	34,592	10,514	(39,831)
TOTAL	1,382	\$ 9,805,259	\$ 7,094	\$ 18,994,201	\$ 13,742	1,226	\$ 6,581,831	\$ 4,497,250	\$ 11,079,081	\$ 8,015	\$ (7,915,120)

Appendix – Great Hearts Charter Schools

Great Hearts Charter Schools											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	120	1,517,203	\$ 1,517,203	\$ 1,517,187	\$ 12,622	97	\$ 505,621	\$ 2,577,539	\$ 3,083,160	\$ 25,650	\$ 1,565,973
DD	99	883,472	883,472	883,513	8,940	93	471,967	37,904	509,871	5,159	(373,642)
ED	19	194,484	194,484	194,489	10,407	14	71,045	5,589	76,634	4,101	(117,855)
EDP	-	-	-	-	-	-	6,127	25,512	31,639	#DIV/0!	31,639
HI	-	19,493	19,493	19,490	2,565	13	65,885	271,448	337,333	44,396	317,843
MD	-	16,426	16,426	16,425	5,475	-	16,702	79,348	96,050	32,017	79,625
MIID	12	361,563	361,563	361,560	30,130	12	61,495	4,900	66,395	5,533	(295,165)
MOID	-	313,265	313,265	313,268	48,195	-	18,762	67,939	86,701	13,339	(226,567)
OHI	197	1,357,760	1,357,760	1,357,745	6,879	173	896,183	70,794	966,977	4,899	(390,768)
OI	-	162,220	162,220	162,220	40,555	-	20,820	71,335	92,155	23,039	(70,065)
SID	-	5,475	5,475	5,475	5,475	-	5,084	26,449	31,533	31,533	26,058
SLD	336	1,911,444	1,911,443	1,911,399	5,693	240	1,243,100	97,910	1,341,010	3,994	(570,389)
SLI	252	933,016	933,016	932,917	3,704	244	1,245,223	99,783	1,345,006	5,340	412,089
VI	-	2,375	2,375	2,376	1,188	-	5,326	21,102	26,428	13,214	24,052
TOTAL	1,059	\$ 7,678,196	\$ 7,252	\$ 7,678,064	\$ 7,252	900	\$ 4,633,340	\$ 3,457,552	\$ 8,090,892	\$ 7,642	\$ 412,828

Appendix – Horizon Community Learning Centers

Horizon Community Learning Centers											
Disability	Served SPED ADM	Additonal SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	-	\$ 57,830	\$ 6,876	\$ 126,528	\$ 15,045	-	\$ 42,287	\$ 195,842	\$ 238,129	\$ 28,315	\$ 111,601
DD	-	98,513	11,272	169,914	19,441	-	44,437	3,569	48,006	5,493	(121,908)
ED	-	7,090	2,363	31,596	10,532	-	12,515	817	13,332	4,444	(18,264)
EDP	-	4,159	6,302	9,551	14,471	-	4,130	13,973	18,103	27,429	8,552
HI	-	12,604	6,302	28,942	14,471	-	11,342	41,896	53,238	26,619	24,296
OHI	36	136,785	3,820	429,326	11,989	34	191,459	13,806	205,265	5,732	(224,061)
SLD	29	63,349	2,179	300,784	10,348	27	148,738	11,052	159,790	5,497	(140,994)
SLI	16	35,830	2,179	170,121	10,348	15	78,503	6,305	84,808	5,159	(85,313)
VI	-	6,302	6,302	14,471	14,471	-	5,084	21,101	26,185	26,185	11,714
TOTAL	105	\$ 422,462	\$ 4,019	\$ 1,281,233	\$ 12,187	98	\$ 538,495	\$ 308,361	\$ 846,856	\$ 8,056	\$ (434,377)

Appendix – Lake Havasu Unified School District

Lake Havasu Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under) Funded Total
A	90	\$ 266,755	\$ 2,966	\$ 782,633	\$ 8,701	84	\$ 441,853	\$ 2,239,687	\$ 2,681,540	\$ 29,812	\$ 1,898,907
DD	25	59,614	2,406	201,717	8,141	20	116,297	8,139	124,436	5,022	(77,281)
ED	25	18,261	716	164,450	6,451	21	114,333	8,885	123,218	4,834	(41,232)
HI	-	1,946	354	33,490	6,089	-	-	-	-	-	(33,490)
MD	-	961	320	18,165	6,055	-	10,785	53,560	64,345	21,448	46,180
MDSSI	-	4,985	2,493	16,456	8,228	-	10,296	70,657	80,953	40,477	64,497
MIID	29	72,436	2,462	241,156	8,197	28	153,639	11,750	165,389	5,622	(75,767)
MOID	13	29,349	2,320	101,896	8,055	13	67,542	248,619	316,161	24,993	214,265
OHI	119	74,009	620	758,393	6,355	111	592,998	46,031	639,029	5,355	(119,364)
OI	-	2,769	923	19,974	6,658	-	15,933	74,259	90,192	30,064	70,218
PSD	12	29,999	2,492	99,053	8,227	11	71,164	176,438	247,602	20,565	148,549
SID	-	320	320	6,055	6,055	-	5,148	26,780	31,928	31,928	25,873
SLD	392	139,204	356	2,384,636	6,091	345	1,823,070	142,545	1,965,615	5,021	(419,021)
SLI	72	7,078	98	421,789	5,833	68	360,622	28,242	388,864	5,378	(32,925)
TBI	-	549	275	12,020	6,010	-	-	-	-	-	(12,020)
VI	-	700	233	17,904	5,968	-	-	-	-	-	(17,904)
TOTAL	797	\$ 708,935	\$ 890	\$ 5,279,787	\$ 6,625	710	\$ 3,783,680	\$ 3,135,592	\$ 6,919,272	\$ 8,682	\$ 1,639,485

Appendix – Mesa Unified School District

Mesa Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	1,305	\$ 24,118,553	\$ 18,486	\$ 33,385,469	\$ 25,589	1,244	\$ 6,590,278	\$ 33,221,595	\$ 39,811,873	\$ 30,515	\$ 6,426,404
DD	942	10,088,526	10,709	16,779,200	17,812	826	4,427,056	341,600	4,768,656	5,062	(12,010,544)
ED	433	3,848,510	8,895	6,921,509	15,998	380	2,056,047	157,166	2,213,213	5,116	(4,708,296)
EDP	140	1,942,081	13,850	2,938,017	20,953	125	654,012	2,684,246	3,338,258	23,807	400,241
HI	93	573,552	6,162	1,234,767	13,265	89	476,348	1,886,482	2,362,830	25,384	1,128,063
MD	39	794,697	20,187	1,074,293	27,290	37	200,663	997,818	1,198,481	30,445	124,188
MDSSI	38	622,929	16,320	894,056	23,423	37	199,398	1,313,165	1,512,563	39,627	618,507
MIID	292	4,733,280	16,234	6,804,266	23,337	286	1,532,983	118,270	1,651,253	5,663	(5,153,013)
MOID	102	3,570,833	35,098	4,293,530	42,201	97	520,487	1,911,125	2,431,612	23,900	(1,861,918)
OHI	1,359	7,466,818	5,493	17,122,520	12,596	1,220	6,507,402	504,540	7,011,942	5,158	(10,110,578)
OI	93	1,906,936	20,485	2,568,098	27,588	92	486,976	2,085,214	2,572,190	27,632	4,092
PSD	108	1,929,126	17,849	2,696,765	24,952	79	508,095	1,259,726	1,767,821	16,357	(928,944)
SID	27	404,876	15,267	593,252	22,370	26	136,626	679,868	816,494	30,788	223,242
SLD	3,786	10,897,740	2,879	37,788,672	9,982	3,244	17,302,989	1,341,041	18,644,030	4,925	(19,144,642)
SLI	1,344	2,828,102	2,105	12,373,020	9,208	1,203	6,352,377	497,454	6,849,831	5,098	(5,523,189)
TBI	14	36,078	2,672	131,963	9,775	-	-	-	-	-	(131,963)
VI	36	706,554	19,652	961,925	26,755	32	174,687	693,795	868,482	24,156	(93,443)
TOTAL	10,149	\$ 76,469,191	\$ 7,534	\$ 148,561,322	\$ 14,637	9,019	\$ 48,126,424	\$ 49,693,105	\$ 97,819,529	\$ 9,638	\$ (50,741,793)

Appendix – Miami Unified School District

Miami Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	17	\$ 127,225	\$ 7,584	\$ 220,770	\$ 13,160	17	\$ 89,522	\$ 447,604	\$ 537,126	\$ 32,018	\$ 316,356
DD	21	87,796	4,279	202,204	9,855	20	105,912	8,276	114,188	5,565	(88,016)
ED	-	24,160	2,910	70,447	8,486	-	47,756	3,432	51,188	6,166	(19,259)
HI	-	9,557	1,365	48,587	6,941	-	22,504	84,839	107,343	15,335	58,756
MD	-	1,946	7,584	3,377	13,160	-	1,321	6,831	8,152	31,769	4,775
MIID	-	16,049	2,910	46,798	8,486	-	29,652	2,280	31,932	5,790	(14,866)
MOID	-	9,137	4,569	20,290	10,145	-	11,559	39,308	50,867	25,434	30,577
OHI	16	22,084	1,365	112,274	6,941	16	90,217	6,688	96,905	5,991	(15,369)
OI	-	13,391	7,584	23,237	13,160	-	9,090	37,094	46,184	26,156	22,947
PSD	-	1,340	2,680	4,128	8,256	-	-	-	-	-	(4,128)
SID	-	3,609	3,609	9,185	9,185	-	5,148	26,780	31,928	31,928	22,743
SLD	95	1,317,503	13,891	1,846,297	19,467	87	481,312	36,009	517,321	5,455	(1,328,976)
SLI	24	38,860	1,622	172,406	7,198	24	126,600	9,902	136,502	5,699	(35,904)
VI	-	2,731	1,366	13,884	6,942	-	5,148	21,365	26,513	13,257	12,629
TOTAL	201	\$ 1,675,388	\$ 8,352	\$ 2,793,884	\$ 13,927	188	\$ 1,025,741	\$ 730,408	\$ 1,756,149	\$ 8,754	\$ (1,037,735)

Appendix – Parker Unified School District

Parker Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under) Fund ed Total
A	22	\$ 352,821	\$ 15,793	\$ 502,918	\$ 22,512	22	\$ 117,939	\$ 595,552	\$ 713,491	\$ 31,938	\$ 210,573
DD	39	302,678	7,778	564,151	14,497	35	192,098	14,435	206,533	5,307	(357,618)
ED	-	1,226	1,486	6,769	8,205	-	4,518	341	4,859	5,890	(1,910)
HI	-	7,548	1,677	37,782	8,396	-	23,815	95,443	119,258	26,502	81,476
MD	-	5,339	2,197	21,666	8,916	-	13,488	64,847	78,335	32,237	56,669
MIID	33	249,677	7,612	470,057	14,331	31	163,549	12,734	176,283	5,374	(293,774)
MOID	-	3,786	3,786	10,505	10,505	-	5,637	19,654	25,291	25,291	14,786
OHI	42	152,475	3,645	433,526	10,364	36	189,721	14,814	204,535	4,890	(228,991)
OI	-	55,775	55,775	62,494	62,494	-	5,148	30,110	35,258	35,258	(27,236)
PSD	-	12,976	20,118	17,310	26,837	-	4,158	10,308	14,466	22,428	(2,844)
SLD	175	319,717	1,828	1,495,201	8,547	143	753,985	59,269	813,254	4,649	(681,947)
SLI	61	91,157	1,485	503,438	8,204	55	288,436	22,683	311,119	5,070	(192,319)
VI	-	338	338	7,057	7,057	-	5,637	21,365	27,002	27,002	19,945
TOTAL	384	\$ 1,555,513	\$ 4,055	\$ 4,132,874	\$ 10,774	334	\$ 1,768,129	\$ 961,555	\$ 2,729,684	\$ 7,116	\$ (1,403,190)

Appendix – Phoenix Unified School District

Phoenix Union High School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	282	4,940,210	\$ 17,537	\$ 7,405,100	\$ 26,287	307	\$ 1,729,930	\$ 8,192,275	\$ 9,922,205	\$ 35,222	\$ 2,517,105
ED	145	3,379,924	23,254	4,651,817	32,004	138	779,876	57,199	837,075	5,759	(3,814,742)
EDP	62	4,061,067	65,789	4,601,181	74,539	76	431,169	1,639,668	2,070,837	33,548	(2,530,344)
HI	20	65,771	3,287	240,830	12,037	20	112,781	424,352	537,133	26,847	296,303
MD	40	892,730	22,539	1,239,301	31,289	39	217,632	1,030,665	1,248,297	31,516	8,996
MDSSI	25	479,658	19,380	696,209	28,130	29	163,920	1,027,346	1,191,266	48,133	495,057
MIID	260	5,089,503	19,563	7,365,794	28,313	254	1,432,660	105,077	1,537,737	5,911	(5,828,057)
MOID	81	1,797,402	22,201	2,505,774	30,951	83	468,820	1,634,585	2,103,405	25,981	(402,369)
OHI	334	2,572,493	7,710	5,492,025	16,460	330	1,858,265	136,292	1,994,557	5,978	(3,497,468)
OI	28	674,989	24,081	920,253	32,831	30	166,572	789,377	955,949	34,104	35,696
SID	14	306,065	22,308	426,116	31,058	13	71,702	338,925	410,627	29,929	(15,489)
SLD	1,837	6,659,548	3,625	22,737,233	12,375	1,825	10,284,933	754,337	11,039,270	6,008	(11,697,963)
SLI	54	64,774	1,192	540,256	9,942	51	289,405	21,226	310,631	5,716	(229,625)
TBI	-	126,407	42,136	152,658	50,886	-	-	-	-	-	(152,658)
VI	13	28,882	2,263	140,526	11,013	13	71,927	272,620	344,547	27,002	204,021
TOTAL	3,197	\$ 31,139,423	\$ 9,740	\$ 59,115,073	\$ 18,490	3,207	\$ 18,079,592	\$ 16,423,944	\$ 34,503,536	\$ 10,792	\$ (24,611,537)

Appendix – Pima Unified School District

Pima Unified School District											
Disability	Served SPED ADM	Additonal SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	21	\$ 148,850	\$ 7,153	\$ 271,404	\$ 13,042	25	\$ 138,014	\$ 676,758	\$ 814,772	\$ 39,153	\$ 543,368
DD	11	24,350	2,204	89,428	8,093	10	51,737	4,155	55,892	5,058	(33,536)
ED	-	95,456	16,688	129,140	22,577	-	29,446	2,365	31,811	5,561	(97,329)
HI	-	8,798	7,153	16,042	13,042	-	6,332	26,088	32,420	26,358	16,378
MD	-	94,010	31,337	111,678	37,226	-	15,444	80,340	95,784	31,928	(15,894)
MIID	-	43,413	5,530	89,639	11,419	-	45,665	3,246	48,911	6,231	(40,728)
MOID	-	-	-	-	-	-	515	1,965	2,480	-	2,480
OHI	16	206,491	12,568	303,249	18,457	14	74,686	5,759	80,445	4,896	(222,804)
PSD	-	-	-	-	-	-	1,934	4,795	6,729	-	6,729
SLD	93	364,565	3,904	914,517	9,793	95	550,794	39,353	590,147	6,320	(324,370)
SLI	21	12,173	578	136,260	6,467	21	105,893	8,504	114,397	5,429	(21,863)
TOTAL	181	\$ 998,106	\$ 5,528	\$ 2,061,357	\$ 11,417	183	\$ 1,020,460	\$ 853,328	\$ 1,873,788	\$ 10,379	\$ (187,569)

Appendix – Prescott Unified School District

Prescott Unified School District											
Disability	Served SPED ADM	Additonal SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Fund ed Total
A	65	1,087,673	\$ 16,787	\$ 1,411,353	\$ 21,783	61	\$ 323,387	\$ 1,622,807	\$ 1,946,194	\$ 30,038	\$ 534,841
DD	25	598,303	23,667	724,601	28,663	23	126,133	9,625	135,758	5,370	(588,843)
ED	38	423,964	11,231	612,542	16,227	35	185,700	14,367	200,067	5,300	(412,475)
EDP	-	308,723	39,328	347,943	44,324	-	37,019	146,838	183,857	23,421	(164,086)
HI	-	11,112	3,704	26,100	8,700	-	-	-	-	-	(26,100)
MD	-	14,199	14,199	19,195	19,195	-	5,148	26,620	31,768	31,768	12,573
MDSSI	-	24,384	24,384	29,380	29,380	-	-	-	-	-	(29,380)
MIID	13	375,155	28,880	440,049	33,876	10	53,467	4,130	57,597	4,434	(382,452)
MOID	-	175,508	20,361	218,577	25,357	9	46,317	169,415	215,732	25,027	(2,845)
OHI	84	360,715	4,319	778,020	9,315	82	436,886	33,704	470,590	5,634	(307,430)
OI	-	197,370	45,268	219,151	50,264	-	22,621	99,136	121,757	27,926	(97,394)
PSD	-	255,483	52,299	279,886	57,295	-	21,820	54,098	75,918	15,541	(203,968)
SLD	183	511,917	2,797	1,426,356	7,793	151	810,045	62,609	872,654	4,768	(553,702)
SLI	63	181,193	2,882	495,250	7,878	52	273,470	21,442	294,912	4,691	(200,338)
TBI	-	28,397	14,199	38,390	19,195	-	-	-	-	-	(38,390)
TOTAL	503	\$ 4,554,096	\$ 9,055	\$ 7,066,793	\$ 14,051	438	\$ 2,342,013	\$ 2,264,791	\$ 4,606,804	\$ 9,160	\$ (2,459,989)

Appendix – Santa Cruz Valley Unified School District

Santa Cruz Valley Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under) Fund ed Total
A	34	\$ 54,675	\$ 1,620	\$ 230,918	\$ 6,840	34	\$ 186,348	\$ 898,395	\$ 1,084,743	\$ 32,131	\$ 853,825
DD	36	39,100	1,092	226,064	6,312	34	179,961	14,187	194,148	5,421	(31,916)
ED	-	339	101	17,865	5,321	-	8,850	561	9,411	2,803	(8,454)
MD	-	334	101	17,559	5,321	-	19,730	88,214	107,944	32,710	90,385
MDSSI	-	3,007	1,002	18,666	6,222	-	15,855	105,986	121,841	40,614	103,175
MIID	11	42,737	3,976	98,857	9,196	11	62,541	4,445	66,986	6,231	(31,871)
MOID	-	4,635	1,550	20,242	6,770	-	18,122	58,765	76,887	25,715	56,645
OHI	32	80,441	2,478	249,877	7,698	31	178,301	13,007	191,308	5,894	(58,569)
OI	-	1,323	361	20,426	5,581	-	16,782	82,087	98,869	27,013	78,443
PSD	-	29,664	3,414	75,029	8,634	-	46,605	115,548	162,153	18,660	87,124
SID	-	1,249	2,602	3,755	7,822	-	3,129	12,778	15,907	33,140	12,152
SLD	170	2,299,903	13,542	3,186,350	18,762	159	918,441	65,538	983,979	5,794	(2,202,371)
SLI	89	9,038	101	475,777	5,321	75	390,200	30,972	421,172	4,710	(54,605)
TBI	-	1,002	1,002	6,222	6,222	-	-	-	-	-	(6,222)
TOTAL	399	\$ 2,567,447	\$ 6,443	\$ 4,647,607	\$ 11,663	365	\$ 2,044,865	\$ 1,490,483	\$ 3,535,348	\$ 8,871	\$ (1,112,259)

Appendix – Sierra Vista Unified School District

Sierra Vista Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	66	\$ 1,149,831	\$ 17,385	\$ 1,541,249	\$ 23,303	61	\$ 325,017	\$ 1,628,175	\$ 1,953,192	\$ 29,531	\$ 411,943
DD	46	365,313	7,860	640,333	13,778	39	212,632	16,320	228,952	4,926	(411,381)
ED	20	340,304	17,315	456,624	23,233	18	94,938	7,299	102,237	5,202	(354,387)
HI	-	34,094	4,037	84,070	9,955	-	7,997	30,648	38,645	4,576	(45,425)
MD	-	57,403	13,350	82,852	19,268	-	21,029	101,604	122,633	28,519	39,781
MIID	14	384,117	27,440	466,952	33,358	12	65,119	4,960	70,079	5,006	(396,873)
MOID	-	187,663	25,948	230,461	31,866	-	36,021	131,919	167,940	23,221	(62,521)
OHI	85	532,445	6,254	1,036,313	12,172	75	402,633	31,066	433,699	5,094	(602,614)
OI	-	4,932	3,171	14,138	9,089	-	8,572	21,838	30,410	19,550	16,272
PSD	-	27,176	15,474	37,569	21,392	-	8,097	20,076	28,173	16,042	(9,396)
SID	-	27,226	27,226	33,144	33,144	-	5,148	26,620	31,768	31,768	(1,376)
SLD	173	575,231	3,331	1,597,300	9,249	157	838,088	64,759	902,847	5,228	(694,453)
SLI	78	239,139	3,078	698,989	8,996	63	329,725	25,922	355,647	4,577	(343,342)
TOTAL	506	\$ 3,924,874	\$ 7,755	\$ 6,919,994	\$ 13,673	440	\$ 2,355,016	\$ 2,111,206	\$ 4,466,222	\$ 8,825	\$ (2,453,772)

Appendix – Vail Unified School District

Vail Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	248	\$ 4,827,306	\$ 19,448	\$ 6,297,577	\$ 25,372	245	\$ 1,302,982	\$ 6,561,152	\$ 7,864,134	\$ 31,683	\$ 1,566,557
DD	109	1,387,358	12,776	2,030,727	18,700	102	546,943	42,209	589,152	5,425	(1,441,575)
ED	64	358,031	5,603	736,541	11,527	60	326,686	24,764	351,450	5,500	(385,091)
EDP	23	697,163	29,716	836,136	35,640	25	133,687	525,834	659,521	28,112	(176,615)
HI	12	40,967	3,417	111,999	9,341	-	10,733	42,208	52,941	4,415	(59,058)
MD	18	591,289	31,996	700,762	37,920	18	97,090	494,393	591,483	32,007	(109,279)
MDSSI	-	349,006	47,291	392,727	53,215	-	39,948	260,726	300,674	40,742	(92,053)
MIID	67	1,138,711	17,001	1,535,517	22,925	66	354,272	27,278	381,550	5,696	(1,153,967)
MOID	14	488,199	35,249	570,246	41,173	14	73,181	272,204	345,385	24,938	(224,861)
OHI	270	2,573,131	9,513	4,175,650	15,437	260	1,388,831	107,698	1,496,529	5,533	(2,679,121)
OI	11	349,045	31,559	414,562	37,483	11	59,870	219,553	279,423	25,264	(135,139)
PSD	50	770,998	15,348	1,068,599	21,272	39	252,072	624,964	877,036	17,459	(191,563)
SID	-	49,038	17,027	66,099	22,951	-	16,122	76,702	92,824	32,231	26,725
SLD	533	1,998,111	3,747	5,156,944	9,671	493	2,644,261	203,754	2,848,015	5,341	(2,308,929)
SLI	244	917,296	3,754	2,365,013	9,678	233	1,224,958	96,297	1,321,255	5,407	(1,043,758)
VI	-	133,922	18,731	176,278	24,655	-	8,887	35,248	44,135	6,173	(132,143)
TOTAL	1,682	\$ 16,669,571	\$ 9,909	\$ 26,635,377	\$ 15,833	1,580	\$ 8,480,523	\$ 9,614,984	\$ 18,095,507	\$ 10,757	\$ (8,539,870)

Appendix – Washington Elementary School District

Washington Elementary School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	302	\$ 5,014,582	\$ 16,620	\$ 6,818,030	\$ 22,597	330	\$ 1,697,171	\$ 8,792,882	\$ 10,490,053	\$ 34,767	\$ 3,672,023
DD	423	2,965,719	7,003	5,496,750	12,980	384	2,058,716	158,956	2,217,672	5,237	(3,279,078)
ED	124	1,402,655	11,346	2,141,641	17,323	105	538,627	43,258	581,885	4,707	(1,559,756)
EDP	42	1,718,778	41,172	1,968,306	47,149	75	383,726	1,597,865	1,981,591	47,467	13,285
HI	27	392,415	14,553	553,573	20,530	27	139,952	568,611	708,563	26,278	154,990
MD	-	1,465,337	162,815	1,519,128	168,792	-	41,183	213,119	254,302	28,256	(1,264,826)
MDSSI	14	1,040,072	75,041	1,122,909	81,018	16	81,286	557,839	639,125	46,113	(483,784)
MIID	150	2,299,752	15,305	3,197,897	21,282	134	691,176	55,509	746,685	4,969	(2,451,212)
MOID	47	7,114,860	151,380	7,395,779	157,357	47	241,952	923,723	1,165,675	24,802	(6,230,104)
OHI	313	1,043,007	3,337	2,911,584	9,314	279	1,436,801	115,391	1,552,192	4,965	(1,359,392)
OI	38	2,801,575	74,018	3,027,811	79,995	39	198,813	922,094	1,120,907	29,614	(1,906,904)
PSD	71	1,395,180	19,734	1,817,768	25,711	62	397,236	984,871	1,382,107	19,549	(435,661)
SID	10	827,136	82,714	886,910	88,691	10	51,479	266,198	317,677	31,768	(569,233)
SLD	971	2,016,171	2,076	7,819,152	8,053	849	4,373,135	351,210	4,724,345	4,866	(3,094,807)
SLI	556	1,322,060	2,378	4,644,787	8,355	510	2,658,083	211,029	2,869,112	5,161	(1,775,675)
TBI	14	136,858	685	94,201	6,662	14	72,689	301,677	374,366	26,476	280,165
VI	-	9,679	136,858	142,835	142,835	-	-	-	-	-	(142,835)
TOTAL	3,111	\$ 32,965,836	\$ 10,597	\$ 51,559,061	\$ 16,574	2,889	\$ 15,062,025	\$ 16,064,232	\$ 31,126,257	\$ 10,006	\$ (20,432,804)

Appendix – Whiteriver Unified School District

Whiteriver Unified School District											
Disability	Served SPED ADM	Additional SPED Cost	Additional SPED Cost per ADM	Total Cost	Total Cost per ADM	Funded SPED ADM	State Provided Funding Unweighted ADM	State Provided Funding Weighted ADM	Total Funding	Total Funding per Unweighted Served SPED ADM	Over/(Under)Funded Total
A	-	\$ 137,323	\$ 18,889	\$ 180,129	\$ 24,777	-	\$ 38,893	\$ 194,340	\$ 233,233	\$ 32,082	\$ 53,104
DD	28	164,019	5,820	329,931	11,708	28	146,200	11,444	157,644	5,594	(172,287)
ED	-	13,788	2,070	53,000	7,958	-	35,322	2,753	38,075	5,717	(14,925)
HI	-	21,687	9,554	35,053	15,442	-	11,686	48,146	59,832	26,358	24,779
MD	-	67,739	18,308	89,525	24,196	-	20,025	98,654	118,679	32,075	29,154
MDSSI	-	47,632	24,938	58,878	30,826	-	9,833	67,478	77,311	40,477	18,433
MIID	15	77,763	5,265	164,730	11,153	15	79,399	6,106	85,505	5,789	(79,225)
MOID	-	57,321	9,554	92,652	15,442	-	31,377	117,922	149,299	24,883	56,647
OHI	-	23,226	3,130	66,914	9,018	-	33,861	2,654	36,515	4,921	(30,399)
OI	-	59,923	16,372	81,472	22,260	-	20,142	78,060	98,202	26,831	16,730
PSD	-	50,487	31,554	59,907	37,442	-	7,091	17,580	24,671	15,419	(35,236)
SLD	138	719,011	5,227	1,529,072	11,115	128	690,029	52,915	742,944	5,401	(786,128)
SLI	41	257,487	6,324	497,212	12,212	40	216,123	16,656	232,779	5,717	(264,433)
VI	-	478	9,560	772	15,448	-	322	1,068	1,390	27,800	618
TOTAL	262	\$ 1,697,884	\$ 6,486	\$ 3,239,247	\$ 12,374	250	\$ 1,340,303	\$ 715,776	\$ 2,056,079	\$ 7,854	\$ (1,183,168)



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

DATE OF MEETING: February 14, 2023

TITLE: Periodic Legislative Review

BACKGROUND:

Arizona's 2023 Legislative Session has started. This agenda item permits the Governing Board to review and discuss the status of K-12 education-related legislation proposed in the Fifty-sixth Arizona Legislature Session this year. The attachment provided with this item identifies the currently proposed legislation.

RECOMMENDATION:

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

INITIATED BY:

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

Date: February 8, 2023

Todd A. Jaeger, J.D., Superintendent

HOUSE OF REPRESENTATIVES

HR9566:

THE “AMERICAN TEACHER ACT”

To provide grants to States to support State efforts to increase teacher salaries, and for other purposes.

SEC. 2. GRANTS TO SUPPORT STATE EFFORTS TO INCREASE TEACHER SALARIES

(a) Teacher Salary Incentive Grant.—

(1) **PURPOSE.**—The purpose of this section is to ensure that each teacher who is employed full-time at a qualifying school in a State earns an annual salary for any year of employment of not less than \$60,000 (adjusted for inflation).

(2) GRANTS FOR MINIMUM SALARY THRESHOLD—

(A) **IN GENERAL.**—From amounts made available to carry out this section, the Secretary of Education shall award 4-year grants to States. To be eligible to receive such a grant, the State educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

First sponsor: Rep. F. Wilson (D – Florida, Dist. 24)

Status: 12/14 Introduced

HOUSE BILLS

HB2008:

ASRS; CONTRIBUTION PREPAYMENT

When an Arizona State Retirement System (ASRS) employer is prepaying the employer's 401 (a) pension contributions directly to ASRS, the earnings accrual rate may be a short-term investment rate of return available through ASRS, as requested by the employer and agreed to by ASRS. The requirement for the prepaying employer to elect an amortization schedule by written agreement with ASRS is deleted.

First sponsor: Rep. Livingston (R - Dist. 22)

Status: 1/18 House Second Read; 1/17 House First Read

HB2014:

STOs; SCHOLARSHIPS; CORPORATE TAX CREDITS

Increases the aggregate dollar amount of the cap on corporate income tax credit for contributions to school tuition organizations in any fiscal year to \$10 million for FY2022-23, \$15 million for FY2023-24, and \$20 million for FY2024-25 and each fiscal year after, from \$6 million. Expands eligibility for STO scholarships to any student enrolls in a qualified school in kindergarten through 12th grade. Beginning in 2023, the maximum amount of an STO scholarship or tuition grant is increased to the amount of state aid that otherwise would be computed for the student, and the amount is no longer limited to the cost of tuition for the student to attend the qualified school. Expands the expenses that an STO scholarship or tuition grant may be used for to include textbooks, educational therapies or services from an educational aide for students with disabilities, tutoring, curricula and supplementary materials, fees for standardized tests, uniforms, public transportation services between the student's residence and the qualified school, "computer hardware and technological devices" (defined) primarily used for an educational purpose, and services provided by a public school, including individual classes and extracurricular programs.

First sponsor: Rep. Livingston (R - Dist. 22)

Status: 1/10 House Second Read; 1/9 House First Read

HB2016:

FOOD HANDLER CERTIFICATES; TRAINING; EXEMPTION

Counties are prohibited from requiring a person who volunteers at a school activity or function where food is being handled or served to obtain a food handler certificate or identification card or participate in a food handler certificate training course.

First sponsor: Rep. Cook (R - Dist. 8)
Status: 1/17 House Second Read; 1/11 House First Read

**HB2054:
DROPOUT RECOVERY PROGRAMS; REPORT; POSTING**

The Arizona Department of Education (ADE) is required to post the annual report on the Dropout Recovery Program on the ADE website.

First sponsor: Rep. Bliss (R - Dist. 1)
Status: 1/18 House Second Read; 1/17 House First Read

**HB2057:
CLASSROOM-BASED PREPARATION PROGRAM; EMPLOYMENT**

School districts and charter schools are required to classify each candidate enrolled in a classroom-based preparation program provided by the district or school as a paid employee.

First sponsor: Rep. Diaz (R - Dist. 14)
Status: 1/18 House Second Read; 1/17 House First Read

**HB2060:
CHARTER SCHOOLS; FINANCIAL REQUIREMENTS; REVISIONS**

Charter schools are allowed to designate the uniform system of financial records as prescribed in statute for school districts as the accounting system that the charter school will use to comply with financial data submission requirements and are no longer required to use the uniform system of financial records.

First sponsor: Rep. Grantham (R - Dist. 12)
Status: 1/18 House Second Read; 1/17 House First Read

**HB2068:
TEAM DESIGNATIONS; BIOLOGICAL SEX; REPEAL**

Be it enacted by the Legislature of the State of Arizona:
Section 1. Repeal, Section 15-120.02, Arizona Revised Statutes, is repealed.

First sponsor: Rep. Gutierrez (D - Dist. 18)
Status: 1/18 House Second Read; 1/17 House First Read

**HB2071:
SCHOOLS; CORPORAL PUNISHMENT; PROHIBITION**

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

First sponsor: Rep. Terech (D - Dist. 4)
Status: 1/18 House Second Read; 1/17 House First Read

**HB2074:
INNOVATIVE ASSESSMENT PILOT PROGRAM; APPROPRIATIONS**

The State Board of Education is required to conduct a three-year Innovative Assessment Pilot Program during the 2023-2024, 2024-2025 and 2025-2026 school years. The Board is required to issue a request for proposals to contract with the provider of an innovative assessment, and requirements for the assessment are established. Any school operated by a school district or charter school may apply to the Board to participate in the Program, and the Board is required to select a representative sample of schools from among the applicants to participate. The Board is required to submit a report summarizing the results of the Program to the Governor and the Legislature by December 31, 2026. The Program self-repeals April 1, 2027. Appropriates \$750,000 in FY2023-24, \$1.5 million in FY2024-25, and \$1.75 million in FY2025-26 from the general fund to the Board

for the Program.

First sponsor: Rep. Terech (D - Dist. 4)

Status: 1/18 House Second Read; 1/17 House First Read

HB2075:

SCHOOL BLUEPRINTS; PUBLIC RECORDS; EXEMPTION

School building blueprints are not public records and are exempt from public records laws

First sponsor: Rep. Terech (D - Dist. 4)

Status: 1/26 House First Read

HB2114:

APPROPRIATION; FINANCIAL AID TRUST FUND

In addition to any other appropriation made in fiscal year 2023-2024, the sum of \$36,700,000 is appropriated from the state general fund in fiscal year 2023-2024 to the financial aid trust fund established pursuant to section 15-1642, Arizona Revised Statutes. The appropriation made in subsection A of this section is exempt from the provisions of section 35-190, Arizona Revised Statutes, relating to lapsing of appropriations.

First sponsor: Rep. Salman (D - Dist. 8)

Status: 1/24 House Second Read; 1/23 House First Read

HB2140:

SCHOOLS; FEMININE HYGIENE PRODUCTS; APPROPRIATION

Section 1. Title 15, chapter 1, article 1, Arizona Revised Statutes, is amended by adding section 15-120.04, to read:

A. A school that is operated by a school district or charter school and that serves students in any of grades six through twelve shall make feminine hygiene products available in all women's and gender-neutral restrooms in the school. Notwithstanding any other law, a school that provides feminine hygiene products pursuant to this section may not charge a student or the family of a student for a feminine hygiene product.

B. For the purposes of this section, "feminine hygiene products" includes tampons and sanitary napkins.

Sec. 2. Appropriation; department of education; feminine hygiene products; The sum of \$800,000 is appropriated from the state general fund in fiscal year 2023-2024 to the department of education to distribute to school districts and charter schools to provide feminine hygiene products as prescribed in section 15-120.04, Arizona Revised Statutes, as added by this act.

First sponsor: Rep. Salman (D - Dist. 8)

Status: 1/19 House Second Read; 1/18 House First Read

HB2146:

FULL-DAY KINDERGARTEN STUDENTS; ADM

For the purpose of school funding, the definition of "full-time student" is modified to require a full-day kindergarten program to meet for at least 712 hours during the school year.

First sponsor: Rep. Pawlik (D - Dist. 13)

Status: 1/24 House Second Read; 1/23 House First Read

HB2147:

SCHOOL FUNDING; INFLATION ADJUSTMENT

Beginning in FY2023-24, the Legislature is required to increase the amount of district additional assistance and charter additional assistance by at least two percent. For FY2024-25 and each fiscal year after, the Legislature is required to increase the amount of district additional assistance and charter additional assistance by a minimum growth rate of either two percent or the change in the GDP price deflator from the second preceding calendar year to the calendar year immediately preceding the budget year, whichever is less. The amount of district additional assistance and

charter additional assistance cannot be reduced below the base level established for FY2023-24.

First sponsor: Rep. Pawlik (D - Dist. 13)

Status: 1/24 House Second Read; 1/23 House First Read

HB2148:

SCHOOL DISTRICTS; EXPENDITURE LIMITATION

For the purpose of calculating the aggregate expenditure limitation for school districts, the "base limit" is changed to the total amount of expenditures of local revenues of all school districts in FY2022-23, instead of FY1979-80. Conditionally enacted on the state Constitution being amended by passage of an unspecified House Concurrent Resolution (blank in original) at the 2024 general election.

First sponsor: Rep. Pawlik (D - Dist. 13)

Status: 1/24 House Second Read; 1/23 House First Read

HB2149:

EXCHANGE PROGRAMS; STUDENT COUNT

Beginning in the 2023-24 school year, school district governing boards may admit nonresident foreign students in exchange programs and are no longer limited to admitted the number of foreign students equal to the number of resident students enrolled in that local education agency who are currently participating in a foreign exchange program. A school district or charter school is authorized to include foreign exchange students in the district's or charter school's student count and obtain state funding for those students.

First sponsor: Rep. Pawlik (D - Dist. 13)

Status: 1/18 House Second Read; 1/17 House First Read

HB2151:

LITERACY ENDORSEMENT; NONCERTIFICATED TEACHERS; REQUIREMENT

Beginning August 1, 2025, the rules adopted by the State Board of Education (SBE) that establish a literacy endorsement for certificated teachers who provide literacy instruction in kindergarten programs or grades one through five must be expanded to include a literacy endorsement or the equivalent for noncertificated teachers who provide literacy instruction in kindergarten programs or grades one through five.

First sponsor: Rep. Pawlik (D - Dist. 13)

Status: 1/18 House Second Read; 1/17 House First Read

HB2155:

MIDDLE SCHOOL STUDENTS; CIVICS; INSTRUCTION

Establishes the Arizona Civics Education and Leadership Development Program within the Arizona Department of Education (ADE) to provide civics education and leadership development training to middle school students who are enrolled in a school district, charter school, or private school in Arizona. ADE is required to develop procedures for eligible nonprofit organizations to apply to be instructional service providers for the Program, and eligibility requirements are listed. By November 1 of each year, each service provider is required to report specified information on the Program to ADE, and ADE is required to compile the reports and submit them to the Governor and the Legislature. Appropriates \$300,000 from the general fund in FY2023-24 to the newly established Arizona Civics Education and Leadership Development Fund for the Program.

First sponsor: Rep. Livingston (R - Dist. 22)

Status: 1/19 House Second Read; 1/18 House First Read

HB2159:

PROFESSIONAL DEVELOPMENT PERSONNEL; TEACHERS; APPROPRIATION

Appropriates \$3 million from the general fund in FY2023-24 to the Arizona Department of Education (ADE) to distribute to school districts that have a low teacher experience index for the

purpose of hiring professional development and support personnel. ADE is required to distribute 50 percent of the monies to school districts in counties with a population of less than 500,000 persons and 50 percent to school districts in counties with a population of 500,000 persons or more. Establishes reporting requirements for fund recipients.

First sponsor: Rep. Schwiebert (D - Dist. 2)

Status: 1/24 House Second Read; 1/23 House First Read

HB2160:

SCHOOL MENTAL HEALTH PROFESSIONALS; ACADEMY

Eligible postsecondary institutions are required to implement an Arizona School Mental Health Professionals Academy to incentivize students to enter the school psychology, school social work and school counseling professions and to commit to work as a school psychologist, school social worker or school counselor in public schools in Arizona. The Arizona Board of Regents (ABOR), in consultation with eligible postsecondary institutions, is required to develop and implement centralized administrative processes for the Academy. The Academy may include new or existing pathways to these professions and may include graduate programs but not doctoral programs. Eligible postsecondary institutions are required to provide to each student enrolled in the Academy an annual scholarship in an amount up to the actual cost of tuition and fees for a maximum of three academic years. Establishes scholarship requirements. By March 1, 2024, and each year after, ABOR is required to report specified information on the Academy to the Joint Legislative Budget Committee (JLBC) and the Governor's Office of Strategic Planning and Budgeting (OSPB). Appropriates an unspecified amount (blank in original) from the general fund in FY2023-24 to the newly established Arizona School Mental Health Professionals Academy Fund for the Academy.

First sponsor: Rep. Schwiebert (D - Dist. 2)

Status: 1/24 House Second Read; 1/23 House First Read

HB2238:

APPROPRIATION; SCHOOL BREAKFASTS AND LUNCHESES

Appropriates \$106 million from the general fund in FY2023-24 to the Superintendent of Public Instruction to provide free breakfasts and lunches to students in kindergarten through 12th grade in each charter school and school district.

First sponsor: Rep. Aguilar (D - Dist. 26)

Status: 1/24 House Second Read; 1/23 House First Read

HB2291:

SCHOOL DISTRICTS; SUPERINTENDENTS; CONTRACTS

A school district governing board is authorized to rescind or terminate any employment contract between a superintendent and a school district if the board determines that the superintendent has violated a district policy prescribed by the board, or if one or more schools operated by the school district have been assigned a letter grade of D or F for at least three years. If a governing board terminates an employment contract under these circumstances, the superintendent is not entitled to recover damages for the early termination of the contract or compensation for the remainder of the term of employment under the contract. Applies to all new employment contracts entered into after the effective date of this legislation

First sponsor: Rep. Cook (R - Dist. 7)

Status: 1/19 House Second Read; 1/18 House First Read

HB2294:

EXPENDITURE LIMITATION; SCHOOL DISTRICTS; REPEAL

Repeals statutes relating to the aggregate expenditure limitation for all school districts. Conditionally enacted on the state Constitution being amended by a vote of the people at the 2024 general election to repeal the expenditure limitation for school districts by passage of an unspecified House Concurrent Resolution (blank in original). If enacted, applies to FY2025-26 and after. Due to voter protection, this legislation requires the affirmative vote of at least 3/4 of the members of each house of the Legislature for passage.

First sponsor: Rep. Cook (R - Dist. 7)

Status: 1/23 House Second Read; 1/19 House First Read

HB2295:

STO SCHOLARSHIPS; MEANS TESTING

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

First sponsor: Rep. Cano (D - Dist. 20)

Status: 1/24 House Second Read; 1/23 House First Read

HB2311:

SCHOOL BOARD MEMBERS; QUALIFICATIONS; AGE

Establishes a minimum age of 25 for a person to qualify to be a member of a school district governing board. Session law allows persons serving as members of a school district governing board on the effective date of this legislation to continue to serve until the expiration of their normal terms.

First sponsor: Rep. Jones (R - Dist. 17)

Status: 1/19 House Second Read; 1/18 House First Read

HB2317:

SCHOOL COUNSELORS; PARENTAL CONSENT

Amending section 15-154, Arizona revised statutes; amending title 15, chapter 5, article 1, Arizona revised statutes, by adding section 15-509; amending section 15-843, Arizona revised statutes; relating to school counseling.

(g) policies on providing parents with school counseling consent forms as required under section 15-509.

A. At the beginning of each school year, each public school that offers the services of a school counselor shall provide the parent of each student enrolled in the public school with a school counseling consent form. Each parent may indicate on the school counseling consent form any topic or topics that the school counselor is prohibited from discussing with the parent's child. Except as prescribed in subsection B of this section, a school counselor may not discuss any topic with a student that the student's parent has indicated on the school counselor consent form.

B. A parent may not prohibit a school counselor from discussing either of the following with the parent's child:

1. any matter that the school counselor would be required to report under section 13-3620.
2. student safety concerns.

First sponsor: Rep. Jones (R - Dist. 17)

Status: 1/19 House Second Read; 1/18 House First Read

HB2345:**EXPENDITURE LIMITATION; SCHOOL DISTRICTS; REPEAL**

Repeals statutes relating to the aggregate expenditure limitation for all school districts. Conditionally enacted on the state Constitution being amended by a vote of the people at the 2024 general election to repeal the expenditure limitation for school districts by passage of an unspecified House Concurrent Resolution (blank in original). If enacted, applies to FY2025-26 and after. Due to voter protection, this legislation requires the affirmative vote of at least 3/4 of the members of each house of the Legislature for passage.

First sponsor: Rep. Shah (D - Dist. 5)

Status: 1/26 Assigned to House RULES and ED Committees; House First Read

HB2352:**LUNCH DEBT; GRANT PROGRAM; SCHOOLS**

Establishes the No Lunch Debt Grant Program, to be administered by the Arizona Department of Education (ADE), to relieve public school students of lunch debt. Each fiscal quarter, a school district or charter school that participates in the federal National School Lunch Program is allowed to apply to ADE for a grant for up to the aggregate amount of student lunch debt that has accrued at the time of the grant application. School districts and charter schools are required to credit grant monies to the meal account of students who incurred the lunch debt. Appropriates \$2 million from the general fund in FY2023-24 to the newly established No Lunch Debt Fund.

First sponsor: Rep. Contreras (D - Dist. 12)

Status: 1/26 House Second Read; 1/25 House First Read

HB2353:**PUPILS; UNPAID SCHOOL MEAL FEES**

Public schools are required to ensure that a student whose parent or guardian has not paid the student's school meal fees is not shamed, treated differently, or served a meal that differs from what a student with no unpaid fees would receive. School personnel and volunteers at a public school that serves meals to students during the instructional day are prohibited from taking disciplinary action against a student that results in the denial or delay of a meal.

First sponsor: Rep. Contreras (D - Dist. 12)

Status: 1/26 House First Read

HB2354:**LOCAL AGRICULTURE; PUBLIC SCHOOLS; PROGRAM**

Establishes the Farm to School Program within the Arizona Department of Agriculture (AZDA) to connect farmers in Arizona with schools in Arizona to provide locally grown agricultural products for inclusion in school meals and strengthen local farming economies. Establishes an 8-member Farm to School Task Force to provide recommendations to AZDA on the Program and related issues. By January 1, 2025 and each year after, the Task Force is required to submit a report of its findings and recommendations to the Governor and the Legislature.

First sponsor: Rep. Contreras (D - Dist. 12)

Status: 1/19 House Second Read; 1/18 House First Read

HB2361:**SCHOOLS; ACADEMIC STANDARDS; SOCIAL STUDIES**

The competency requirements for high school graduation that the State Board of Education is required to prescribe for social studies must include the history and contributions of Asian

Americans and Pacific Islanders in the U.S. and Arizona. Session law allows SBE to implement this legislation during the next update to the social studies standards.

First sponsor: Rep. Sun (D - Dist. 22)

Status: 1/26 House First Read

HB2396:

STUDENT ACTIVITY FEES; CONSCIENCE EXEMPTION

The Arizona Board of Regents is required to provide an exemption from the requirements to pay student activity fees if the payment would violate the student's conscience or if the student meets any of a list of reasons for exemption, including objecting on religious or moral grounds, financial hardship, and part-time status.

First sponsor: Rep. Smith (R - Dist. 29)

Status: 1/19 House Second Read; 1/18 House First Read

HB2403:

JROTC; PUBLIC SAFETY ACADEMY; GRANTS

Establishes the Save Our Streets Grant Fund, to be administered by the Arizona Department of Education (ADE) and used to award grants of up to \$250,000 on a first-come, first-served basis to school districts and charter schools to establish a Junior Reserve Officers' Training Corps (JROTC) Program at a high school within the district or charter school, or to establish a Public Safety Teen Academy at any public high school in Arizona to provide students with an opportunity to learn about careers in public safety, which may include training on a number of law enforcement and emergency response skills. Appropriates \$5 million from the general fund in FY2023-24 to the Fund.

First sponsor: Rep. Gress (R - Dist. 4)

Status: 1/24 House Second Read; 1/23 House First Read

HB2407:

PRESCHOOL PILOT PROGRAM; APPROPRIATION

The Arizona Department of Education (ADE) is required to develop a Preschool Pilot Program for providing early childhood education in up to five school districts in Arizona during the 2024-25 through 2026-27 school years. ADE is required to establish application procedures and is required to prioritize school districts that are rural or that have at least 60 percent of enrolled students who are eligible for free or reduced-price lunches under the federal National School Lunch and Child Nutrition Acts. Appropriates \$3 million from the general fund in FY2023-24 to ADE for the Program.

First sponsor: Rep. Terech (D - Dist. 4)

Status: 1/26 House Second Read; 1/25 House First Read

HB2410:

PUBLIC SCHOOLS; CONTRACTS; EARLY TERMINATION

School district governing boards and charter school governing bodies are required to include in each "administrative contract" (defined) that has a term longer than one year a provision that allows the school district or charter school to rescind or terminate the contract if the charter school or one or more schools operated by the school district have been assigned a letter grade of D or F, and that stipulates that if a contract is terminated under these circumstances, the school district or charter school is not liable for damages for the early termination of the contract or for outstanding obligations under the contract. Applies to any new administrative contract executed after the effective date of this legislation.

First sponsor: Rep. Gress (R - Dist. 4)

Status: 1/23 House Second Read; 1/19 House First Read

HB2413:

TEACHERS; WATER CONSERVATION INSTRUCTION; APPROPRIATION

Establishes the Arizona Water Conservation Instruction Fund, to be administered by the Arizona Department of Education (ADE) to be used for grants for teachers to pay for the costs of attending a professional development training course on providing instruction in water conservation and drought management. The Fund self-repeals January 1, 2031. Appropriates \$100,000 from the general fund in FY2023-24 to the Fund.

First sponsor: Rep. Terech (D - Dist. 4)

Status: 1/23 House Second Read; 1/19 House First Read

HB2428:

PRIVATE UNIVERSITIES; ARIZONA TEACHERS ACADEMY

A degree-granting private postsecondary educational institution in Arizona that offers postbaccalaureate teacher preparation programs that lead to teacher certification is authorized to participate in the Arizona Teachers Academy (ATA) and receive monies from the ATA Fund. Reimbursement for an ATA scholarship provided by a degree-granting private postsecondary educational institution is prohibited from exceeding the remainder of the average in-state tuition and fees charged by universities under the jurisdiction of the Arizona Board of Regents, minus other gifts and aid awarded to the student.

First sponsor: Rep. Gress (R - Dist. 4)

Status: 1/23 House Second Read; 1/19 House First Read

HB2436:

STUDY COMMITTEE; EDUCATOR HEALTH INSURANCE

Establishes a 9-member Study Committee on Educator Health Insurance Costs to examine the costs to both school districts and district employees associated with providing health insurance to district employees and their dependents and recommend ways to provide high quality health insurance in an affordable manner. The Committee is required to submit a report of its findings and recommendations to the Governor and the Legislature by November 1, 2024, and self-repeals November 1, 2025.

First sponsor: Rep. Sandoval (D - Dist. 23)

Status: 1/12 Introduced

HB2458:

RACE; ETHNICITY; PROHIBITED INSTRUCTION

A public school, school district, or "state agency" (defined), or an employee of a public school, school district, or state agency is prohibited from providing or allowing any person to provide instruction to students or employees that promotes or advocates for any of a list of concepts related to race and ethnicity, including that one race or ethnic group is inherently morally or intellectually superior to another race or ethnic group, that an individual, by virtue of the individual's race or ethnicity, is inherently racist or oppressive, that an individual, by virtue of the individual's race or ethnicity, bears responsibility or blame for actions committed by other members of the same race or ethnic group, and that academic achievement, meritocracy or traits such as a hard work ethic are racist or were created by members of a particular race or ethnic group to oppress members of another race or ethnic group. A student, employee, or parent of a student is authorized to file a complaint with an appropriate administrator alleging a violation or violations of this prohibition, to appeal an administrator's determination to the school board, and to file a complaint with the State Board of Education (SBE) or State Superintendent of Public Instruction (SSPI) for an alleged violation after the school or agency has had the opportunity to resolve the complaint. If SBE or the

SSPI determines a school, district, or agency is in violation, SSE or the SSPI may impose a civil penalty of up to \$5,000 per violation. Employees may be subject to disciplinary action, including the suspension or revocation of the person's teacher certificate.

First sponsor: Rep. Pingerelli (R - Dist. 28)

Status: 1/23 House Second Read; 1/19 House First Read

HB2459:

SCHOOLS; GOVERNING BOARD MEMBERS; EMPLOYMENT

A school district is prohibited from employing, including through a third-party contractor that provides services to the school district, any person who served as a member of the school district governing board during the preceding two years.

First sponsor: Rep. Pingerelli (R - Dist. 28)

Status: 1/23 House Second Read; 1/19 House First Read

HB2460:

SUSPENSION; REQUIREMENTS; K-4 STUDENTS

Statutory requirements that must be met in order to suspend or expel a student in kindergarten through fourth grade do not apply to a suspension for two days or less or to an expulsion required due to a student bringing a firearm to school.

First sponsor: Rep. Pingerelli (R - Dist. 28)

Status: 1/24 House Second Read; 1/23 House First Read

HB2474:

SCHOOL IMMUNIZATIONS; EXCLUSIONS

An immunization for which a U.S. Food and Drug Administration emergency use authorization has been issued is not required for school attendance.

First sponsor: Rep. Montenegro (R - Dist. 29)

Status: 1/23 House Second Read; 1/19 House First Read

HB2513:

SCHOOLS; INSTRUCTION; NATIVE AMERICAN EXPERIENCE

Beginning in the 2025-2026 school year, the State Board of Education is required to include in the academic standards for students in kindergarten through grade 12 instruction relating to the Native American experience in Arizona that includes instruction on tribal history, sovereignty issues, culture, treaty rights, government, socioeconomic experiences, and current events, and that is historically accurate, culturally relevant, community based, contemporary and developmentally appropriate. The Board is required to provide professional development to teachers and administrators relating to the instruction, and to ensure that the federally recognized Indian tribes in Arizona have the opportunity to collaborate in developing the instruction. The Board is required to submit a report on implementing the instruction to the Governor and the Legislature by October 15 of 2024, 2025 and 2026.

First sponsor: Rep. Peshlakai (D - Dist. 6)

Status: 1/23 House Second Read; 1/19 House First Read

HB2514:

DAILY ROUTE MILEAGE; CALCULATION

If the daily route mileage of a school district is lower in FY2022-23 than it was in FY2018-19, the daily route mileage of the school district for FY2023-24 used to calculate the transportation support level in FY2023-24 is the daily route mileage from FY2018-19.

First sponsor: Rep. Peshlakai (D - Dist. 6)

Status: 1/23 House Second Read; 1/19 House First Read

HB2523:

SCHOOLS; PLEDGE OF ALLEGIANCE; REQUIREMENT

Every student in kindergarten through grade 12 is required to recite the Pledge of Allegiance to the United States flag during time set aside each day at all school districts and charter schools in Arizona. At the request of a student's parent or of a student who is at least 18 years of age, the student must be excused from this requirement.

First sponsor: Rep. Parker (R - Dist. 10)

Status: 1/24 House Second Read; 1/23 House First Read

HB2533:

CLASSROOM INSTRUCTION; POSTING REQUIREMENTS

Amending section 15-102, Arizona revised statutes; amending title 15, chapter 1, article 8, Arizona revised statutes, by adding section 15-189.08; relating to classroom instruction.

Each school district (and charter school) shall post an electronic copy of all of the following on its website free of charge:

- (a) each educational course of study offered by each school in the school district.
- (b) a list of all learning materials, including the source of any supplemental educational materials, that are being used in each school in the school district.
- (c) each lesson plan that is being used or implemented in each school in the school district.

First sponsor: Rep. Gillette (R - Dist. 30)

Status: 1/26 House Second Read; 1/25 House First Read

HCR2001:

SCHOOL DISTRICT EXPENDITURES; AUTHORIZATION

The Legislature authorizes school districts to spend local revenues in the amount of \$1,385,809,642 in excess of the expenditure limitation prescribed pursuant to the state Constitution in FY2022-23. This authorization is effective only on the approval of this resolution by at least 2/3 of the membership of each house of the Legislature by roll call vote on or before March 1, 2023.

First sponsor: Rep. Cook (R - Dist. 7)

Status: 1/10 House Second Read; 1/9 House First Read

HCR2005:

SCHOOL DISTRICTS; EXPENDITURE LIMITATION; REPEAL

The 2024 general election ballot is to carry the question of whether to amend the state Constitution to repeal the expenditure limitation for school districts. Applies to FY2025-26 and after.

First sponsor: Rep. Gutierrez (D - Dist. 18)

Status: 1/24 House Second Read; 1/23 House First Read

HCR2015:

SCHOOL DISTRICTS; EXPENDITURE LIMITATION; REPEAL

The 2024 general election ballot is to carry the question of whether to amend the state Constitution to repeal the expenditure limitation for school districts. Applies to FY2025-26 and after.

First sponsor: Rep. Cook (R - Dist. 7)

Status: 1/23 House Second Read; 1/19 House First Read

HCR2022:

SCHOOL DISTRICTS; EXPENDITURE LIMITATION; REPEAL

The 2024 general election ballot is to carry the question of whether to amend the state Constitution to repeal the expenditure limitation for school districts. Applies to FY2025-26 and after.

First sponsor: Rep. Shah (D - Dist. 5)
Status: 1/30 House Second Read; 1/26 House First Read

HCR2026:

SCHOOLS; ENGLISH LANGUAGE LEARNERS; REQUIREMENTS

The 2024 general election ballot is to carry the question of whether to amend state statute to repeal and replace provisions related to English language learners. Public schools are required to ensure that all English language learners receive the highest quality education, master the English language and access high quality, innovative research-based language programs. School districts and charter schools are authorized to establish dual-language immersion programs for both native and nonnative English speakers. Directs Legislative Council to prepare conforming legislation.

First sponsor: Rep. Sandoval (D - Dist. 23)
Status: 1/30 House Second Read; 1/26 House First Read

SENATE BILLS

SB1001:

PRONOUNS; BIOLOGICAL SEX; SCHOOL POLICIES

An employee or independent contractor of a school district or charter school is prohibited from knowingly addressing or referring to a student who is under 18 years of age by a pronoun that differs from the student's biological sex without written permission from the student's parent. A school district or charter school is prohibiting from requiring an employee or independent contractor to address or refer to a person by a pronoun that differs from the person's biological sex if doing so is contrary to the employee's or contractor's religious or moral convictions. School boards are required to adopt policies to implement these requirements.

First sponsor: Sen. Kavanagh (R - Dist. 3)

Status: 1/11 Senate Second Read; 1/10 Senate First Read

SB1005:

UNJUSTIFIED ACTIONS; PARENTAL RIGHTS

Except in "unjustified actions" (defined elsewhere in statute), the court is prohibited from granting attorney fees, expenses, or damages to a governmental entity or official for a claim or defense asserted in a suit brought by a parent based on a violation of statutory parental rights.

First sponsor: Sen. Kavanagh (R - Dist. 3)

Status: 1/11 Senate Second Read; 1/10 Senate First Read

SB1040:

PUBLIC SCHOOLS; RESTROOMS; REASONABLE ACCOMMODATION

A public school is required to provide a reasonable accommodation to any person who is unwilling or unable to use either a multi-occupancy restroom or changing facility designated for the person's "sex" (defined) and located in a public school building or multi-occupancy sleeping quarters while attending a public school-sponsored activity, and who requests in writing a reasonable accommodation from the public school. Any person whose written request for a reasonable accommodation is denied by the public school has a private cause of action against the public school unless the public school can demonstrate that the accommodation would cause an undue hardship. Any person who encounters a person of the opposite sex in a multi-occupancy restroom or changing facility designated for the person's sex and located in a public school building or who is required by a public school to share sleeping quarters with a person of the opposite sex has a private cause of action against the public school if the public school gave the person of the opposite sex permission to use the restroom, changing facility, or sleeping quarters.

First sponsor: Sen. Kavanagh (R - Dist. 3)

Status: 2/1 Senate Second Read; 1/31 Senate First Read

SB1042:

SCHOOL DISTRICTS; AGGREGATE EXPENDITURE LIMITATION

For the purpose of calculating the aggregate expenditure limitation for school districts, the "base limit" is changed to the total amount of expenditures of local revenues of all school districts in FY2024-25, instead of FY1979-80. Conditionally enacted on the state Constitution being amended by passage of an unspecified Senate Concurrent Resolution (blank in original) at the 2024 general election. Applies to fiscal years beginning July 1, 2025, and after.

First sponsor: Sen. Marsh (D - Dist. 4)

Status: 1/11 Introduced

SB1043:

EXPENDITURE LIMITATION; SCHOOL DISTRICTS; REPEAL

Repeals statutes relating to the aggregate expenditure limitation for all school districts. Conditionally enacted on the state Constitution being amended by a vote of the people at the 2024 general election to repeal the expenditure limitation for school districts by passage of an unspecified Senate Concurrent Resolution (blank in original). If enacted, applies to FY2025-26

and after. Due to voter protection, this legislation requires the affirmative vote of at least 3/4 of the members of each house of the Legislature for passage.

First sponsor: Sen. Marsh (D - Dist. 4)

Status: 1/11 Introduced

SB1044:

STUDENT DISCIPLINE; NONATTENDANCE; SUSPENSION; REQUIREMENTS

If a student is suspended from school for nonattendance, including being truant or having an unexcused absence for less than one class period during the day, the person imposing the suspension is required to transfer the suspended student to a location on school premises that is isolated from other students and provide the suspended student with academic work during the suspension period.

First sponsor: Sen. Kavanagh (R - Dist. 3)

Status: 1/23 Senate Second Read; 1/19 Senate First Read

SB1054:

MIDDLE SCHOOL STUDENTS; CIVICS; INSTRUCTION

Establishes the Arizona Civics Education and Leadership Development Program within the Arizona Department of Education (ADE) to provide civics education and leadership development training to middle school students who are enrolled in a school district, charter school, or private school in Arizona. ADE is required to develop procedures for eligible nonprofit organizations to apply to be instructional service providers for the Program, and eligibility requirements are listed. By November 1 of each year, each service provider is required to report specified information on the Program to ADE, and ADE is required to compile the reports and submit them to the Governor and the Legislature. Appropriates \$300,000 from the general fund in FY2023-24 to the newly established Arizona Civics Education and Leadership Development Fund for the Program.

First sponsor: Sen. Gowan (R - Dist. 19)

Status: 1/23 Senate Second Read; 1/19 Senate First Read

SB1146:

DIVESTMENT; K-12; ABORTION; EXPLICIT MATERIAL

The State Board of Investment is required to adopt a policy, and submit a copy of the policy to the Legislature, regarding companies that donate to or invest in organizations that promote, facilitate or advocate for abortions for minors, and companies that donate to or invest in organizations that promote, facilitate or advocate for the inclusion of, or the referral of students to, "sexually explicit material" (defined) in kindergarten programs or any of grades 1 through 12. The policy must include the procedure to identify these companies and a process for divestment from the companies identified. The State Treasurer is required to divest from the companies identified.

First sponsor: Sen. Hoffman (R - Dist. 15)

Status: 1/25 Senate Second Read; 1/24 Senate First Read

SB1163:

BOND OR OVERRIDE; CONTRACTS; PROHIBITION

Amending title 15, chapter 4, article 1, Arizona Revised Statutes, by adding section 15-408; relating to school elections.

Notwithstanding any other law, if a person makes a contribution to an entity promoting the passage of a bond or override as prescribed in article 4 or 5 of this chapter and the bond or override is approved by a vote of qualified electors, the person who makes the contribution may not bid on a contract that is funded as a result of the bond or override.

First sponsor: Sen. Kaiser (R - Dist. 2)

Status: 1/26 Senate Second Read; 1/25 Senate First Read

SB1174:

AVERAGE DAILY MEMBERSHIP; STUDENT WITHDRAWALS

Amending section 15-901, Arizona Revised Statutes; relating to school district budgets.

A. In this title, unless the context otherwise requires:

1. "Average daily membership" means the total enrollment of fractional students and full-time students, minus withdrawals, of each school day through the first one hundred days or two hundred days in session, as applicable, for the current year. FOR THE PURPOSES OF THIS PARAGRAPH, "withdrawals" ~~include~~ MEANS students who are formally withdrawn from schools ~~and~~ OR students who are absent for ten consecutive school days, except for excused absences identified by the department of education.

First sponsor: Sen. Kavanagh (R - Dist. 3)

Status: 1/31 Senate Second Read; 1/30 Senate First Read

SB1253:

SEX OFFENDER REGISTRATION; SCHOOL NOTIFICATION

Amending title 13, chapter 38, article 3, Arizona Revised Statutes, by adding section 13-3828; relating to the registration of sex offenders.

A person who is required to register pursuant to section 13-3821 and who is the legal guardian of a student at a public or private school shall annually provide a notice of the person's registration status to the public or private school.

First sponsor: Sen. Shamp (R - Dist. 29)

Status: 1/31 Senate Second Read; 1/30 Senate First Read

SB1323:

SCHOOLS; SEXUALLY EXPLICIT MATERIALS; CLASSIFICATION

Amending section 15-120.03, Arizona Revised Statutes; relating to public schools.

- C. An employee or independent contractor of a public school who violates this section is guilty of a class 5 felony.

First sponsor: Sen. Hoffman (R - Dist. 15)

Status: 1/31 Senate Second Read; 1/30 Senate First Read

SB1350:

SCHOOLS; IMMUNIZATION RATE; WEBSITE POSTING

Amending title 15, chapter 1, article 1, Arizona Revised Statutes, by adding section 15-120.04; relating to school information.

Each public school, including each charter school, that maintains a website shall post on the website the immunization rate of students who are enrolled at the school.

First sponsor: Sen. Mendez (D - Dist. 8)

Status: 2/2 Senate First Read

SB1417:

STUDENTS WITH DISABILITIES; DIAPER CHANGES

Amending title 15, chapter 7, article 4, Arizona Revised Statutes, by adding section 15-763.02; relating to special education for exceptional children.

The policies and procedures developed pursuant to section 15-763, subsection A and the guidelines adopted pursuant to section 15-763, subsection B shall include the following provisions for situations in which a child with a disability wears a diaper and requires assistance to change the diaper:

1. The parent of the child with a disability may request that any individual who changes or assists in changing the diaper be a person of the same biological sex as the child with a disability.
2. The parent of the child with a disability has a right to meet each individual who changes or assists in changing the diaper.
3. The parent of the child with a disability may review records or log entries related to diaper changes for the parent's child with a disability, including the name of the individual

or individuals who change or assist in changing the diaper.

First sponsor: Sen. Wadsack (R - Dist. 17)

Status: 2/2 Senate Second Read, 2/1 Senate First Read

SB1425:

HIGH SCHOOLS; GRADUATION REQUIREMENTS

Amending sections 15-701.01 and 15-718, Arizona Revised Statutes; relating to school curricula.

Section 1. Section 15-701.01, Arizona Revised Statutes, is amended to read:

4. Include in the competency requirements for social studies prescribed in paragraph 2 of this subsection a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a pupil must successfully complete a course or courses that provide the instruction on both of the following:

(a) American government, including the civics education prescribed in sections 15-710 and 15-718.

(b) American history, including the Revolutionary War, the Civil War, World War I and World War II.

Sec. 2. Section 15-718, Arizona Revised Statutes, is amended to read:

(a) The original intent of the founding documents and principles of the United States as found in source documents, including the United States Constitution and amendments to the Constitution, with emphasis on each of the ten amendments that make up the Bill of Rights, and the arguments presented in the Federalist papers.

First sponsor: Sen. Wadsack (R - Dist. 17)

Status: 2/2 Senate Second Read, 2/1 Senate First Read

SB1496:

TEACHER SALARY INCREASES; BASE LEVEL.

Amending Title 15, chapter 9, article 1, Arizona Revised Statutes, by adding section 15-901.04; relating to school finance.

A. In addition to any other base-level increase provided for fiscal year 2023-2024, the base level for fiscal year 2023-2024 prescribed in section 15-901, subsection b, paragraph 2 shall be increased by _____ to raise the average salary of teachers in this state to equal the median salary of public schoolteachers in the United States.

B. For the purposes of this section, "teacher" means any non-administrative personnel who instruct students or support student academic achievement as prescribed by the school district governing board or charter school governing body, including certified teachers, classroom teachers, early childhood teachers, mentor teachers, instructional coaches, and academic interventionists.

First sponsor: Sen. Marsh (D - Dist. 4)

Status: 2/2 Senate First Read

SB1551:

SCHOOLS; CORPORAL PUNISHMENT; PROHIBITION.

Sec. 2. Title 15, chapter 1, article 1, Arizona Revised Statutes, is amended by adding section 15-120.04, to read:

A. A teacher, principal or other person employed by a school district or charter school may not subject a student to corporal punishment. The prohibition on corporal punishment does not prevent the use of restraint or seclusion techniques that comply with section 15-105. In determining whether a person was complying with a restraint or seclusion technique, consideration shall be given to reasonable judgments that were made at the time of the event by a teacher, principal or other person employed by the school district or charter school.

B. For the purposes of this section, "corporal punishment":

1. Means inflicting, or causing the infliction of, physical pain on a student as a means of discipline.

2. Does not include physical pain, injury or discomfort caused by using incidental, minor, or reasonable physical contact or other actions designed to maintain order, control and safety in the school or classroom setting.

First sponsor: Sen. Alston (D - Dist. 5)

Status: 2/2 Senate First Read

SB1557:

SCHOOLS; ACADEMIC STANDARDS; SOCIAL STUDIES

The competency requirements for high school graduation that the State Board of Education is required to prescribe for social studies must include the history and contributions of Asian Americans and Pacific Islanders in the U.S. and Arizona.

First sponsor: Sen. Sundareshan (D - Dist. 18)

Status: 2/2 Senate First Read

SB1607:

STUDENTS WITH DISABILITIES; BODY CAMERAS

Section 1. Title 15, chapter 7, article 4, Arizona Revised Statutes, is amended by adding section 15-773.01, to read:

Notwithstanding any other law, the parent of a child with a disability may use a body camera that the parent harnesses to the chest of the child with a disability to ensure that the child with a disability is properly treated and is safe and healthy while at school.

First sponsor: Sen. Wadsack (R - Dist. 17)

Status: 2/2 Senate First Read

SB1647:

PREGNANT EMPLOYEES; REASONABLE ACCOMMODATIONS

Section 1. Title 23, chapter 2, article 1, Arizona Revised Statutes, is amended by adding section 23-207, to read:

A. An employer that employs fifteen or more employees shall provide a reasonable accommodation for pregnant employees unless that accommodation would impose an undue hardship on the business. The reasonable accommodation may include any of the following:

1. Acquisition or modification of equipment or devices.
2. More frequent break periods or additional restroom, food or water breaks.
3. Assistance with manual labor.
4. A private area for breastfeeding after childbirth.
5. Modification of work schedules or job assignments.
6. Scheduling flexibility to accommodate prenatal health care visits.

B. An employer may not require the employee to use annual, vacation or sick leave if a reasonable accommodation can be made.

C. An employer shall conspicuously post notice of the employer's requirement to provide a reasonable accommodation to a pregnant employee and include a copy of that information in the employee handbook.

D. An employer shall provide written notice to:

1. Newly hired employees at the time of hire.
2. Current employees within one hundred eighty days after the effective date of this section.

3. Pregnant employees within ten days after the employee informs the employee's employer of the pregnancy.

First sponsor: Sen. Burch (D - Dist. 9)

Status: 2/2 Senate First Read

SB1675:

FEMININE HYGIENE PRODUCTS; SCHOOLS; APPROPRIATION

Section 1. Title 15, chapter 1, article 1, Arizona Revised Statutes, is amended by adding section 15-120.04, to read:

A. A school that is operated by a school district or charter school and that serves students in any of grades six through twelve shall make feminine hygiene products available in all women's and gender-neutral restrooms in the school. Notwithstanding any other law, a school that provides feminine hygiene products pursuant to this section may not charge a student or the family of a student for a feminine hygiene product.

B. For the purposes of this section, "feminine hygiene products" includes tampons and sanitary napkins.

Sec. 2. Appropriation; department of education; feminine hygiene products

The sum of \$1,000,000 is appropriated from the state general fund in fiscal year 2023-2024 to the department of education to distribute to school districts and charter schools to provide feminine hygiene products as prescribed in section 15-120.04, Arizona Revised Statutes, as added by this act.

First sponsor: Sen. Epstein (D - Dist. 12)

Status: 2/2 Senate First Read

SCR1002:

CONSTITUTIONAL AMENDMENTS; SIXTY PERCENT APPROVAL

The 2024 general election ballot is to carry the question of whether to amend the state Constitution to require approval by 60 percent of the votes cast on the measure for an initiative or referendum measure that amends the state Constitution to become law, instead of a majority of the votes cast.

First sponsor: Sen. Kern (R - Dist. 27)

Status: 1/11 Senate Second Read; 1/10 Senate First Read

SCR1003:

SCHOOL DISTRICTS; EXPENDITURE LIMITATION; REPEAL

The 2024 general election ballot is to carry the question of whether to amend the state Constitution to repeal the expenditure limitation for school districts. Applies to FY2025-26 and after.

First sponsor: Sen. Marsh (D - Dist. 4)

Status: 1/11 Introduced

SCR1004:

AGGREGATE EXPENDITURE LIMITATION; SCHOOL DISTRICTS

The 2024 general election ballot is to carry the question of whether to amend the state Constitution to change the aggregate expenditure limitation for all school districts by using FY2024-25 as the base year, instead of FY1979-80. Applies to FY2025-26 and after.

First sponsor: Sen. Marsh (D - Dist. 4)

Status: 1/11 Introduced

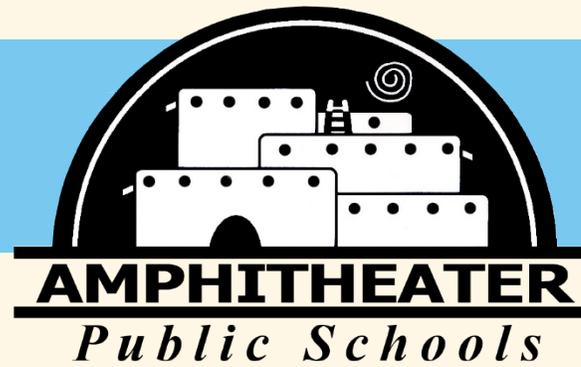
SCR1005:

SCHOOL DISTRICTS; EXPENDITURE LIMIT; AUTHORIZATION

The Legislature authorizes the expenditure of local revenues by school districts in excess of the expenditure limitation prescribed in the state Constitution in FY2022-23. This authorization is effective only on the approval of this resolution by at least 2/3 of the members of each house of the Legislature by roll call vote by March 1, 2023.

First sponsor: Sen. Marsh (D - Dist. 4)

Status: 1/11 Introduced



February 14, 2023 Governing Board Meeting

121

Legislative Update



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



Federal Legislation of Note

United States House of Representatives HR9566: THE “AMERICAN TEACHER ACT”



To provide grants to States to support State efforts to increase teacher salaries, and for other purposes



SEC. 2. GRANTS TO SUPPORT STATE EFFORTS TO INCREASE TEACHER SALARIES



(a) Teacher Salary Incentive Grant —

(1) PURPOSE.—The purpose of this section is to ensure that each teacher who is employed full-time at a qualifying school in a State earns an annual salary for any year of employment of not less than \$60,000 (adjusted for inflation)



(2) GRANTS FOR MINIMUM SALARY THRESHOLD—

(A) IN GENERAL.—From amounts made available to carry out this section, the Secretary of Education shall award 4-year grants to States. To be eligible to receive such a grant, the State educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require



Status: 12/14 Introduced and Assigned to Education Committee





Arizona State Legislative Session Statistics*

*As of Monday, February 13, 2023



Session Convened: January 9, 2023



Bills Introduced: 1528



Resolutions Introduced: 97



Resolutions Passed: 3





Arizona State Legislative Deadlines



January 30: Last Day for Senate to introduce bills



February 6: Last day for House members to introduce bills



February 17: Last day for each house to hear its own bills in committee



March 24: Last day for the other house to hear transferred bills in committee



April 14: Last day for consideration of bills in committees



April 18: 100th Day of Session
Sine Die adjournment unless leadership extends





Education Bills Posted by State Legislators in the Amphitheater District*

District 17

Rep. Jones

- HB 2311 School Board Members; Qualifications; Age
- HB 2317 School Counselors; Parental Consent

Sen. Wadsack

- SB 1417 Students With Disabilities; Diaper Changes
- SB 1425 High Schools; Graduation Requirements
- SB 1607 Students With Disabilities; Body Cameras

District 18

Rep. Gutierrez

- HCR 2005 School Districts; Expenditure Limitation; Repeal
- HB 2068 Team Designations; Biological Sex; Repeal

Sen. Sundareshan

- SB 1557 Schools; Academic Standards; Social Studies

District 20

Rep. Cano

- HB 2295 STO Scholarships; Means Testing

*Find information about how to contact your federal and state representatives on the District Website at <https://www.amphi.com/Domain/3999/>



Aggregate Expenditure Limit Bills



➤ Multiple resolutions and bills relating to school district expenditures were introduced at start of the session:

- House: 6 proposed resolutions and 3 bills
- Senate: 4 proposed resolutions and 2 bills



➤ House Concurrent Resolution (HCR) 2001 was approved by both houses and transmitted to the Secretary of State on February 9, 2023

126



“Be it resolved by the House of Representatives of the State of Arizona, the Senate concurring:

- 1. That the legislature authorizes school districts to spend local revenues in the amount of \$1,385,809,642 in excess of the expenditure limitation prescribed pursuant to article IX, section 21, Constitution of Arizona, in fiscal year 2022-2023.**
- 2. That the authorization provided in paragraph 1 of this resolution is effective only on the approval of this resolution by at least two-thirds of the membership of each house of the legislature by roll call vote on or before March 1, 2023.”**





Fast Moving Bills



SB 1005

UNJUSTIFIED ACTIONS; PARENTAL RIGHTS

Except in "unjustified actions" (defined elsewhere in statute), the court is prohibited from granting attorney fees, expenses, or damages to a governmental entity or official for a claim or defense asserted in a suit brought by a parent based on a violation of statutory parental rights

128

Status: 2/7 Senate majority and minority caucus, *do pass*; 1/11 Senate Second Read; 1/10 Senate First Read



SB 1044

STUDENT DISCIPLINE; NONATTENDANCE; SUSPENSION; REQUIREMENTS

If a student is suspended from school for nonattendance, including being truant or having an unexcused absence for less than one class period during the day, the person imposing the suspension is required to transfer the suspended student to a location on school premises that is isolated from other students and provide the suspended student with academic work during the suspension period

129

Status: 2/7 Senate majority and minority caucus, *do pass*; 1/23 Senate Second Read; 1/19 Senate First Read



SCR 1002

CONSTITUTIONAL AMENDMENTS; SIXTY PERCENT APPROVAL

The 2024 general election ballot is to carry the question of whether to amend the state Constitution to require approval by 60 percent of the votes cast on the measure for an initiative or referendum measure that amends the state Constitution to become law, instead of a majority of the votes cast

130

Status: 2/7 Senate majority and minority caucus, *do pass*; 1/23 Senate Elec. Committee, *do pass* 5-3; 1/11 Senate Second Read; 1/10 Senate First Read



Bills Focused on Repeal



HB 2068

TEAM DESIGNATIONS; BIOLOGICAL SEX; REPEAL

Would repeal ARS 15-120.02 governing students playing on the team of their biological sex

Status: 1/18 House Second Read; 1/17 House First Read



HB 2460

SUSPENSION; REQUIREMENTS; K-4 STUDENTS

Statutory requirements that must be met in order to suspend or expel a student in kindergarten through fourth grade do not apply to a suspension for two days or less or to an expulsion required due to a student bringing a firearm to school

Status: 1/24 House Second Read; 1/23 House First Read



HCR2026

SCHOOLS; ENGLISH LANGUAGE LEARNERS; REQUIREMENTS

The 2024 general election ballot would carry the question of whether to amend state statute to repeal and replace provisions related to English language learners (ELL) as follows:

- Eliminate the requirement that ELL students be enrolled in an ELL program under ARS 15-752 or 15-753
- Requires public schools to ensure that all ELL students:
 1. Receive the highest quality education,
 2. Master the English language, and
 3. Access high quality, innovative research-based language programs
- Gives parent/guardian of ELL student legal standing to sue for enforcement of their above-listed rights, and recover compensatory damages and attorney's fees, but not punitive damages
- Permits schools to establish dual-language immersion programs for both native and non-native English speakers

134

Status: 1/30 House Second Read; 1/26 House First Read



Bills about Money



HB 2114

APPROPRIATION; FINANCIAL AID TRUST FUND

- Appropriates \$36,700,000 from the state general fund in fiscal year 23-24 to the financial aid trust fund
- This is in addition to other FY 23-24 appropriations

Status: 1/24 House Second Read; 1/23 House First Read



HB 2146

FULL-DAY KINDERGARTEN STUDENTS; ADM

For the purpose of school funding, the definition of "full-time student" would be modified to require a full-day kindergarten program to meet for at least 712 hours during the school year.

137

Status: 1/24 House Second Read; 1/23 House First Read



HB 2147

SCHOOL FUNDING; INFLATION ADJUSTMENT

- FY 23-24: Legislature would be required to increase the amount of DAA and CAA (charter) by at least 2%
- FY 24-25 and each fiscal year after, Legislature would be required to increase the amount of DAA and CAA by a minimum growth rate of either 2% or the change in the GDP price deflator from the second preceding calendar year to the calendar year immediately preceding the budget year, whichever is less
- The amount of DAA and CAA cannot be reduced below the base level established for FY 23-24.

Status: 1/24 House Second Read; 1/23 House First Read



Bills to Watch



HB 2458

RACE; ETHNICITY; PROHIBITED INSTRUCTION

- Originally signed into law as Laws 2021, chapter 404 (part of the FY2021-22 budget) but were deemed unconstitutional by the Arizona Supreme Court in Arizona School Boards Association *et al* v. State of Arizona
- Prohibits a school district or its employees from providing or allowing any person to provide instruction to students or employees that promotes or advocates for any of a list of concepts related to race and ethnicity, which includes that:
 - One race or ethnic group is inherently morally or intellectually superior to another race or ethnic group,
 - An individual, by virtue of the individual's race or ethnicity, is inherently racist or oppressive,
 - An individual, by virtue of the individual's race or ethnicity, bears responsibility or blame for actions committed by other members of the same race or ethnic group, and
 - Academic achievement, meritocracy or traits such as a hard work ethic are racist or were created by members of a particular race or ethnic group to oppress members of another race or ethnic group
- Permits complaints to the State Board of Education (SBE) or State Superintendent of Public Instruction (SSPI) for an alleged violation after the school or agency has had the opportunity to resolve the complaint, with a civil penalty to the school district of up to \$5,000 per violation and potential discipline (including possible loss of certificate) for the employee

Status: 1/23 House Second Read; 1/19 House First Read



HB 2533

CLASSROOM INSTRUCTION; POSTING REQUIREMENTS

Each school district (and charter school) shall post an electronic copy of all of the following on its website free of charge:

- each educational course of study offered by each school in the school district
- a list of all learning materials, including the source of any supplemental educational materials, that are being used in each school in the school district
- each lesson plan that is being used or implemented in each school in the school district

141

Status: 1/26 House Second Read; 1/25 House First Read

2023 Advocacy Day

Arizona State Capitol Building Historic Senate Chamber
1700 W. Washington Street
Monday, February 20
9 am to 3 pm

142





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

DATE OF MEETING: February 14, 2023

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 February 13, 2023.

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: February 13, 2023

Todd A. Jaeger, J.D., Superintendent

2/14/2023

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Van Wert	Ryan	Teacher - Mathematics	CT	Amphi High School			Rehire	Mr. Malis	*
White	Mallorie	Teacher - Grade 1	CT	Prince Elementary	CTT-MA	10 years	Replacement	Ms. Sheber	
Linderman	Christina	Occupational Therapist	CL-PR	Wetmore Center	OT	10 years	Replacement	Ms. Gabor	
Erazo	Irma	Food Service Attendant	CL	Nash Elementary	1	5 years	Replacement	Mr. Greeson	
Flake	Jeanette	Library Assistant	CL	Prince Elementary	4	0 years	Replacement	Ms. Sheber	
Hachmann	Samantha	Special Education Teaching Assis	CL	Rio Vista Elementary	3	0 years	Replacement	Ms. Spillane	
Lavery	Veronica	Human Resource Specialist	CL	Wetmore Center	10	0 years	New	Mr. Hastings	
Salgado	Jessica	Classroom Aide/Caregiver	CL	Rio Vista Elementary	2	3 years	Replacement	Ms. Spillane	
St Onge	Mindy	Bus Driver	CL	Transportation	11	0 years	Replacement	Ms. Frye-Geroge	
Zamora	Juan	Custodian I	CL	Prince Elementary	2	5 years	Replacement	Ms. Sheber	
Watson	David	Special Events Worker	ADDM	Amphi High School			Addendum		\$13.85 per hour

* 2023-2024 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

02/14/2023
 GOVERNING BOARD MEETING
 APPOINTMENTS

SUBSTITUTES

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Gladish	Malaya		CT		01/23/2023	
Grosse	Caitlin		CT		01/30/2023	
Lewis	Marsha		CT		01/26/2023	
Walter	Elizabeth		CT		01/23/2023	

AD Administrative
 PR Professional
 CT Certified
 CL Classified



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

DATE OF MEETING: February 14, 2023

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 February 13, 2023.

In addition, a job description for a “Curriculum, Instruction & Intervention Support Specialist” position is presented with this agenda item for consideration and approval by the Governing Board. In effect, the proposed job description revises the title of the previously approved curriculum & instruction support specialist position to add the term “Intervention” to the title. In addition, it adds responsibilities for implementing a multi-tiered system of support by providing Tier 2 intervention for students who are demonstrating academic need based on benchmark assessment data, and providing instructional coaching for teachers that is focused on goal setting, co-planning, co-teaching, modeling lessons and reflecting on student achievement outcomes.

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: February 13, 2023

Todd A. Jaeger, J.D., Superintendent

2/14/2023

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/GL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Johnson	Kaylee	Cook	CL	CDO High School	Transfer			
Peplinski	Therese	Student Services Coordinator Assista	CL	Wilson K-8 School	Transfer		<\$0.70>	
Petty	Giovanna	Food Service Attendant	CL	CDO High School	Transfer			
Altemara-Arnold	Sara	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Ambrosio	Trish	ADDN - Technology Coach HS	ADCT	Ironwood Ridge High	Addendum			\$1,550.00
Aros	Jessica	ADDN - Homebound	ADCT	Ironwood Ridge High	Addendum			\$42.00 per hour
Brown	Karen	ADDN - Curriculum Development	ADCT	Ironwood Ridge High	Addendum			\$25.00 per hour
Busby	Devon	Coach - Spiritleading Head Winter HS	ADCT	Ironwood Ridge High	Addendum			\$2,450.00
Cannon	Robert	ADDN - AV Tech - Special Events HS	ADCT	Wetmore Center	Addendum			\$20.00 per hour
Cordell	Mandi	ADDN - Vex Robotics	ADCT	Innovation Academy	Addendum			\$907.32
Cote	Lorena	ADDN - School Support Team	ADCT	Nash Elementary	Addendum			\$20.00 per hour
Demetriou	Harriet	ADDN - Odyssey of the Mind	ADCT	Donaldson Elementary	Addendum			\$1,200.00
Esposito	Kimberly	ADDN - School Support Team	ADCT	Nash Elementary	Addendum			\$20.00 per hour
Evans	Bethany	Coach - Track Assistant HS	ADCT	Amphi High School	Addendum			\$2,400.00
Ferris	Rachelle	ADDN - Vex Robotics	ADCT	Innovation Academy	Addendum			\$907.32
Gates	Julia	ADDN - School Support Team	ADCT	Nash Elementary	Addendum			\$20.00 per hour
Glasford	Brittnye	ADDN - Essential Recruit Stipend	ADCT	La Cima Middle School	Addendum			\$1,365.85
Harding	Kevin	ADDN - School Support Team	ADCT	Amphi High School	Addendum			\$20.00 per hour
Haverty	Matthew	ADDN - School Support Team	ADCT	Amphi High School	Addendum			\$20.00 per hour
Heagle	Denise	ADDN - School Support Team	ADCT	Amphi High School	Addendum			\$20.00 per hour
Hurley	Benjamin	ADDN - School Support Team	ADCT	Amphi High School	Addendum			\$20.00 per hour
Kuhn	Brandon	Coach - Baseball Head HS	ADCT	Amphi High School	Addendum			\$3,000.00

147

*	2023-2024 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
Mendivil	Jorge	Coach - Track Assistant HS	ADCT	Amphi High School	Addendum		\$2,400.00	
Mendivil	Jorge	Special Events Worker	ADCT	Amphi High School	Addendum		\$13.85 per hour	
Morabito	Rachel	Instructional Aide	ADCT	Mesa Verde Elementary	Addendum		\$14.00 per hour	
Panneck	Jeffrey	ADDN - Interscholastic Supervisor	ADCT	La Cima Middle School	Addendum		\$500.00	
Parham	John	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Peace	Dustin	ADDN - Weight Training Coach	ADCT	CDO High School	Addendum		\$1,300.00	
Pye	Andragayle	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Roberts	Coral	ADDN - School Support Team	ADCT	Nash Elementary	Addendum		\$20.00 per hour	
Rose	Stileda	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Rose	Stileda	Coach - Track Head HS	ADCT	Amphi High School	Addendum		\$3,000.00	
Sandoval	Gary	Coach - Track Head HS	ADCT	Amphi High School	Addendum		\$3,000.00	
Scheel	Christopher	ADDN - Interscholastic Activities Mgr	ADCT	Amphi High School	Addendum		\$1,425.00	
Scrivner	Matthew	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Smith	Shawn	Coach - Baseball Assistant HS	ADCT	Amphi High School	Addendum		\$2,400.00	148
Smith	Shawn	Special Events Worker	ADCT	Amphi High School	Addendum		\$13.85 per hour	
Smith	Shawn	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Summons	Sjana	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Tagawa	Toru	ADDN - Orchestra HS	ADCT	CDO High School	Addendum		\$1,950.00	
Tarbet	Jeremy	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Thornburg	Ryan	Coach - Tennis Head HS	ADCT	Amphi High School	Addendum		\$2,600.00	
Todd	Cary	Coach - Soccer Head MS	ADCT	La Cima Middle School	Addendum		\$1,700.00	
Traweek	Donna	ADDN - Homebound	ADCT	Ironwood Ridge High	Addendum		\$42.00 per hour	
Van Wert	Ryan	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Willis	John	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	

*	2023-2024 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
Willis	John	Coach - Equipment Technician Spring	ADCT	Amphi High School	Addendum		\$1,850.00	
Willis	John	ADDN - Interscholastic Activities Mgr	ADCT	Amphi High School	Addendum		\$1,425.00	
Willis	Maria	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Youngling	Roland	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Yount	Sonya	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Dominguez	Dominique	Special Events Worker	ADCL	CDO High School	Added Duty		\$14.00 per hour	
Garcia	Brenda	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$16.08 per hour	
Hernandez	Julius	Groundskeeper II	ADCL	Facilities Support	Added Duty		\$13.64 per hour	
Hernandez	Mary	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$15.55 per hour	
Honomichl	Erka	ADDN - Instructional Aide	ADCL	Mesa Verde Elementary	Addendum		\$14.00 per hour	
Lidbetter	Erin	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$25.31 per hour	
Rhein	Kary	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$15.55 per hour	
Sholl	Norma	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$16.64 per hour	

149

*	2023-2024 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		

CURRICULUM, INSTRUCTION, & INTERVENTION SUPPORT SPECIALIST

QUALIFICATIONS

A. REQUIRED

- Valid Arizona teaching certificate
- Teaching experience utilizing effective instructional practices
- Experience in assessment
- Experience in a school based or district-based leadership role
- Knowledge of appropriate interventions at Tier 1, Tier 2, and Tier 3 levels
- Teaching background in math, literacy, science, social studies, or technology

B. DESIRED

- Depth of Knowledge background
- Staff development experience

SUMMARY

The primary role of the Curriculum Instruction and Intervention Support Specialist is to positively impact student achievement. This will be accomplished by participating in continuous school improvement efforts, assisting teachers in the development of appropriate formative and summative assessments, analyzing data based on the assessments, observing in classrooms and providing feedback, coaching, mentoring new teachers, professional development, teaching intervention classes and planning instruction using data to drive instructional decisions. The Curriculum, Instruction and Intervention Support Specialist assists teachers with the process of determining appropriate interventions and extensions based on evidence of student progress and learner needs.

Reports to: Office of Learning & Instruction and Building Principal

ESSENTIAL FUNCTIONS

- Demonstrates knowledge and skills in the process of continuous improvement
- Works directly with school administration, teachers, district level personnel to facilitate the effective implementation of the School Improvement Process
- Collects and analyzes appropriate data including factors contributing to classroom environment, instructional delivery, student engagement to help teachers determine areas of need
- Supports implementation of a multi-tiered system of support by providing Tier 2 intervention for students who are demonstrating academic need based on benchmark assessment data
- Engages teachers in continuous improvement cycles through instructional coaching focused on goal setting, co-planning, co-teaching, modeling lessons and reflecting on student achievement outcomes
- Assists in developing instructional strategies based on data
- Conducts classroom observations and provides feedback
- Assists with intervention plans for students based on academic achievement
- Mentors new teachers
- Applies criteria from teacher evaluation system to assist in teacher improvement or development



CURRICULUM, INSTRUCTION, & INTERVENTION SUPPORT SPECIALIST

- Provides formative, individualized, staff development for teachers new to the profession and for teachers struggling with student progress data
- Develops professional development plans to address targeted areas
- As requested by administrators, provides input and support for teacher improvement plans
- Demonstrates knowledge of content and strong, appropriate pedagogical skills
- Builds collaborative capacity in schools by creating systems that encourage teachers to work together
- Contributes to and assists in the development of professional learning communities focusing on District and school goals
- Plans and conducts appropriate learning activities, utilizing a variety of differentiated strategies, and setting appropriate expectations for adult learners
- Develops effective training materials
- Assists teachers in the design of formative and summative assessments
- Possesses experience working with a variety of student groups (Title I, ELL, Special Needs) across grade levels
- Organizes time effectively and is self-directed
- Exhibits patience, courtesy and tact when dealing with others
- Maintains appropriate confidentiality at all levels
- Positively accepts and responds to feedback and new learning situations
- Maintains appropriate records and documentation
- Serves on committees and works on projects related to instructional practices
- Maintains knowledge of and complies with state, federal and district regulations
- Promotes and supports district-wide educational advancement in 21st Century skills
- Integrates knowledge and skills that are relevant to the 21st Century
- Accepts other duties as assigned

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to analyze, interpret and solve problems
- Ability to communicate individually and in group settings
- Ability to establish positive and productive relationships on multiple levels
- Ability to be flexible and function under tight deadlines
- Ability to concentrate for extended periods of time
- Ability to remain seated for extended periods of time
- Ability to reach, stoop, bend, kneel, lift, and carry up to 20 pounds
- Ability to operate office equipment



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

DATE OF MEETING: February 14, 2023

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of February 6, 2023.

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: February 6, 2023

Todd A. Jaeger, J.D., Superintendent

2/14/2023

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Alessi	Dawn	Teacher - Cross Categorical Classro	CT	Amphi Academy Online	01/04/2023	Start Date
Goldberg	Gina	Teacher - P. E.	CT	Holaway Elementary	01/20/2023	End Date
Johnson Bivens	Adria	Teacher - Rillito Classroom	CT	Rillito Center	02/07/2023	Extension Start Date
Lustenberger	Renee	Teacher - Language Arts	CT	Cross Middle School	01/19/2023	End Date
Lustenberger	Renee	Teacher - Language Arts	CT	Cross Middle School	01/06/2023	Start Date
Novinski	Garrett	Teacher - P. E.	CT	Wilson K-8 School	01/27/2023	Start Date Change
Simmons	Melissa	Teacher - Preschool Director	CT	Rio Vista Elementary	01/25/2023	Extension Start Date
Vaswani	Sabina	Teacher - Grade 5	CT	Innovation Academy	01/11/2023	Start Date
Cook	Sharon	Food Service Attendant - Lead	CL	Nash Elementary	12/16/2022	End Date
Coronado Bastidas	Laura	Food Service Attendant	CL	Nash Elementary	01/04/2023	Start Date
Escarriga Castro	M. Frania	Cook	CL	Amphi High School	01/16/2023	Start Date
Guadian	Amelinda	Bus Driver	CL	Transportation	01/20/2023	Start Date
Polito	Brennan	Food Service Attendant	CL	Walker Elementary	02/06/2023	Start Date
Ramirez Aguilar	Juana	Custodian I	CL	Walker Elementary	01/26/2023	Start Date

153

- * 2023-2024 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: February 14, 2023

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

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of February 13, 2023.

RECOMMENDATION:

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

INITIATED BY:

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

Date: February 13, 2023

Todd A. Jaeger, J.D., Superintendent

2/14/2023

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Hamm	Robert	Teacher - Digital Photograph	CT	Amphi High School	02/03/2023	Separation Agreement	
Quigley	Erin	Teacher - Sports Medicine	aCT	Amphi High School	02/10/2023	Separation Agreement	
Roepke	Denise	Social Worker	CL-PR	Rio Vista Elementary	01/06/2023	Retirement	Retiring ESI
Armenta	Anette	Elementary School Health	AiCL	Nash Elementary	01/25/2023	Resignation	
Calvelli	Kimberlee	Computer Systems Operator	CL	Ironwood Ridge High	02/03/2023	Retirement	
MacLeod	William	Custodian I	CL	Wilson K-8 School	01/30/2023	Dismissal	
Molinar	Cynthia	Classroom Aide/Caregiver	CL	Rillito Center	01/17/2023	Resignation	
Montanez	Elizabeth	Special Education Teaching	CL	Holaway Elementary	01/19/2023	Resignation	
Nielsen	Lori	Educational Assistant to the	CL	Holaway Elementary	01/20/2023	Resignation	
Nielsen	Lori	Clerk	CL	Holaway Elementary	01/20/2023	Resignation	
Oliver	Annabel	Student Services Coordinator	CL	Wetmore Center	03/10/2023	Resignation	
Padilla	Jordan	Library Clerk	CL	Amphi Middle School	05/18/2023	Resignation	155
Rediske	Tanya	Classroom Aide/Caregiver	CL	Rio Vista Elementary	01/19/2023	Resignation	
Riesgo	Deborah	Food Service Attendant	CL	Mesa Verde Elementary	12/16/2022	Resignation	
Rivera	Lourdes	Custodian I	CL	Prince Elementary	02/10/2023	Resignation	
Taylor	Shanna	Campus Monitor	CL	Innovation Academy	01/06/2023	Correction	Date of Separation
Tederous	Rose	Food Service Attendant	CL	Nash Elementary	01/20/2023	Resignation	

*	2023-2024 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

02/14/2023
GOVERNING BOARD MEETING
SEPARATIONS

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Olsen	Judith		CT		01/26/2023	
Miranda de La Rosa	Maricela		CL		01/27/2023	

AD Administrative
PR Professional
CT Certified
CL Classified



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

DATE OF MEETING: February 14, 2023

TITLE: Approval of Stipend for Coaching Volunteers

BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of February 6, 2023.

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: February 6, 2023

Todd A. Jaeger, J.D., Superintendent

2/14/2023

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Borendame	Anne	Coach - Volleyball Assistant HS	Ironwood Ridge High	Stipend	\$1,200.00
Burgarin-Espinoza	Melissa	Coach - Softball Assistant HS	Amphi High School	Stipend	\$2,400.00
Campillo	Natalie	Coach - Spiritleading Assistant Wir	Ironwood Ridge High	Stipend	\$2,250.00
Cardenas	Mario	Coach - Wrestling Assistant MS	La Cima Middle School	Stipend	\$1,400.00
Catalano	Tami	Coach - Spiritleading Assistant Wir	Ironwood Ridge High	Stipend	\$2,250.00
Collings	Craig	Coach - Softball Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Danehy	Thomas	Coach - Tennis Head HS	Amphi High School	Stipend	\$2,600.00
Frederick	Michael	Coach - Volleyball Head - 2nd Seas	Amphi High School	Stipend	\$3,000.00
Garcia	Latissia	Coach - Softball Assistant HS	CDO High School	Stipend	\$2,400.00
Hitchye	Jordan	Coach - Weight Training HS	CDO High School	Stipend	\$1,300.00
Lane	Taylor	Coach - Volleyball Assistant HS	CDO High School	Stipend	\$2,400.00
McCright	Kira	Associate Coach	CDO High School	Stipend	\$1,000.00
Pereira	Ricardo	Coach - Basketball Head MS	La Cima Middle School	Stipend	\$1,700.00
Petersen	Claire	Coach - Spiritleading Assistant Wir	Ironwood Ridge High	Stipend	\$2,250.00
Pro	Christopher	Coach - Softball Assistant HS	Amphi High School	Stipend	\$2,400.00
Rabellizsa	Dayton	ADDN - Assistant Athletic Trainer	Amphi High School	Stipend	\$1,850.00
Rabellizsa	Dayton	ADDN - Assistant Athletic Trainer	Amphi High School	Stipend	\$1,850.00
Santavicca	Michael	Coach - Wrestling Assistant MS	Coronado K-8 School	Stipend	\$1,400.00
Sonnek	Irma	Coach - Softball Head HS	Amphi High School	Stipend	\$3,000.00
Stracco	Katherine	Coach - Softball Assistant HS	CDO High School	Stipend	\$2,400.00

158

* 2023-2024 School Year

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Valencia	Brian	Coach - Volleyball Assistant - 2nd	Amphi High School	Stipend	\$2,400.00
Welch	Adam	Coach - Volleyball Head - 2nd Seas	Amphi High School	Stipend	\$3,000.00
Yslava	Andrew	Coach - Wrestling Assistant MS	Wilson K-8 School	Stipend	\$1,400.00

* 2023-2024 School Year



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

DATE OF MEETING: February 14, 2023

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.

January 31, 2023

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: February 1, 2023

Todd A. Jaeger, J.D., Superintendent

**Minutes of the Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, January 31, 2023**

A Special public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, January 31, 2023, beginning at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

Governing Board Members Present

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

Superintendent's Cabinet Members Present

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. Elizabeth Jacome, Director of Curriculum and Assessment
Mr. Richard C. La Nasa, Executive Manager of Operational Support
Ms. Kristin McGraw, Director of Student Services
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

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

2. EXECUTIVE SESSION*

1. Motion to Recess Open Meeting and Hold an Executive Session for Consideration and Decision Upon Long-term Suspension/Expulsion Hearing Officer's Recommendations, Pursuant to A.R.S. § 15-843(F)(2) Regarding, Student # 30065007

President Day asked for a motion to hold Executive Session. Vice President 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 – 5: President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec and Ms. Zibrat. Opposed–0.

President Day proclaimed they were in Executive Session at 5:30 p.m.

3. RECONVENE PUBLIC MEETING

President Day reconvened the meeting at 6:01 p.m.

4. PLEDGE OF ALLEGIANCE

President Day asked Dr. Baker to lead the Pledge of Allegiance.

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

President Day announced that the next Regular Governing Board Meeting would be held on Tuesday, February 14, 2023 at 6:00 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership and Professional Development Center.

6. PUBLIC COMMENT

There were no comments.

7. CONSENT AGENDA

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 Day asked if any items needed to be removed for further discussion.

Superintendent Jaeger requested Item A. be held for separate consideration.

President Day asked for a motion. Vice President Cox Golder moved for Consent Agenda Items 7. B.-M. be approved as presented. Mr. Kopec seconded the motion. Voice vote in favor – 5. President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec and Ms. Zibrat. Opposed – 0. Consent Agenda Items 7. B.-M. passed.

Superintendent Jaeger recommended Andrew Szczepaniak for the position of Donaldson Elementary School Principal for Fiscal Year 2023-2024. He explained that Mr. Szczepaniak has been serving as interim Principal of Donaldson Elementary School and is also serving as Principal of Amphi Academy Online. He spoke about his educational background, teaching and work experience.

In addition, he recommended Timothy Ripp for the position of Principal of Mesa Verde Elementary School for Fiscal Year 2023-2024. He said Mr. Ripp has been the interim Principal at Mesa Verde Elementary School this year. Superintendent Jaeger talked about his educational background, and prior teaching and administrative positions with the Amphitheater School District.

Vice President Cox Golder moved for Item 7. A. be approved as presented. Mr. Kopec seconded the motion. Voice vote in favor – 5. President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec and Ms. Zibrat. Opposed – 0. Consent Agenda Item 7. A. passed.

A picture of Mr. Szczepaniak, Mr. Ripp, the Governing Board and Superintendent Jaeger was taken to mark the occasion.

President Day called for a fifteen-minute break for a reception and the opportunity to congratulate the newly appointed Principals and their families.

A. Approval of Appointment of Administrative Personnel

Administrative personnel appointments were approved as listed in Exhibit 1.

B. Approval of Appointment of Non-Administrative Personnel

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

C. Approval of Personnel Changes

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

D. Approval of Leave(s) of Absence

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

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

Separations and terminations were approved as listed in Exhibit 5.

F. Approval of Stipend for Coaching Volunteers

Stipend for Coaching Volunteers were approved as listed in Exhibit 6.

G. Approval of Minutes of Previous Meeting(s)

The Governing Board approved the January 10, 2023 meeting minutes as submitted in Exhibit 7.

H. Approval of Vouchers Totaling and Not Exceeding Approximately \$3,744,488.31

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
1231	\$20,227.95	1232	\$770,713.22	1233	\$103,459.63
1234	\$130,588.13	1235	\$134,892.77	1236	\$430,118.88
1237	\$990.70	1238	\$63,208.14	1240	\$135,309.36
1241	\$100,840.04	1242	\$207,982.47	1243	\$158,987.58
1244	\$279,280.67	1245	\$4,534.48	1246	\$3,048.51
1247	\$53,938.46	1248	\$236,604.52	1249	\$37,416.23
1250	\$611,151.34	1251	\$131,176.79	1252	\$127,813.89
1253	\$2,204.55				

I. Acceptance of Gifts

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

J. Receipt of December 2022 Report on School Auxiliary and Club Balances

The Governing Board approved the Receipt of December 2022 Report on School Auxiliary and Club Balances as submitted in Exhibit 10.

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

The Governing Board approved Disposal of Surplus Property via PublicSurplus.com.

L. Approval of School Facilities Oversight Board (SFOB) Grant for Wilson K-8 School Underground Heating Water Pipe Repair

The Governing Board approved School Facilities Oversight Board (SFOB) Grant for Wilson K-8 School Underground Heating Water Pipe Repair as submitted in Exhibit 11.

M. Approval of Out of State Travel

The Governing Board approved requests for Out of State Travel as submitted in Exhibit 12.

President Day reconvened the meeting at 6:20 p.m.

8. STUDY

A. Presentation on the District Data as it relates to the School A-F Grades

For the PowerPoint Presentation of District Data as it relates to the School A-F Grades see Exhibit 13.

Superintendent Jaeger explained the District is fortunate to have Jason Weaver, Program Evaluation and Data Analyst, to interpret the data for the School A-F Grades. He stated that the Governing Board was promised additional information on the school grade labels that were issued by the state in the Fall of 2022, and Mr. Weaver, Ms. Call and Mr. Munger will be presenting this information.

Ms. Call explained that she and Mr. Munger determined last year that their department was “data rich and structurally weak”. Mr. Weaver was hired to interpret the data and provide specific information to the schools to help accelerate student achievement.

Mr. Munger spoke about the scope of work done by Mr. Weaver. This included an analysis of the 2021-2022 assessment data that was provided to the principals and the supports needed for student learning and mastery.

Mr. Weaver thanked the Governing Board for the opportunity to talk about how the grading system is structured, the supports that are in place to advance student achievement, and ultimately the school grade levels. He shared the rules and adoption timeline for the A-F Letter Grades by the Arizona State Board of Education (SBE). He explained the student assessments are administered in the spring, and after testing the school districts are required to submit additional data. In the fall, the A-F Letter Grades are released.

Mr. Weaver gave an overview of the categories used to measure Kindergarten through 8th grade and high school proficiency and growth, and the points structure used based on student overall achievement. He noted that the high school point structure also includes graduation rates and college and career readiness.

He explained another factor included in the A-F Letter Grades is the “Academic Growth Structure”. The student growth percentiles (SGP) describe the “actual” growth a student made in a school year by comparing a student’s current-year test score with the current-year test scores of his/her academic peers. The Student Growth Targets (SGT) are the “expected” growth a student should exhibit in the year to achieve ‘Proficient’ and ‘Highly Proficient’ within the next three years beyond the current year or by high school graduation, whichever comes first. Mr. Weaver noted the SGT were not included in school year 2022 letter grades, but will be in the school year 2023 letter grades.

Mr. Weaver highlighted additional components of the A-F Letter Grades. These include acceleration and readiness, graduation rates, college and career readiness. He stated that bonus points are received for special education enrollment, and science proficiency in 5th and 8th grades. Additionally, at the high school level, college and career readiness and the percentage of students that take the ACT Aspire in 9th grade are included.

Mr. Weaver spoke about overlapping areas of importance in A-F Letter Grades; proficiency and growth. He noted that student achievement and growth are only a part of the equation. As important for student success, are the continued readiness measures the District has addressed including chronic absenteeism (due to the pandemic), and subgroup performance and improvement plans.

He shared a slide showing the Amphi schools that did not receive an “A” letter grade. He explained that in the fall the state determines the “cut” scores after all the assessments are completed. The chart showed how many points were needed for the schools to move up to the next letter grade.

Mr. Weaver talked about areas for potential improvement at the high school level. These included proficiency (largest area), college and career readiness and growth. He stated that the K-8 schools have a similar potential to improve in the areas of proficiency and growth.

Mr. Weaver said the assessments are important information and that in order to align instructional strategies within a common instructional framework, they are used to strengthen foundational first instruction, Core, and Tier 1 teaching. In addition, the K-12 principals are working together to analyze the data and work on a system to support the feeder pattern schools.

President Day thanked Mr. Weaver for the presentation, and asked if any Governing Board members had questions. There were none.

Mr. Munger said a critical part of having the data is using it to support instruction. He reported that the department heads have been working to create scope and sequence guides to align grading and ongoing curriculum adoption across the District.

Ms. Call spoke about the intervention strategies that are now in place as a result of the assessment data. She explained that Mr. Weaver provides the NWEA Map data to the principals. To facilitate improvement, he helps the principals by providing training, support and protocols in order to review the data with their leadership teams. In various course areas, the data also

assists the scope and sequence guidelines. She gave some examples of strategies in place that support student learning, to maximize student achievement.

President Day asked if a specific plan was in place to help the schools move up a letter grade.

Mr. Weaver responded there is an existing plan. They are already using a “backwards planning” strategy in some schools. He explained the plan starts with the assessment scores and then uses curriculum to raise the score in specific areas.

Ms. Call noted that in one of the schools, an area needing improvement was science. To address this, all teachers are now using inquiry based instruction to enable growth.

9. STUDY/ACTION

A. Study and Approval of the Governing Board's Legislative Priorities for the 2023-2024 Fiscal Year

Superintendent Jaeger stated this is the time of year to determine the Board’s legislative priorities. He noted that the recent elections have resulted in a different political dynamic than in past years, and that may impact the legislative session. Superintendent Jaeger said it is important the Governing Boards’ message is carried to the Capitol. He asked Ms. Tong to review the priorities with the Governing Board in order to get direction from them.

Ms. Tong explained that this years’ priorities are an expansion of the priorities from last year, and shared some proposed changes.

- **Fix the Aggregate Expenditure Limit (AEL) Restriction for Public School Districts**

Examples were given of the many challenges the District faces due to the restrictions

- **Provide Adequate Funding for K-12 Education**

The changes include adding funding that addresses inflation and raising teacher salaries, funds for additional school security, including hiring school resource officers, social workers and counselors

- **Establish a School Funding Program that Meets Post-Pandemic Needs of Arizona Families**

During the pandemic, student enrollment and attendance has changed as students became involved in online instruction. A new funding model is necessary to assist students to continue learning even when they are not physically at school.

No changes were proposed for the following priorities:

- **Maintain Desegregation Funding**

- **Protect and Support Educator Due Process Rights**

- **Provide User-friendly and Practical Reporting Requirements and Provide Funding Support for the Same**

She concluded by offering to answer any questions, or make any changes.

Referring to priority concerning the Aggregate Expenditure Limit (AEL) restriction, Mr. Kopec commented that it was his understanding that the “permanent fix” for the AEL would be for the voters to remove it. Ms. Tong stated that is correct. Mr. Kopec said he would like for the priority to include verbiage to specifically put the elimination of the AEL restriction on the ballot. President Day agreed.

President Day asked for a motion. Mr. Kopec moved to approve the Governing Board's Legislative Priorities for the 2023-2024 Fiscal Year with the aforementioned changes. Vice President Cox Golder seconded the motion. There was no discussion. Voice vote in favor – 5. President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec and Ms. Zibrat. Opposed – 0.

10. PUBLIC COMMENT

There were no comments.

11. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

President Day requested an update on E-Sports and a clarification on the buy-out for the teachers sick pay.

12. ADJOURNMENT

President Day asked for a motion to adjourn. Vice President Cox Golder moved to adjourn. Mr. Kopec seconded the motion. There was no discussion. Voice vote in favor – 5. President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec and Ms. Zibrat. Opposed – 0. The meeting adjourned at 7:05 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

February 8, 2023
Date

Deanna M. Day M. Ed, Governing Board President

February 14, 2023
Date



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

DATE OF MEETING: February 14, 2023

TITLE: Approval of Vouchers Totaling and Not Exceeding Approximately \$1,827,364.44
(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: February 13, 2023

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: February 14, 2023

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: February 1, 2023

Todd A. Jaeger, J.D., Superintendent

Gift and Donation List		
Gifts and Donations		Date: 02-14-23
Ck in the amount \$500.00	Advanced Controls Corp	Canyon del Oro High School
Ck in the amount \$30,000.00	Painted Sky PTO	Painted Sky Elementary School
Ck in the amount \$380.00	Northwest Community Friends Church	La Cima Middle School
Ck in the amount \$161.50	Shutterfly	Rio Vista Elementary School



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

DATE OF MEETING: February 14, 2023

TITLE: Approval of Parent Support Organization(s) – 2022-2023

BACKGROUND:

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

Amphitheater Parent Association

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: February 7, 2023

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

KBE-EB

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

School Year 2022/2023
Name of Organization Amphitheater Parent Association School Amphi High School
Related Student Organization or Club Project Grad, PTSO Taxpayer I.D. 42-1679713

OFFICERS:
Name: JIANNE DAVIS Name: Melinda Kuhn (Mindy)
Office Held: President Office Held: Treasurer
Address: 232 W ROBER RD, UNIT 4 Address: 211 E Bromley St
TUCSON, AZ 85705 Tucson AZ 85704
Phone(s): 520-279-1956 Phone(s): 520 490 9903
Date taking office: 10/19/2022 Date taking office: Oct 19, 2022

Name: _____ Name: _____
Office Held: _____ Office Held: _____
Address: _____ Address: _____
Phone(s): _____ Phone(s): _____
Date taking office: _____ Date taking office: _____

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

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

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

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

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.

[Signature] 10/19/2022 [Signature] 10/19/2022
Signature Date Signature Date

Signature Date Signature Date

Site Administrator's Approval: [Signature] 11/17/23
Signature Date

JAN 31 '23 PM2:40

For district use: Finance Department recommendation: approved
Governing Board Agenda date: 2/14/23
171



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

DATE OF MEETING: **February 14, 2023**

TITLE: **Approval of Revisions to Policy IKF and JJIB**

BACKGROUND:

In September 2022, the Governing Board studied and approved proposed revisions to 21 of its policies. It did so to address changes in state law set to become effective on September 24, 2022. There was an error in the policy revisions made then, and this agenda is presented to permit the Governing Board to consider and approve policy change for an immediate correction. Administration recommends that the Governing Board implement its rights to approve the proposed changes to Policy IKF (Graduation Requirements) and JJIB (Interscholastic Sports) in a single meeting as permitted by Governing Board Policy BGB (Policy Adoption).

Policy IKF

In September, administration recommended revisions to Governing Board Policy IKF to address changes in law implemented through HB 2632, which increased the number of questions that a student must correctly answer on the required civics test and required schools to document the test as pass or fail on the pupil’s transcript. When the proposed changes (additions in blue and deletions in red) for Policy IKF were shared with the Governing Board on September 13, 2022 and again on September 27, 2022 ASBA’s model policy version of IKF was unintentionally presented instead of the Amphitheater District’s Board-approved Policy IKF. The ASBA model policy does not list Physical Education as a graduation requirement, but the Amphitheater Governing Board has previously approved a requirement that students of Amphitheater Public Schools have at least one credit of Physical Education to graduate.

This was inadvertent on the part of administration and it needs to be corrected. There was never an intent or plan to change the previous Board-approved graduation requirements identified in Policy IKF. Instead, the goal in presenting proposed revisions to Policy IKF in September 2022 was merely to add the language identified in blue, and delete the language identified by red, to the existing Board Policy IKF in order to satisfy the requirements of HB 2632.

Therefore, this agenda item is presented to permit the Governing Board to correct Policy IKF by reinserting the Physical Education graduation requirement. The proposed addition (attached) identifies the reinsertion of the Physical Education credit in blue and the deletion of the extra elective credit from ASBA’s model policy in red. Approval of the proposed Policy IKF will put the Board’s policy back to what the Governing Board originally approved for graduation requirements and keep the revisions made necessary by HB 2632 that were approved on September 27, 2022.

Policy JJIB

After discovering the above error, administration audited the Amphitheater Policy Manual to confirm that all Board-approved policy revisions were first presented with additions identified in blue and/or deletions identified in red. One additional policy revision was located through the audit. When the Governing Board approved changes to Policy JJIB (Interscholastic Sports) on September 27, 2022, an ASBA model policy was presented instead of the Amphitheater Board-approved Policy JJIB.

The differences between the two are minor. Both versions meet the requirements of Arizona state law. The ASBA model policy restructures the location of certain paragraphs and amends terms like “students” to “pupils”. Also, the ASBA model policy says the Governing Board “shall” develop information and forms to inform and educate coaches, pupils and parents about the dangers of heat-related illness, sudden cardiac death and prescription opioid use; whereas, the Board-approved Policy JJIB uses the word “may” instead of “shall”. Since

the Governing Board has already developed the required information and forms and posted them as an exhibit in the Amphitheater Policy Manual as JJIB-EB, the Board has satisfied this responsibility so the language differences between the two policies are immaterial. Approval of the attached Policy JJIB will reinstate the language previously approved by the Governing Board that differs from the ASBA model policy and retain the additions to Policy JJIB that the Governing Board approved on September 27, 2022.

RECOMMENDATION:

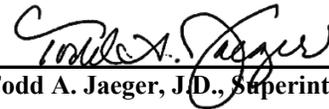
Administration recommends that the Governing Board approve the proposed changes to Policy IKF and JJIB as recommended through the permissions identified in Policy BGB for approval of policy changes in a single meeting.

INITIATED BY:



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

Date: February 8, 2023



Todd A. Jaeger, J.D., Superintendent

IKF GRADUATION REQUIREMENTS

Regular Education

A minimum number of units of credit are required for graduation by the Arizona State Board of Education. Listed below are the units that must be completed before a student may receive a high school diploma.

Graduation requirements may be met as follows:

- A. By successful completion of subject area course requirements.
- B. By mastery of the standards adopted by the State Board of Education and other competency requirements for the subject as determined by the Governing Board in accord with A.A.C. R7-2-302.02 and rules established by the Superintendent.
- C. By earning credits through correspondence courses (limited to one [1] in each of the four [4] major subject areas) and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board and in accord with A.R.S. 15-701.01.
- D. By the transfer of credits as described in Policy JFABC.
- E. An out-of-state transfer student is not required to pass any competency test to graduate if the student has successfully passed any statewide assessment test on state adopted standards that are substantially equivalent to the State Board Adopted Academic Standards.

Graduation requirements as determined by the Arizona State Board of Education (R7-2-302.02) and the District Governing Board are as follows:

English	4.0 units
Math	4.0 units*
Science	3.0 units**
Social Studies	3.0 units***
American Government and Arizona Government	0.5 unit
American History - including Arizona History	1.0 unit
World History and Geography	1.0 unit
Economics	0.5 unit
Fine Arts or Career, Technical and Vocational Education	1.0 unit

Physical Education
Electives
Total

1.0 unit
~~67.0~~ units
22.0 units

* Math courses shall consist of Algebra I, Geometry, Algebra II, (or its equivalent) and an additional course with significant math content as determined by the Governing Board. In lieu of one (1) credit of Algebra II or its equivalent course content a student may request a personal curriculum in mathematics following R7-2-302.03.

Pursuant to the prescribed graduation requirements adopted by the State Board of Education, the Governing Board may approve a rigorous computer science course that would fulfill a mathematics course required for graduation from high school. The Governing Board may only approve a rigorous computer science course if the rigorous computer science course includes significant mathematics content and the Governing Board determines the high school where the rigorous computer science course is offered has sufficient capacity, infrastructure and qualified staff, including competent teachers of computer science.

** Three (3) credits of science in preparation for proficiency at the high school level on a state required test.

*** Through the graduating class of 2025, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a student must correctly answer at least sixty (60) of the one hundred (100) questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship And Immigration Services ("the Civics Test"). The Governing Board may determine the method and manner in which to administer the Civics Test. A student who does not obtain a passing score on the Civics Test may retake the Civics Test until the student obtains a passing score.

Beginning with the graduating class of 2026, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a student must correctly answer at least seventy (70) of the one hundred (100) questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. The District school shall document on the student's transcript only a pass or fail designation that the student has passed or failed the test.

A student in grade seven (7) or eight (8) may take the test described in this paragraph, and if the student correctly answers at least seventy (70) of the one hundred (100) questions on the test:

- a) The district school or charter school shall document on the student's transcript only a pass or fail designation that the student has passed or failed the test required by this paragraph.

- b) The student is not required to take the test required by this paragraph again in high school.

Each school district and charter school shall report to the department of education all of the following aggregate data, organized by grade level, relating to the test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services required by subsection A, paragraph 3 of §15-701.01:

1. The median score.
2. The percentage of students who passed by correctly answering the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of §15-701.01.
3. The percentage of students who failed by correctly answering fewer than the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of §15-701.01.
4. Any other data required by the department relating to the test.

A school district or charter school may not include the personally identifiable information of any student in the data reported to the department of education under subsection L of §15-701.01.

Special Education

Listed above, under "Regular Education," are the requirements that must be completed before a student may receive a high school diploma. Completion of graduation requirements for special education students who do not meet the required units of credit shall be determined on a case-by-case basis in accordance with the special education course of study and the individualized education program of the student. Graduation requirements established by the Governing Board may be met by a student as defined in A.R.S. 15-701.01 and A.A.C. R7-2-302.

Students who receive special education shall not be required to achieve passing scores on the Civics Test in order to graduate from high school unless the student is learning at a level appropriate for the student's grade level in a specific academic area and unless a passing score on the Civics Test is specifically required in a specific academic area by the student's individualized education program as mutually agreed on by the student's parents and the student's individualized education program team or the student, if the student is at least eighteen (18) years of age.

Competency requirements. Any student who is placed in special education classes, grades nine (9) through twelve (12), is eligible to receive a high school diploma without meeting state competency requirements.

State Seal of Biliteracy. The district may voluntarily participate in the state seal of biliteracy program by notifying the Superintendent of Public Instruction of such intention. Schools will then identify the students who have met the requirements to be awarded the state seal of biliteracy, which shall be affixed to the diploma and noted on the transcript of each student who has met the requirements.

CPR Instruction and Training. The district shall provide public school students with one (1) or more training sessions in cardiopulmonary resuscitation, through the use of psychomotor skills in an age-appropriate manner, during high school.

Adopted: February 7, 2023

LEGAL REF.: A.R.S. 15-203
 15-341
 15-701.01
 15-701.02
 15-763
 A.A.C. R7-2-302.02
 R7-2-302.03

CROSS REF.: IGD - Curriculum Adoption
 IGE - Curriculum Guides and Course Outlines
 IIE - Student Schedules and Course Loads
 IKA - Grading/Assessment Systems
 JFABC - Admission of Transfer Students

JJIB © INTERSCHOLASTIC SPORTS

General

The purpose of interscholastic athletics is both educational and recreational. The school sports program should encourage participation by as many students as possible and should always be conducted with the best interests of the participants as the first consideration.

District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, and of any new agreements with other schools for a series of games or events.

The following rules shall be observed for participation by individual students:

~~A.~~ ● For each type of sport in which the student engages, the parents or guardian must give written consent.

~~B.~~ ● The student must be determined by a physician to be physically fit for the sport.

The Superintendent shall set up other rules for participation, such as those governing academic standing, in accordance with policies of the District and pertinent regulations and recommendations of the state interscholastic athletic association.

Male, Female, or Coed Designation

Each interscholastic athletic team or sport that is sponsored by a public school shall be expressly designated as one (1) of the following based on the biological sex of the students who participate on the team or in the sport:

- A. "Males," "men" or "boys"
- B. "Females," "women" or "girls"
- C. "Coed" or "mixed."

Athletic teams or sports designated for "females," "women" or "girls" may not be open to students of the male sex.

Any student may participate in any interscholastic athletic team or sport designated as being for "males," "men" or "boys" or designated as "coed" or "mixed."

Health and Safety of Participants

The health and safety of participants in interscholastic athletic activities must receive careful consideration. The Board may develop, in response to relevant athletic association directives and medical advisories, appropriate guidelines, information and forms to inform and educate coaches, students and parents of Heat Acclimatization and Exertional Heat Illness and the risks of continued participation in athletic activity after a related episode. District and school health and safety management plans may include Heat Acclimatization Protocol, Hydration Strategies, Return to Play standards, and follow-up/clearance requirements released by the Arizona Interscholastic Association (AIA) as Bylaw 14.17 and duplicated in JJIB-EB. ~~The District shall prescribe and enforce policies and procedures relating to the health and safety of all pupils participating in District-sponsored practice sessions or games or other interscholastic athletic activities.~~

~~Participants must be provided access to water at all times during practice sessions, games, or other interscholastic athletic activities.~~

The Board shall develop, in consultation with the Arizona Interscholastic Association (AIA) guidelines, information and forms to inform and educate coaches, ~~students-pupils~~ and parents of the dangers of concussions and head injuries and the risks of continued participation in athletic activity after a concussion.

Before a student participates in an athletic activity, the student, the student's parents, and the coaches shall participate in a District program to educate program participants of the danger of concussions, head injuries, and the risk of continued participation in athletic activity after a concussion. Students and parents shall sign the AIA form (Exhibit JJIB-EA) at least once each school year stating awareness of the nature and risk of concussion. The District shall retain documentation of the participation of all affected coaching staff members in the program. For the purpose of this policy, athletic activity does not include:

~~A.~~● dance,

~~B.~~● rhythmic gymnastics,

~~C.~~● competition or exhibitions of academic skills or knowledge or other similar forms of physical noncontact activities,

~~D.~~● civic activities or academic activities, whether engaged in for the purpose of competition or recreation.

A student who is suspected of sustaining a concussion in a practice session, a game, or other interscholastic athletic activity shall be immediately removed from the athletic event ~~and the pupil's parent or guardian shall be notified~~. A coach from

the student's team or an official or licensed health care provider~~d~~ may remove a student from play. A team parent may also remove his or her own child from play. A student may return to play on the same day if a health care provider rules out a suspected concussion at the time the student is removed from play. On a subsequent day, the student may return to play if the student has been evaluated by and receives written clearance to resume participation in athletic activity from a health care provider who has been trained in the evaluation and management of concussions and head injuries as prescribed by A.R.S. [15-341](#).

A group or organization that uses property or facilities owned or operated by the District for athletic activities shall comply with the policies of the Board related to concussions and head injury. This requirement does not apply to teams based in another state participating in athletic events in Arizona.

A District employee, team coach, official, team volunteer or a parent or guardian of a team member is not subject to civil liability for any act, omission or policy undertaken in good faith to comply with the requirements of this policy or for decisions made or actions taken by a health care provider. Further, the District and its employees and volunteers are not subject to civil liability for any other person's or organization's failure or alleged failure to comply with the requirements of this policy.

Participants must be provided access to water at all times during practice sessions, games, or other interscholastic athletic activities.

~~The Board shall develop, in consultation with the Arizona Interscholastic Association (AIA) guidelines, information and forms to inform and educate coaches, pupils and parents of the dangers of heat-related illnesses, sudden cardiac death and prescription opioid use. Before a pupil participates in any District-sponsored practice session, game or other interscholastic athletic activity, the pupil and the pupil's parent must be provided with information at least once each school year on the risks of heat-related illnesses, sudden cardiac death and prescription opioid addiction.~~

~~District and school health and safety management plans may include Heat Acclimatization Protocol, Hydration Strategies, Return to Play standards, and follow-up/clearance requirements released by the Arizona Interscholastic Association (AIA) as Bylaw 14.17 and duplicated in JIB-EB.~~

The Superintendent shall require that regulations for health and safety of participants in interscholastic athletics be developed, implemented, and enforced. Such regulations may, at the discretion of the Superintendent, be incorporated into this policy as an administrative regulation.

Adopted: ~~September 27, 2022~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-120.02

15-341

15-802.01

A.A.C.

R7-2-808

A.G.O.

I86-095

CROSS REF.:

JJJ - Extracurricular Activity Eligibility

KF - Community Use of School Facilities



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

DATE OF MEETING: February 14, 2023

TITLE: Results Based Funding Bonus Payout

BACKGROUND:

Pursuant to ARS §15-249.08 schools meeting eligibility requirements receive Results Based Funding. This is the fifth year this funding has been awarded to schools in Arizona. Four schools in our district met the requirements based on student results for 2021-2022. The schools who met the criteria for this funding this year are:

Harelson Elementary School, Innovation Academy, Painted Sky Elementary School and Rio Vista Elementary School

Each school received a different allocation based upon level of accomplishment and total school enrollment during 2021-2022. Therefore, performance bonuses will vary from school site to school site. Bonuses were prorated by Full Time Employment (FTE) and adjusted if the employee worked less than a full school year. The site maximums per eligible employee before being prorated and taxes are:

Harelson Elementary School: \$1,624.01

Innovation Academy: \$1,457.07

Painted Sky Elementary School: \$1,302.16

Rio Vista Elementary School: \$1,089.25

A committee of teacher representatives, principals, and a representative from the Amphi Education Association met when this funding was proposed several years ago to discuss the new allocation and to make recommendations for the expenditure of the funds. The recommendation from the committee, which was accepted by the administration, was to allocate 60% of the funds to a performance bonus for each eligible employee who worked at the school during the award year. The remaining 40% of the funds, which the District does not receive until toward the end of the school year, will be used for allowable projects, such as classroom supplies to continue the success of each schools' programs and professional development needs.

RECOMMENDATION:

The administration recommends that the eligible employees who worked at Harelson, Innovation Academy, Painted Sky, and Rio Vista Elementary schools be paid a performance stipend from the Results Based Funding for the results of their school from the 2021-2022 school year. Amounts per eligible employee are listed on the attached spreadsheets.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: February 6, 2023

Todd A. Jaeger, J.D., Superintendent

Name	School	FTE	
Arnold, Monika Christina	Harelson Elementar	1	\$ 1,624.01
Bishop, Jordan Mackenzie	Harelson Elementar	1	\$ 1,624.01
Brito, Lourdes Maria	Harelson Elementar	1	\$ 1,624.01
Brower, Kristy Renee	Harelson Elementar	1	\$ 1,624.01
Caputo, Ann Marie	Harelson Elementar	1	\$ 1,624.01
Cozart, Becky R	Harelson Elementar	0.9	\$ 1,461.61
Dallman, Ashley Katlin	Harelson Elementar	1	\$ 1,624.01
Frank, Amie Lauren	Harelson Elementar	1	\$ 1,624.01
Gates, Kathryn Lynn	Harelson Elementar	1	\$ 1,624.01
Herman, Susan Monroe	Harelson Elementar	1	\$ 1,624.01
Klein, Andrea R	Harelson Elementar	1	\$ 1,624.01
Lettera, Pamela Lynn	Harelson Elementar	1	\$ 1,624.01
Loehr, Lizabeth Ann	Harelson Elementar	1	\$ 1,624.01
Lowe, Elizabeth Anne	Harelson Elementar	1	\$ 1,624.01
Lucarini, Vincent James	Harelson Elementar	1	\$ 1,624.01
MARTINEZ, KIP C	Harelson Elementar	1	\$ 1,624.01
Murillo, Mindy Lynn	Harelson Elementar	0.45	\$ 730.80
Nystedt, Sarah Catherine	Harelson Elementar	1	\$ 1,624.01
Padilla, Dee Ann	Harelson Elementar	1	\$ 1,624.01
Phinney, Martha Hale	Harelson Elementar	0.9	\$ 1,461.61
Powers, Brianne Leah	Harelson Elementar	1	\$ 1,624.01
Riggs, Jennifer L	Harelson Elementar	1	\$ 1,624.01
Romero-Sewell, Diana Marie	Harelson Elementar	1	\$ 1,624.01
Sallee, Katherine Kelly	Harelson Elementar	1	\$ 1,624.01
Sieminski, Angela Marie	Harelson Elementar	1	\$ 1,624.01
Tagawa, Toru	Harelson Elementar	0.2	\$ 324.80
Tate, Caryn Iman	Harelson Elementar	1	\$ 1,624.01
Thomas, Shauna L	Harelson Elementar	1	\$ 1,624.01
Torres, Jennifer Jean	Harelson Elementar	1	\$ 1,624.01
Weaver, Jason A	Harelson Elementar	1	\$ 1,624.01
Wong, Lindsay Taylor	Harelson Elementar	1	\$ 1,624.01
Yewell, Robyn Anne	Harelson Elementar	1	\$ 1,624.01
Baeder, Lindsay D	Innovation Academ	0.9	\$ 1,311.36
Barrett, Pamela Jean	Innovation Academ	1	\$ 1,457.07
Brown, Ashlyn Laura	Innovation Academ	1	\$ 1,457.07
Cardon, Alejandro G	Innovation Academ	1	\$ 1,457.07
Cordell, Colin T	Innovation Academ	1	\$ 1,457.07
Cordell, Mandi Rachele	Innovation Academ	1	\$ 1,457.07
Ferris, Rachele Tracy	Innovation Academ	1	\$ 1,457.07
Garcia, Tiffin Lane	Innovation Academ	1	\$ 1,457.07
Gingrich, Elisabeth Arlene Evangelin	Innovation Academ	1	\$ 1,457.07
Haight, Susan Marie	Innovation Academ	1	\$ 1,457.07
Jacobs, Jessica Stuart	Innovation Academ	1	\$ 1,457.07
Larussa, Lori Ann	Innovation Academ	1	\$ 1,457.07
Manley, Ashlee A	Innovation Academ	1	\$ 1,457.07
Maxon, Shannon Irene	Innovation Academ	1	\$ 1,457.07

Mcconnell, Michael P	Innovation Academ	1	\$ 1,457.07
Mendez, Brenda Sotelo	Innovation Academ	1	\$ 1,457.07
Mullon, Amanda Bea	Innovation Academ	1	\$ 1,457.07
Patchin, Patricia Ann	Innovation Academ	1	\$ 1,457.07
Puffett-Smith, Stephaine Jayn	Innovation Academ	0.75	\$ 1,092.80
Rivera, Mabel	Innovation Academ	1	\$ 1,457.07
Roark, Landi Denise	Innovation Academ	1	\$ 1,457.07
Samsel, Melissa Ann	Innovation Academ	0.9	\$ 1,311.36
Sotelo, Paula Ann	Innovation Academ	1	\$ 1,457.07
Steen, Susan Elaine	Innovation Academ	1	\$ 1,457.07
Swartz, Danielle Anastasia	Innovation Academ	1	\$ 1,457.07
Sypherd, Tanner Miles	Innovation Academ	1	\$ 1,457.07
Tilicki, Nicole Bliss	Innovation Academ	1	\$ 1,457.07
Vaswani, Sabina Lalwani	Innovation Academ	1	\$ 1,457.07
Bailey, Mark Steven	Painted Sky Elemen	1	\$ 1,302.16
Castles, Janet Sue	Painted Sky Elemen	1	\$ 1,302.16
Celaya, Carole M	Painted Sky Elemen	1	\$ 1,302.16
Colaianni, Nina Elisabeth	Painted Sky Elemen	1	\$ 1,302.16
Coldren, Alice J	Painted Sky Elemen	1	\$ 1,302.16
Coulter, Jill Karen	Painted Sky Elemen	0.8	\$ 1,041.73
Dumais, Brianne Lynn	Painted Sky Elemen	1	\$ 1,302.16
Green, Jonathan P Jr	Painted Sky Elemen	1	\$ 1,302.16
Hakala, Grant D	Painted Sky Elemen	1	\$ 1,302.16
Hatfield, Lori Jean	Painted Sky Elemen	1	\$ 1,302.16
Huber, Katherine Marie	Painted Sky Elemen	1	\$ 1,302.16
Marcy, Lisa Elliott	Painted Sky Elemen	1	\$ 1,302.16
Munoz, Joseph K	Painted Sky Elemen	0.2	\$ 260.43
Natale, Sarah Theresa	Painted Sky Elemen	1	\$ 1,302.16
Oliver, Heather	Painted Sky Elemen	1	\$ 1,302.16
Papajohn, Bethany Carol	Painted Sky Elemen	1	\$ 1,302.16
Poland, Carly Barbara	Painted Sky Elemen	1	\$ 1,302.16
Rawn, Melissa Adrienne	Painted Sky Elemen	0.8	\$ 1,041.73
Seegmiller, Carrie Ann	Painted Sky Elemen	1	\$ 1,302.16
Taylor, Carrie Ann	Painted Sky Elemen	1	\$ 1,302.16
Thome, Alyssa Anne	Painted Sky Elemen	1	\$ 1,302.16
Tucker, Megan Renee	Painted Sky Elemen	1	\$ 1,302.16
Vandermyde, Sherri Rene	Painted Sky Elemen	1	\$ 1,302.16
Vining, Melanie Sue	Painted Sky Elemen	1	\$ 1,302.16
Wall, Caryn Elizabeth	Painted Sky Elemen	1	\$ 1,302.16
Wood, Brooke Jenay	Painted Sky Elemen	1	\$ 1,302.16
Anderson, Lea Abigail	Rio Vista Elementar	1	\$ 1,089.25
Bigelow, Sandra Duran	Rio Vista Elementar	1	\$ 1,089.25
Braden, Larissa Lee	Rio Vista Elementar	1	\$ 1,089.25
Davis, Shelby Lorraine	Rio Vista Elementar	1	\$ 1,089.25
Estrella, Crystal Marion	Rio Vista Elementar	1	\$ 1,089.25
Foreman, Rebecca R	Rio Vista Elementar	0.2	\$ 217.85
Gallagher, Deborah D	Rio Vista Elementar	1	\$ 1,089.25

Gilchrist, Lindsey R	Rio Vista Elementar	1	\$	1,089.25
Hervert, Margaret Ann	Rio Vista Elementar	1	\$	1,089.25
Hill, Vanessa Catherine	Rio Vista Elementar	0.6	\$	653.55
Hurst, Carlotta Lynn	Rio Vista Elementar	1	\$	1,089.25
Jernigan, Kelsey Hannon	Rio Vista Elementar	1	\$	1,089.25
Jorgensen, Pamela L	Rio Vista Elementar	1	\$	1,089.25
Kranich, Allison Mary	Rio Vista Elementar	1	\$	1,089.25
Kuhn, Dianna K	Rio Vista Elementar	1	\$	1,089.25
Larriva, Amanda Emilia	Rio Vista Elementar	1	\$	1,089.25
Lindberg, Patricia Claire	Rio Vista Elementar	1	\$	1,089.25
McFrederick, Kyle Carlton	Rio Vista Elementar	1	\$	1,089.25
Morales, Andres J	Rio Vista Elementar	1	\$	1,089.25
Morales, Maggie Rose	Rio Vista Elementar	1	\$	1,089.25
Paul, Kayleigh Michelle	Rio Vista Elementar	1	\$	1,089.25
Plank, Dorothy Carmella	Rio Vista Elementar	1	\$	1,089.25
Rivas, Bianca G	Rio Vista Elementar	1	\$	1,089.25
Rudolph, Natalie Shea	Rio Vista Elementar	1	\$	1,089.25
Rudolph, Sequoia	Rio Vista Elementar	1	\$	1,089.25
Simmons, Melissa Carnahan	Rio Vista Elementar	1	\$	1,089.25
Taylor, Sean David	Rio Vista Elementar	1	\$	1,089.25
Varma, Donna Marie	Rio Vista Elementar	1	\$	1,089.25
Wiechert, Hilary Katherine	Rio Vista Elementar	1	\$	1,089.25
Williams, Stephanie Gay	Rio Vista Elementar	0.9	\$	980.33
Wolf, Amber Marie	Rio Vista Elementar	1	\$	1,089.25



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

DATE OF MEETING: **February 14, 2023**

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

BACKGROUND:

STAFF

Todd Jaeger, Michelle Valenzuela, Sam Henson, and Beth Lake from District Offices request permission to attend National School Public Relations Association 2023 National Seminary in St. Louis, Missouri on July 14-19, 2023. Approximate cost of travel is \$11,770.00 and will be paid using Maintenance and Operating funds. No school days will be missed, and no substitutes required.

Laurie Sheber, Samantha Doyle, Kelsey Glavin, Gabriela Gonzalez, Gabriela Costelow, Alexis Yrizarry, Nickolas Robles, Jenna Sullivan, Kenzie Maddox, Christel Rice, and Cassie Veltre from Prince Elementary School request permission to attend AVID 2023 Summer Institute in San Diego, California on June 18-21, 2023. Approximate cost of travel is \$26,402.20 and will be paid using Title I funds. No school days will be missed, and no substitutes required.

Albert Malis, Judy Becker-Rohrer, Katie Claus, Gary Sandoval, Shawn Smith, Kevin Harding, Morgan Berrigan, Matt Scrivner, Michele Theisz, Jeanne Velasquez, Michael Vo, David Watson, Leighann Reynolds, and Glenda Arffa from Amphitheater High School request permission to attend AVID 2023 Summer Institute in San Diego, California on June 18-21, 2023. Approximate cost of travel is \$37,158.58 and will be paid using Title I funds. No school days will be missed, and no substitutes required.

Rowdy Frederiksen, Stephanie Hamrick, Aurora Venhuizen, Amanda Young, Judy Ruiz, and Taylor Nixon from Holaway Elementary School request permission to attend AVID 2023 Summer Institute in San Diego, California on June 18-21, 2023. Approximate cost of travel is \$14,005.48 and will be paid using Title I funds. No school days will be missed, and no substitutes required.

David Humphryes, Monique Berry-Kelley, Neely Johnson, Breanna Lindner, Briana Olea-Rowe, Tineke van Varenberg, Caryn McGee, Monet Richards, and Rose Hooton from La Cima Middle School request permission to attend AVID 2023 Summer Institute in San Diego, California on June 18-21, 2023. Approximate cost of travel is \$24,235.00 and will be paid using Title I funds. No school days will be missed, and no substitutes required.

Mamie Spillane, Bianca Rivas, Sandra Bigelow, Adriana Loera, Kyle McFrederick, and Shelby Davis from Rio Vista Elementary School request permission to attend AVID 2023 Summer Institute in San Diego, California on June 18-21, 2023. Approximate cost of travel is \$16,450.00 and will be paid using Title I funds. No school days will be missed, and no substitutes required.

Nicole Aldworth, Hannah Bartz, Beth Brungardt, Joyce Daigle, Brianna Mounts, Ann McNew, and Hoa Tang from Keeling Elementary School request permission to attend AVID 2023 Summer Institute in San Diego, California on June 18-21, 2023. Approximate cost of travel is \$13,286.00 and will be paid using Title I funds. No school days will be missed, and no substitutes required.

Annette Orelup and Kim McDole from Keeling Elementary School request permission to attend AVID 2023 Summer Institute in San Diego, California on June 17-21, 2023. Approximate cost of travel is \$6,316.00 and will be paid using Title I funds. No school days will be missed, and no substitutes required.

Laura Becerra, Kristen Alvarez, Liz Durazo, Kim Esposito, Flor Lopez, Sophia Menzies, James Buckwalter, Lorena Cote, and Shari Lossou-Lossavi from Nash Elementary School request permission to attend AVID 2023 Summer Institute in San Diego, California on June 18-21, 2023. Approximate cost of travel is \$18,806.00 and will be paid using Title I funds. No school days will be missed, and no substitutes required.

Christopher Trimble, Alexis Tuo, Vanessa Miller, Lourdes Oros, Angela LaRock, Susan Luciano, and Katherine Ratliff from Walker Elementary School request permission to attend AVID 2023 Summer Institute in San Diego, California on June 18-21, 2023. Approximate cost of travel is \$14,322.00 and will be paid using Title I funds. No school days will be missed, and no substitutes required.

Kimberly Begay of from District Offices requests permission to attend National Indian Education Association Hill Week in Washington, D.C., on March 6-10, 2023. Approximate cost of travel is \$0 as NJOMA is paying all expenses. Five school days will be missed, and no substitute will be required.

Tassi Call, Chris Trimble, Stephanie Hayes, Mamie Spillane, and Tim Ripp from District Offices, Walker Elementary, Harelson Elementary, Rio Vista Elementary, and Mesa Verde Elementary request permission to attend National Association of Elementary School Principals in National Harbor, Maryland on July 9-13, 2023. Approximate cost of travel is \$14,038.50 and will be paid using Title IV funds. No school days will be missed, and no substitutes are required.

Pamela Barrett, Elisabeth Gingrich, Susan Steen, and Patricia Patchin of Innovation Academy request permission to attend National Conference on Science Education (NSTA) in Atlanta, Georgia on March 21-25, 2023. Approximate cost of travel is \$9,606.56 and will be paid using Results-Based funding. Four days of school will be missed, and substitutes are required.

Hayley Gotlieb from District Offices requests permission to attend AVID 2023 Summer Institute in San Diego, California on June 18-21, 2023. Approximate cost of travel is \$2,561.50 and will be paid using JTED funds. No school days will be missed, and no substitutes required.

Travel was previously approved at the January 10, 2023 Board meeting for Andrew Szczepaniak, Mary Cliff, Shannon Joos, Courtney Kimler, Tatum Nelson, Camille Nau, Kris Lee, Kristin Taylor, Shay Humphreys, Brooke Johnson of Donaldson to attend AVID 2023 Summer Institute in San Diego, California on June 18-21. Attendees now include Judith Tokars and Marina Wong. Approximate cost of travel is \$25,788.00 and will be paid using Title I funds.

STUDENTS

Travel was previously approved at the June 28, 2022 Board meeting for Lisa DaDeppo, Shannon Haskins, Lindsay Lopez, Alexandria Vaughn, Hailey Piancino, Chris Gutierrez, Kristen Alvarez, Fred McDole and Mary Cliff to take 90 Cross 8th grade students to Washington D.C. and New York City, New York, March 6-14, 2023. Chaperones are now Lisa DaDeppo, Shannon Haskins, Lindsay Lopez, Alexandria Vaughn, Hailey Piancino, Chris Gutierrez, Selah Delgado, Joseph Allan, Jennifer Atteberry-Pierpont, Rosales Blair, Jessica Davis, Raymond Duarte, Elyse Hammett, Casey Heyer, Ashley Jones, Fred McDole, Gridelda Ratje, Jennifer Serrato, Victor Thompson, Thomas Vize.

BUDGET CODE KEY		
001.00.100.2579.6360.501.0000	M&O	Training Non-Instructional, Employee Training, Superintendent
001.00.100.2579.6360.503.0000	M&O	Training Non-Instructional, Employee Training, Dir. Of Communications
001.00.100.2579.6582.501.0000	M&O	Training Non-Instructional, Employee Travel, Superintendent
001.00.100.2579.6582.503.0000	M&O	Training Non-Instructional, Employee Travel, Dir. Of Communications
100.23.100.2210.6360.111.0000	Title I	Improvement of Instruction, Employee Training, Prince

100.23.100.2579.6360.111.0000	Title I	Training Non-Instructional, Employee Training, Prince
100.23.100.2210.6582.111.0000	Title I	Improvement of Instruction, Employee Travel, Prince
100.23.100.2579.6582.111.0000	Title I	Training Non-Instructional, Employee Travel, Prince
100.23.100.2210.6360.281.0000	Title I	Improvement of Instruction, Employee Training, AHS
100.23.100.2579.6360.281.0000	Title I	Training Non-Instructional, Employee Training, AHS
100.23.100.2210.6582.281.0000	Title I	Improvement of Instruction, Employee Travel, AHS
100.23.100.2579.6582.281.0000	Title I	Training Non-Instructional, Employee Travel, AHS
100.23.100.2210.6360.108.0000	Title I	Improvement of Instruction, Employee Training, Holaway
100.23.100.2579.6360.108.0000	Title I	Training Non-Instructional, Employee Training, Holaway
100.23.100.2210.6582.108.0000	Title I	Improvement of Instruction, Employee Travel, Holaway
100.23.100.2579.6582.108.0000	Title I	Training Non-Instructional, Employee Travel, Holaway
100.23.100.2210.6360.165.0000	Title I	Improvement of Instruction, Employee Training, La Cima
100.23.100.2579.6360.165.0000	Title I	Training Non-Instructional, Employee Training, La Cima
100.23.100.2210.6582.165.0000	Title I	Improvement of Instruction, Employee Travel, La Cima
100.23.100.2579.6582.165.0000	Title I	Training Non-Instructional, Employee Travel, La Cima
100.23.100.2210.6360.117.0000	Title I	Improvement of Instruction, Employee Training, Rio Vista
100.23.100.2579.6360.117.0000	Title I	Training Non-Instructional, Employee Training, Rio Vista
100.23.100.2210.6582.117.0000	Title I	Improvement of Instruction, Employee Travel, Rio Vista
100.23.100.2579.6582.117.0000	Title I	Training Non-Instructional, Employee Travel, Rio Vista
100.23.100.2210.6360.109.0000	Title I	Improvement of Instruction, Employee Training, Keeling
100.23.100.2210.6582.109.0000	Title I	Improvement of Instruction, Employee Travel, Keeling
100.23.100.2579.6360.109.0000	Title I	Training Non-Instructional, Employee Training, Keeling
100.23.100.2579.6582.109.0000	Title I	Training Non-Instructional, Employee Travel, Keeling
100.23.100.2210.6360.110.0000	Title I	Improvement of Instruction, Employee Training, Nash
100.23.100.2579.6360.110.0000	Title I	Training Non-Instructional, Employee Training, Nash
100.23.100.2210.6582.110.0000	Title I	Improvement of Instruction, Employee Travel, Nash
100.23.100.2579.6582.110.0000	Title I	Training Non-Instructional, Employee Travel, Nash
100.23.100.2210.6360.112.0000	Title I	Improvement of Instruction, Employee Training, Walker
100.23.100.2579.6360.112.0000	Title I	Training Non-Instructional, Employee Training, Walker
100.23.100.2210.6582.112.0000	Title I	Improvement of Instruction, Employee Travel, Walker
100.23.100.2579.6582.112.0000	Title I	Training Non-Instructional, Employee Travel, Walker
140.23.100.2210.6360.107.0000	Title IV	Improvement of Instruction, Employee Training, Harelson
140.23.100.2210.6360.112.0000	Title IV	Improvement of Instruction, Employee Training, Walker
140.23.100.2210.6360.116.0000	Title IV	Improvement of Instruction, Employee Training, Mesa Verde

140.23.100.2210.6360.117.0000	Title IV	Improvement of Instruction, Employee Training, Rio Vista
140.23.100.2579.6360.510.0000	Title IV	Training Non-Instructional, Employee Training, Office of Learning and Instruction
140.23.100.2210.6582.107.0000	Title IV	Improvement of Instruction, Employee Travel, Harelson
140.23.100.2210.6582.112.0000	Title IV	Improvement of Instruction, Employee Travel, Walker
140.23.100.2210.6582.116.0000	Title IV	Improvement of Instruction, Employee Travel, Mesa Verde
140.23.100.2210.6582.117.0000	Title IV	Improvement of Instruction, Employee Travel, Rio Vista
140.23.100.2579.6582.510.0000	Title IV	Training Non-Instructional, Employee Travel, Office of Learning and Instruction
457.00.100.2210.6360.119.0000	Results-Based	Improvement of Instruction, Employee Training, Innovation
457.00.100.2210.6582.119.0000	Results-Based	Improvement of Instruction, Employee Travel, Innovation
457.00.100.2210.6113.119.0000	Results-Based	Improvement of Instruction, Substitutes, Innovation
596.00.300.2210.6360.515.0000	JTED	Improvement of Instruction, Employee Training, Associate Superintendent Secondary Ed
596.00.300.2210.6582.515.0000	JTED	Improvement of Instruction, Employee Travel, Associate Superintendent Secondary Ed

RECOMMENDATION:

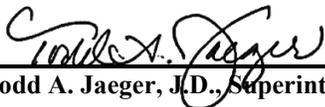
It is the recommendation of the administration that the above travel be approved.

INITIATED BY:



Matthew Munger
Associate Superintendent for Secondary Education

Date: February 13, 2023



Todd A. Jaeger, J.D., Superintendent

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

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

EMPLOYEE(S): Todd Jaeger Michelle Valenzuela SCHOOL: District Offices
Sam Henson Beth Lake Department (opt.): Sup's Office/Communications
 DATE(S): July 14-19, 2023

ACTIVITY/EVENT: National School Public Relations Association 2023 National Seminar

LOCATION: St. Louis, MO

ABSENCE: # Days 6 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>\$2780.00</u>		<u>001.00.100.2579.6360.501/503.0000</u>
Transportation	<u>\$3300.00</u>	Mode <u>Air</u>	<u>001.00.100.2579.6582.501/503.0000</u>
Rental Car	_____		_____
Meals	<u>\$1190.00</u>		<u>001.00.100.2579.6582.501/503.0000</u>
Lodging	<u>\$4500.00</u>		<u>001.00.100.2579.6582.501/503.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$11,770.00</u>		

(Note: Tax credit contributions are District funds and require a budget code.)

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: Attend the NSPRA 2023 National Seminar

Outcomes and academic benefits to students and staff: Interact with other school Public Relations experts to learn about the most current and innovative communication strategies to implement into District practices.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|--|
| <input type="checkbox"/> Academic Content | <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input type="checkbox"/> Creative Thinking |
| <input type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by:

Signature Date

Principal/Supervisor Date

Carol A. [Signature] 2-6-23
Associate Superintendent/Superintendent 190 Date

**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): Laurie Sheber, Samatha Doyle, Kelsey Glavin, Gabriela Gonzalez, Gabriel Costelow, Alexis Yrrizarry, Nickolas Robles, Jenna Sullivan, Kenzie Maddox, Christel Rice, Cassie Veltre SCHOOL: Prince

Department (opt.): _____
DATE(S): 6/18/23-6/21/23

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego CA

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
			<small>(Note: Tax credit contributions are District funds and require a budget code.)</small>
Registration	<u>\$10,890.00</u>		<u>100.23.100.2210/2579.6360.111.0000</u>
Transportation	<u>\$ 7,477.80</u>	Mode <u>air</u>	<u>100.23.100.2210/2579.6582.111.0000</u>
Rental Car	_____		_____
Meals	<u>\$ 2,589.40</u>		<u>100.23.100.2210/2579.6582.111.0000</u>
Lodging	<u>\$ 5,445.00</u>		<u>100.23.100.2210/2579.6582.111.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$26,402.20</u>		

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: to participate in AVID Summer Institute professional development

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation on their campus and learn valuable best practice strategies to ensure rigorous implementation toward AVID school-wide

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: *Maya Thatcher* _____ 2/11/23
Signature Date

Laurie Sheber _____ 2/11/23
Principal/Supervisor Date

John Call _____ 2/2/23
Associate Superintendent/Supervisor Date

**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): Judy Becker-Rohrer, Katie Claus, Gary Sandoval, Shawn Smith, Kevin Harding, Morgan Berrigan, Matt Scrivner, Michele Theisz, Jeanne Velasquez, Michael Vo, David Watson, Albert Malis, Leighann Reynolds, Glenda Arffa

SCHOOL: AHS

Department (opt.): _____

DATE(S): June 18-June 21, 2023

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
		<small>(Note: Tax credit contributions are District funds and require a budget code.)</small>
Registration	<u>\$13,300.00</u>	<u>100.23.100.2210/2579.6360.281.0000</u>
Transportation	<u>\$7405.58</u> Mode <u>air</u>	<u>100.23.100.2210/2579.6582.281.0000</u>
Car	<u>NTE \$500.00</u>	<u>100.23.100.2210/2579.6582.281.0000</u>
Meals	<u>\$896.00</u>	<u>100.23.100.2210/2579.6582.281.0000</u>
Lodging	<u>15,057.00</u>	<u>100.23.100.2210/2579.6582.281.0000</u>
Substitutes	<u>0</u>	
TOTAL	<u>\$ 37, 158.58</u>	

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: **Professional development for AVID Schoolwide Instructional Strategies and Leadership development.**

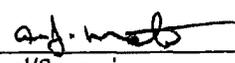
Outcomes and academic benefits to students and staff: **Professional Development for AVID Schoolwide Instructional Strategies and Leadership development to enrich the educational experience in all classrooms school wide.**

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by:  _____ Date 1/30/23

Principal/Supervisor  _____ Date 1/30/23

Associate Superintendent/Superintendent  _____ Date 1/31/2023

**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): **(6 People Attending) Rowdy Frederiksen, Stephanie Hamrick, Aurora Venhuizen, Amanda Young, Judy Ruiz, and Taylor Nixon**

Alternates: **Alison Knight, Gina Goldberg, Tricia Clinch, Karlie Powers, Kerri Matzdorff, and Peggy Marner.**

SCHOOL: **Holaway** Department (opt.): _____ DATE(S): **June 18-June 21, 2023**

ACTIVITY/EVENT: **Summer AVID Institute**

LOCATION: **San Diego**

ABSENCE: # Days **4** Sub Required: Yes No # of School Days Missed **0**

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
			(Note: Tax credit contributions are District funds and require a budget code.)
Registration	\$4,750		<u>100.23.100.2210.6360.108</u>
	\$950		<u>100.23.100.2579.6360.108</u>
Transportation	\$3,100	Mode Air	<u>100.23.100.2210.6582.108</u>
	\$620		<u>100.23.100.2579.6582.108</u>
Rental Car	_____		_____
Meals	\$907.50		<u>100.23.100.2210.6582.108</u>
	\$181.50		<u>100.23.100.2579.6582.108</u>
Lodging	\$2,622.36		<u>100.23.100.2210.6582.108</u>
	\$874.12		<u>100.23.100.2579.6582.108</u>
Substitutes	_____		_____
TOTAL	<u>\$14,005.48</u>		

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

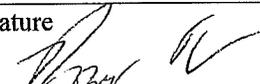
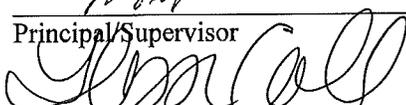
Purpose of travel: **The purpose of the travel is for teachers to receive training related to AVID best practices and develop a site plan aligned to the practices.**

Outcomes and academic benefits to students and staff: **Staff members will be equipped to implement AVID best practices site wide and collaborate with colleagues in full implementation.**

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by:  1/30/23
 Signature Date
 1/30/23
 Principal/Supervisor Date
 1/28/23
 Associate Superintendent/Superintendent 193 Date

**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): David Humphreys Monique Berry-Kelley SCHOOL: La Cima Middle
Neely Johnson Breanna Lindner Department (opt.): _____
Briana Olea-Rowe Tineke van Varenberg Caryn McGee Monet Richards Rose Hooton

DATE(S): June 18-21 2023

ACTIVITY/EVENT: AVID 2023 Summer Institute

LOCATION: San Diego

ABSENCE: # Days 3 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES).

APPROXIMATE COST

BUDGET CODE/DESCRIPTION

(Note: Tax credit contributions are District funds and require a budget code.)

Registration	<u>\$8,550</u>		<u>100.23.100.2210.6360.165.0000 &</u>
	<u>100.23.100.2579.6360.165.0000</u>		
Transportation	<u>\$5,200</u>	Mode _____	<u>100.23.100.2210.6582.165.0000 &</u>
	<u>100.23.100.2579.6360.165.0000</u>		
Rental Car	<u>\$0</u>		
Meals	<u>\$1,710</u>		<u>100.23.100.2210.6582.165.0000 &</u>
	<u>100.23.100.2579.6360.165.0000</u>		
Lodging	<u>\$8,775</u>		<u>100.23.100.2210.6582.165.0000 &</u>
	<u>100.23.100.2579.6360.165.0000</u>		
Substitutes	<u>0</u>		
TOTAL	<u>\$24,235</u>		

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To attend the 2023 AVID Summer Institute conference

Outcomes and academic benefits to students and staff: _____

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input type="checkbox"/> Academic Content | <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: [Signature] 2/8/2023
Signature Date
[Signature] 2/8/2023
Principal/Supervisor Date
[Signature] 2/8/2023
Associate Superintendent/Supervisor Date

**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): Mamie Spillane Bianca Rivas SCHOOL: Rio Vista Elementary
Sandra Bigelow Adriana Loera Department (opt.): _____
Kyle McFrederick, Shelby Davis DATE(S): June 18-21, 2023

ACTIVITY/EVENT: AVID 2023 Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
			(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$23,750.00</u>		<u>100.23.100.2210.6360.117.0000</u>
	<u>\$950.00</u>		<u>100.23.100.2579.6360.117.0000</u>
Transportation	<u>\$2,250.00</u>	Mode <u>Air</u>	<u>100.23.100.2210.6582.117.0000</u>
	<u>\$450.00</u>		<u>100.23.100.2579.6582.117.0000</u>
Rental Car	_____		
Meals	<u>\$1,120.00</u>		<u>100.23.100.2210.6360.117.0000</u>
	<u>\$224.00</u>		<u>100.23.100.2579.6360.117.0000</u>
Lodging	<u>\$2,700.00</u>		<u>100.23.100.2210.6360.117.0000</u>
	<u>\$900.00</u>		<u>100.23.100.2579.6360.117.0000</u>
Substitutes	_____		
TOTAL	<u>\$32,344.00</u>		

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

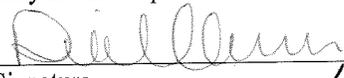
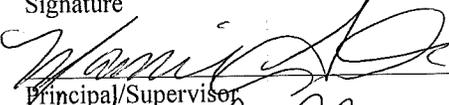
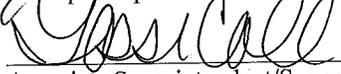
Purpose of travel: to participate in AVID Summer Institute professional development.

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation on their campus and learn valuable best practice strategies to ensure rigorous implementation toward AVID school-wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: 
 Signature

 Principal/Supervisor

 Associate Superintendent/Superintendent

2/3/23
 Date
2/3/23
 Date
2/3/23
 Date

**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): Nicole Aldworth, Hannah Bartz, Beth Brungardt SCHOOL: Keeling
Joyce Daigle, Brianna Mounts, Department (opt.): _____
Ann McNew, Hoa Tang DATE(S): June 18-21, 2023

ACTIVITY/EVENT: AVID Summer Institute - PD
 LOCATION: San Diego. CA

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>950x7=\$6,650</u>		<u>100.23.100.2210.6360.109.0000</u>
Transportation	<u>450x3=\$1,350</u>	Mode <u>air</u>	<u>100.23.100.2210.6582.109.0000</u>
Car	<u>2x509=\$1,018</u>		<u>100.23.100.2210.6582.109.0000</u>
Meals	<u>224x7=\$1,568</u>		<u>100.23.100.2210.6582.109.0000</u>
Lodging	<u>900x3=\$2700</u>		<u>100.23.100.2210.6582.109.0000</u>
TOTAL	<u>\$13,286.00</u>		

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: Participation in AVID Summer Institute for Professional Development.

Outcomes and academic benefits to students and staff: **Strengthen understanding of AVID implementation on school site and learn best practice strategies to ensure effective implementation of AVID.**

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Academic Content | <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input type="checkbox"/> Communication | <input type="checkbox"/> Creative Thinking |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Problem-Solving | |

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

Submitted by: Kathleen Ors 1.30.23
 Signature Date
Rundel Ors 1-30-23
 Principal/Supervisor Date
[Signature] 2/1/23
 Associate Superintendent/Superintendent Date

**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): Annette Orelup Kim McDole

SCHOOL: Keeling

Department (opt.): _____

DATE(S): June 17-21, 2023

ACTIVITY/EVENT: AVID 2023 Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 5 Sub Required: Yes No

of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
		<small>(Note: Tax credit contributions are District funds and require a budget code.)</small>
Registration	<u>950x2=\$1,900</u>	<u>100.23.100.2579.6360.109.0000</u>
Transportation <u>na</u>	Mode <u>na</u>	<u>100.23.100.2579.6582.109.0000</u>
Car		<u>100.23.100.2579.6582.109.0000</u>
Meals	<u>288x7=\$2,016</u>	<u>100.23.100.2579.6582.109.0000</u>
Lodging	<u>1200x2=\$2,400</u>	<u>100.23.100.2579.6582.109.0000</u>
TOTAL	<u>\$6,316.00</u>	

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: Participation in AVID Summer Institute for Professional Development.

Outcomes and academic benefits to students and staff: **Strengthen understanding of AVID implementation on school site and learn best practice strategies to ensure effective implementation of AVID.**

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Academic Content | <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input type="checkbox"/> Communication | <input type="checkbox"/> Creative Thinking |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Problem-Solving | |

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

Submitted by: Kathleen Sw 6/30/23
Signature Date

Annette Orelup 6-30-23
Principal/Supervisor Date

Christi Call 6/1/23
Associate Superintendent/Superintendent Date

**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): Laurra Becerra, Kristen Alvarez, Liz Durazo SCHOOL: Nash
Kim Esposito, Flor Lopez, Sophie Menzies Department (opt.): _____
James Buckwalter, Lorena Cote, Shari Lossou-Lossavi DATE(S): June 18-21, 2023

ACTIVITY/EVENT: AVID 2023 Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>7550.00</u>		<u>100.23.100.2210/2579.6360.110.000</u>
Transportation	<u>4050.00</u>	Mode <u>Air/Taxi</u>	<u>100.23.100.2210/2579.6582.110.0000</u>
Rental Car	_____		_____
Meals	<u>2016.00</u>		<u>100.23.100.2210/2579.6582.110.0000</u>
Lodging	<u>6000.00</u>		<u>100.23.100.2210/2579.6582.110.0000</u>
Substitutes	_____		_____
TOTAL	<u>18,806.00</u>		

The District will (or) will not receive reimbursement from outside sources.
 * PO must be submitted and approved *prior* to travel to qualify for reimbursement.
 Purpose of travel: to participate in AVID Summer Institute Professional Development

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation on their campus and learn valuable practice strategies to ensure rigorous implementation toward AVIS school-wide

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: Susan Campbell 02-03-23
 Signature Date

[Signature] 2.03.23
 Principal/Supervisor Date

[Signature] 2/3/23
 Associate Superintendent/Superintendent Date

**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): Alexis Tuo Vanessa Miller SCHOOL: Walker Elementary School
Lourdes Oros Angela LaRock Department (opt.): _____
Susan Luciano Katherine Ratliff DATE(S): June 18, 2023 – June 21, 2023
Christopher Trimble

ACTIVITY/EVENT: 2023 AVID Summer Institute

LOCATION: San Diego, CA

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$950 X 6 = \$5,700</u>	<u>100.23.100.2210.6360.112.0000</u>
	<u>\$950 x 1 = \$950</u>	<u>100.23.100.2579.6360.112.0000</u>
Transportation	<u>Total: \$2,000</u> Mode Air	<u>100.23.100.2210.6582.112.0000</u>
	Airline <u>\$450 x 4 = \$1800</u>	
	Airport Parking <u>\$5.00 x 4 days x 4 employees = \$80</u>	
	Uber/Taxi <u>\$30 x 4 = \$120</u>	
	<u>Total: \$504</u> Mode Car	<u>100.23.100.2579.6582.112.0000</u>
	Driving <u>806.4 miles x .625 = \$504</u>	
Meals	<u>224 X 6 = \$1,344</u>	<u>100.23.100.2210.6582.112.0000</u>
	<u>224 X 1 = \$224</u>	<u>100.23.100.2579.6582.112.0000</u>
Lodging	<u>900 X 3 rooms = \$2,700</u>	<u>100.23.100.2210.6582.112.0000</u>
	<u>900 x 1 room = 900</u>	<u>100.23.100.2579.6582.112.0000</u>
TOTAL	<u>\$14,322</u>	

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To participate in AVID Summer Institute professional Development.

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation on their campus and learn valuable best practice strategies to ensure rigorous implementation toward AVID school-wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: Jennifer Lee 1/26/23
 Signature Date

Christopher Ratliff 1/26/23
 Principal/Supervisor Date

Chris Call 2/6/23
 Associate Superintendent/Superintendent 199 Date

**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): Kimberly Begay

SCHOOL: District Offices

Department (opt.): Native American Education

DATE(S): March 6-10, 2023

ACTIVITY/EVENT: National Indian Education Association Hill Week

LOCATION: Washington DC

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

APPROXIMATE COST

BUDGET CODE/DESCRIPTION

(Note: Tax credit contributions are District funds and require a budget code.)

Registration	<u>Paid by National Johnson-O'Malley Association (NJOMA)</u>	<u>N/A</u>
Transportation	<u>Paid by NJOMA</u> Mode _____	<u>N/A</u>
Rental Car	_____	_____
Meals	<u>Paid by NJOMA</u>	<u>N/A</u>
Lodging	<u>Paid by NJOMA</u>	<u>N/A</u>
Substitutes	_____	_____
TOTAL	<u>\$0.00</u>	

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To advocate for the priorities of Native students and Native communities across the nation, emphasizing the importance of education sovereignty across the federal government.

Outcomes and academic benefits to students and staff: NAEP staff will network and engage with Congressional partners to take stock of the current landscape of Native education that will benefit Amphi Native students.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: Kimberly Begay _____ 1/30/2023
 Signature Date
Narlene Mansevic _____ 2/6/23
 Principal/Supervisor Date
_____ _____ 2/6/2023
 Associate Superintendent/Superintendent Date

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): Pamela Barrett Elisabeth Gingrich SCHOOL: District Offices
Susan Steen Patricia Patchin Department (opt.): Innovation Academy

DATE(S): March 21-25, 2023

ACTIVITY/EVENT: National Conference on Science Education (NSTA)

LOCATION: Atlanta, GA

ABSENCE: # Days 5 Sub Required: Yes No # of School Days Missed 4

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>\$1,410.00</u>		<u>457-00-100-2210-6360-119-0000</u>
Transportation	<u>\$2,770.00</u>	Mode <u> </u>	<u>457-00-100-2210-6582-119-0000</u>
Rental Car	<u> </u>		<u> </u>
Meals	<u>\$1,152.00</u>		<u>457-00-100-2210-6582-119-0000</u>
Lodging	<u>\$2,034.00</u>		<u>457-00-100-2210-6582-119-0000</u>
Substitutes	<u>\$2,240.00</u>		<u>457-00-100-2210-6113-119-0000</u>
TOTAL	<u>\$9,606.56</u>		

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

Purpose of travel: To attend the National Conference on Science Education (NSTA)

Outcomes and academic benefits to students and staff: The teachers will be able to gather information and resources for use in their District-wide curriculum work in creating common Scope & Sequences and curriculum resources.

Submitted by: _____

Signature

Date

Principal/Supervisor

Date


Associate Superintendent/Supervisor 202

2/8/23
Date

**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): Hayley Gotlieb

SCHOOL: District Offices

Department (opt.): Curriculum & Assessment

DATE(S): June 18-21, 2023

ACTIVITY/EVENT: AVID 2023 Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 4 Sub Required: Yes No

of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

APPROXIMATE COST

BUDGET CODE/DESCRIPTION

(Note: Tax credit contributions are District funds and require a budget code.)

Registration	<u>\$ 950.00</u>		<u>596.00.300.2210.6360.515.0000</u>
Transportation	<u>\$ 530.00</u>	Mode <u>air</u>	<u>596.00.300.2210.6582.515.0000</u>
Rental Car	_____		_____
Meals	<u>\$ 181.50</u>		<u>596.00.300.2210.6582.515.0000</u>
Lodging	<u>\$ 900.00</u>		<u>596.00.300.2210.6582.515.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$2,561.50</u>		

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To participate in AVID Summer Institute professional development.

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation and learn valuable best practice strategies to ensure rigorous implementation toward AVID district-wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: Hayley Gotlieb 2/13/23
Signature Date

Efabel A. Jacome 2/13/23
Principal/Supervisor Date

[Signature] 203 2/13/23
Associate Superintendent/Supervisor Date

**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): Andrew Szczepaniak, Mary Cliff, Shannon Joos SCHOOL: Donaldson
Courtney Kimler, Tatum Nelson, Camille Nau Department (opt.): _____
Kris Lee, Kristin Taylor, Shay Humphreys, Brooke Johnson DATE(S): 6/18/22-6/21/22
Judith Tokars, Marina Wong

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego, CA

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>\$11,400.00</u>		<u>100.23.100.2210.6360.106.0000</u>
			<u>100.23.100.2579.6360.106.0000 Admin</u>
Transportation	<u>\$4,500.00</u>	Mode <u>Air</u>	<u>100.23.100.2210.6582.106.0000</u>
			<u>100.23.100.2579.6582.106.0000 Admin</u>
Rental Car	<u>\$0.00</u>		
Meals	<u>\$2,688.00</u>		<u>100.23.100.2210.6582.106.0000</u>
			<u>100.23.100.2579.6582.106.0000 Admin</u>
Lodging	<u>\$7,200.00</u>		<u>100.23.100.2210.6582.106.0000</u>
			<u>100.23.100.2579.6582.106.0000 Admin</u>
Substitutes	<u>\$0.00</u>		
TOTAL	<u>25,788.00</u>		

(Note: Tax credit contributions are District funds and require a budget code.)

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

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To participate in AVID Summer Institute Professional Development.

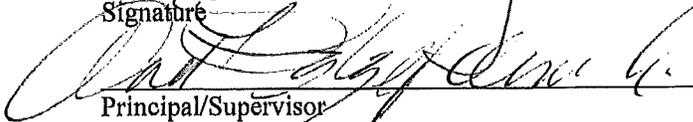
Outcomes and academic benefits to students and staff: AVID helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom.

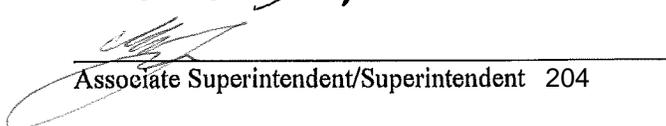
Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by:  2/9/2023
 Signature Date

 2/9/2023
 Principal/Supervisor Date

 2/9/2023
 Associate Superintendent/Superintendent 204 Date