

Final Posting: Monday, August 7, 2023 at 4:00pm

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, August 8, 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. **CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER**
Ms. Deanna M. Day, M. Ed., President
2. **PLEDGE OF ALLEGIANCE**
3. **ANNOUNCEMENT OF DATE AND TIME OF THE NEXT SPECIAL GOVERNING BOARD MEETING**
Tuesday, August 22, 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.
4. **INFORMATION²**

A. Superintendent's Report	3
B. Status of Construction Projects	16
C. Presentation on the Effective Teaching Conference 2023	38
5. **PUBLIC COMMENT¹** (30 Minutes Maximum)
6. **CONSENT AGENDA³**

A. Approval of Appointment of Non-Administrative Personnel	48
B. Approval of Personnel Changes	53
C. Approval of Leave(s) of Absence	69
D. Approval of Separation(s) and Termination(s)	71
E. Approval of Stipend for Coaching Volunteers	74
F. Approval of Minutes of Previous Meeting(s)	76
G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,520,155.41	86
H. Acceptance of Gifts	87
I. Approval of Parent Support Organization(s) - 2023-2024	89
J. Approval of Site Fund-Raising Activities	93
K. Approval of Supplemental Texts and Materials	94
L. Approval of Out of State Travel	96
7. **STUDY**

A. Presentation on K-12 Core Content and Program Curriculum Work	106
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8. **PUBLIC COMMENT¹** (30 Minutes Maximum)
9. **BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS**
10. **ADJOURNMENT**

In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at www.amphi.com, and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible. If you need special accommodations, please call the Governing Board office: (520) 696-5158.

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

DATE OF MEETING: August 8, 2023

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: July 27, 2023

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

Todd A. Jaeger, J.D., Superintendent



August 8, 2023

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Superintendent's Report





Opening Issues

- Overall: very few glitches/problems. Our schools are positive, child-centered spaces, and our staff warmly welcomed our students and one another.
- As in any year in this hot temperatures, we had some isolated air conditioning issues. Issues were redressed quickly.
- New SIS (Infinite Campus) roll out has been fairly successful. As with any new major software implementation, we have some challenges, but our staff throughout the District has risen to them! Thank you, everyone!
- Enrollment currently at approximately 12,200.



First Day!



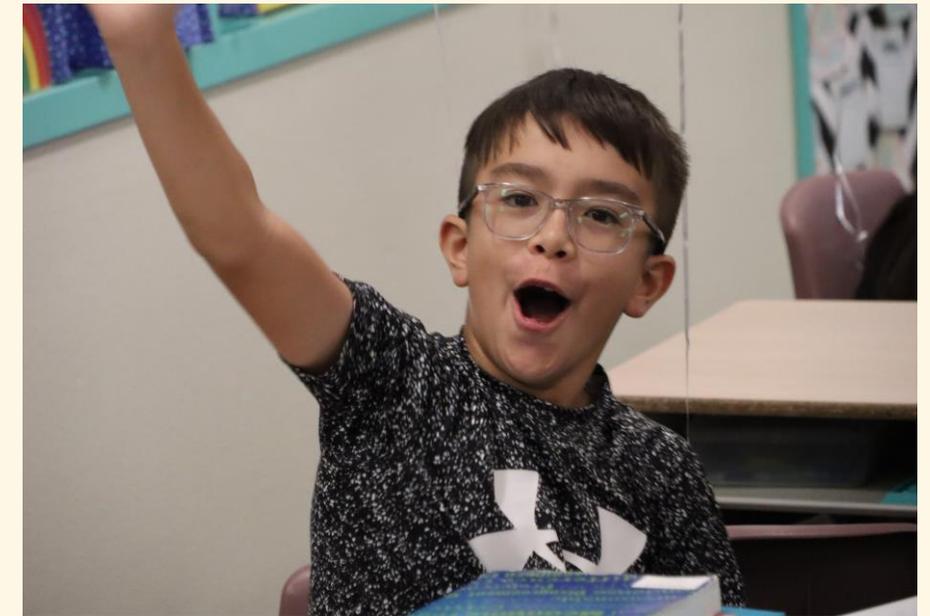


First Day!





First Day!





First Day!





Thank You



KVOA-4 News partnered with us again this year to collect items for our annual school supply drive. Special thanks to the station as well as Amphi Middle School for hosting, and to all who donated.

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The drive ran from 5 a.m. to 6:30 p.m., and we were fortunate to have participation from community members, businesses and organizations including the Amphi Foundation, Literacy Connects, Tucson Appliance, Tucson Subaru and One-Hour Heating and Cooling.

We appreciate the support and contributions for our students!

The session is over!

- The Arizona Legislature adjourned its 2023 session on July 31.
- The session lasted for 204 days – the longest in our state’s history.
- In my last report, I reviewed the number of bills – passed and/or vetoed.
- In my next report, I will detail those which did pass and affect us.
- Bills passed this year will now not take effect until approximately Halloween, as state law mandates a 90-day “wait period” before effectiveness.

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Educational Tête-à-tête

- Last month, State Superintendent Tom Horne threatened to withhold funding from schools using the 50-50 dual language model for ELL students.
- The model is one of four strategies approved by the AZSBOE for ELL students. Under this approach, students are taught in English for half of the school day and in their native language for the other half.
- 110 schools in 26 school districts across Arizona (none in Amphi) use the 50-50 model.
- Several Democratic legislators requested an Attorney General's opinion as to Horne's ability to withhold critical funds.
- AG Mayes issued an opinion last week which states Horne lacks legal authority to withhold state dollars or make any decisions about the model's validity.
- She said that Horne's role is limited to monitoring and referring school districts and charter schools to the Board, and that no state law gives him the authority to take action against schools or decide the fate of certain programs.



Vouchers Update

- Vouchers are the mechanism by which parents obtain tuition/education cost “reimbursement” for private schooling at Arizona taxpayer expense.
- Several days ago, Governor Hobbs reported that the total cost of vouchers may hit \$943.8 million this school year -- \$319 million more than the approved allows for.
- Vouchers pay out up to \$800 more for student in private school (without special needs) than the state pays for a student in a public school.
- The 2022 law allowed more than 40,000 parents, who were already using their own funds to send their children to private schools or teach their children at home, to obtain vouchers at an average new cost of \$7,223 per student.

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Teacher Vacancies

- We began the year with 12.
- In January 2023 , there were 2,890 teacher vacancies statewide. That's more than double the level in 2017 of 1,328.
- Moreover, not all teacher jobs are filled by certified teachers in Arizona: in January 2023, more than 5,000 teachers did not meet standard teacher requirements. (Source: AASPA)
- The reason: Arizona's poor education funding and resulting low pay for teachers.
- Elementary school teachers in Arizona earned an average of \$50,134 in 2022 -- the lowest pay in the country, according to a report by the Center for the Future of Arizona.
- The national average for elementary school teachers was \$55,335.
- Colorado – an average of \$57,553; California – an average of \$83,059 (highest in U.S.)

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One Time Funding Update

- Legislative allocation of some of the state's budget surplus of more than \$300 million has yet to be apportioned and distributed to school districts.
- These funds will be distributed on the basis of school district enrollment, which is not calculated by the state until the school year is over.
- Thus, we will not know for some time what the impact is for our District or any other.
- We will be approaching the resolution of how to use these funds with input from our constituents, particularly through the meet and confer process, and after final determination by the Governing Board next year.

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

DATE OF MEETING: August 8 , 2023

TITLE: Status of Construction Projects

BACKGROUND:

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

RECOMMENDATION:

For information and discussion only.

INITIATED BY:

Richard C. La Nasa, Executive Manager, Operational Support

Date: August 1, 2023

Todd A. Jaeger, J.D., Superintendent

Highlights

AHS 300 Wing Repairs - BRG Funds



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AHS Building D Handicap Access Ramp – Bond Funds



AHS SW Campus Firelane Paving – Adjacent Ways Funds



AHS Main Entrance & Loop Paving – Bond & Adjacent Ways Funds



AHS Student Parking Lot Resurfacing – Bond & Adjacent Ways Funds



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AMS Parking Lot Resurfacing - Bond & Adjacent Way Funds



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Holaway Office Renovation & Security Improvements – Bond Funds







IRHS Fine Arts Auditorium & Gym Painting – Bond Funds



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La Cima Student Drop Off Improvement & Parking Lot Paving – Bond Funds



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Walker Classroom Carpet Replacement - Bond Funds



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Status of Construction Projects
8/8/23 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 School Facility Division Building Renewal Grant (BRG), Bond and ESSER funding.

AHS:

Bond Projects

Back Up Generators for MDF Rooms – Procurement

Main Entrance Security Upgrades – 85% Complete \$93,188

Bldg D Handicap Access Improvements (Ramp) \$86,512
- Complete

South Campus Security Fencing Upgrades \$129,945
- 95% Complete

East Parking Lot Improvements \$22,487
- Complete

East Campus Security Fence Painting \$19,029

Main Entrance Security Access Controls -Mid August \$13,388

Student Parking Lot Renovations – Complete \$122,944

H1 Classroom Renovations – 50% Complete \$51,650

Adjacent Ways Projects

Southwest Campus Fire Lane Paving – Complete \$38,381

Main Entrance Fire Lane Paving – Complete \$48,684

Student Parking Lot Fire Lane Renovations – Complete \$44,055

BRG Projects

CP #3 Hot Water Line Replacement Construction Phase Grant Funding Pending	
300 Wing – Structural Repairs Construction - 99% Complete	\$457,214
Campus Roof Replacements	
PH I, East Campus – Design Phase Grant Pending	\$71,940
PH II, West Campus – Design Phase Grant Pending	
Bldg DN Evaporative Cooler to A/C Conversion - 10% Complete, Equipment Delivery December	\$896,784
CP # 2 Hot Water Line Replacement Construction - Phase Grant Funding Pending	
CP # 3 Water Treatment Equipment Repair - Complete	\$2,430
800 Building HVAC Conversion Design - Grant Approve, Phase Grant Pending	\$24,330
South Gym HVAC Conversion Design - Phase Grand Funding Pending	\$24,330

CDO:

Bond Projects

Building BN HVAC Controls Improvement - Mid-August Construction	\$10,358
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ESSER Projects

Building BN HVAC Improvements - Mid- August Const.	\$281,183
Central Plant Controls	\$39,455

BRG 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	\$1,208,101
- Units ordered – Fall '23 Project	

IRHS:

Bond Projects

Irrigation Well Design - Complete	\$58,538
Main Gym & Auditorium Painting – PO Issued	\$133,824
- Complete	
Main Gym Floor Re-Finish – 45% Complete	\$46,314
CP Plant Control Valve Replacements – Fall Project	\$187,802
Kitchen Improvements	\$2,500

Adjacent Ways Projects

Central Plant Fire Lane Pavement R&R	\$45,000
- Complete	
Front Fire Lane R&R – Complete	\$100,304

BRG Projects

Weatherization Academic Buildings Construction - Phase Grant Approved	\$417,263
Mold Remediation & Restoration – Complete	\$95,090
Classroom A105 Carpet Replacement - Phase Grant Approved	\$7,875

AMS:

Bond Projects

Front Parking Lot Improvements - Complete	\$97,118
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Adjacent Ways Projects

Fire Lane Improvements – Complete	\$49,838
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ESSER Projects

Building 300 HVAC Improvements – Fall Project	\$149,647
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Copper Creek:

Bond Projects

Central Plant Cooling Tower & Pump Upgrades Design - 35% Complete	\$20,450
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BRG Projects

MPR Roof Replacement – 5% Complete	\$587,299
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Coronado:

Bond Projects

Boys & Girls Locker Room HVAC Improvements - Fall '23 Project	\$114,238
Exterior Site Improvements & Flooring– Complete	\$80,147

Cross:

BRG Projects

Campus Weatherization Assessment \$10,500
- Phase Grant Approved

Land Lab:

Bond Projects

Building D Restroom HVAC – Procurement

Harelson:

BRG Projects

Campus Roof Assessment \$6,705
- Phase Grant Approved

Holaway:

Bond Projects

Front Office Single Point of Entry \$106,923
- 98% Complete

Admin Office Access Controls – Complete \$13,907

Campus Access Control Improvements – Summer/Fall \$34,940

Keeling:

Bond Projects

Campus HVAC Controls – Complete \$138,435

La Cima:

Bond Projects

Front Parking Lot/Student Drop Off Improvements \$129,769
- Complete

Security Fence Improvements – PO Issued \$1,692

ESSER Projects

Central Plant Chiller Replacement – March '24 Project \$425,983

BRG Projects

Campus Weatherization Design – Grant Submitted \$33,920

Campus Roof Assessment – Grant Submitted \$6,845

Mesa Verde:

BRG Projects

Campus Roof Replacement \$1,601,623

East Classrooms - 95% Complete

West Classrooms - 95% Complete

Admin – 95% Complete

MPR – 95% Complete

Nash:

Bond Projects

Kitchen HVAC Replacement – Fall Project \$32,835

ESSER Projects

Building I HVAC Improvements – Fall Project \$156,101

BRG Projects

Campus Roof Assessment – Phase Grant Approved \$7,705

CP Water Treatment Equipment Repair \$1,047
- Complete

Painted Sky:

BRG Projects

Fire Alarm Replacement Design – Complete \$25,460

Boiler # 2 Replacement – Grant Submitted – Design \$19,315

Prince:

Bond Projects

Building C Ductwork, Flooring & Lighting – 85% Complete \$392,205

BRG Projects

CP Water Treatment Equipment Repair – Complete \$1,047

Campus Roof Replacement Assessment \$7,105
- Phase Grant Approved

Campus Weatherization Assessment \$9,095
- Phase Grant Approved

West Wing HVAC Coil Replacement – Parts Ordered \$6,600
- Temporary Coiling Installed

Rillito:

Bond Projects

Admin Office & Campus Access Controls - Complete \$46,018

BRG Projects

Swimming Pool HVAC Repair – November Project \$7,000

Rio Vista:

Bond Projects

Building C 2nd Floor Access Controls – Equipment Ordered \$19,790

PA System Upgrades and Clocks – Complete \$106,936

Walker:

Bond Projects

Building F Classroom Improvements – Complete \$88,100

BRG Projects

CP Water Treatment Equipment Repair - Complete \$2,430

Wilson:

Bond Projects

South MPR & Locker Room HVAC - Fall Project \$183,609

Interior Improvement North MPR & Hallway Lighting \$199,980
- 95% Complete

BRG Projects

MPR Stage HVAC Replacement Design- Complete \$15,845

MPR Buildings Roof Replacement Design \$26,820
- Grant Submitted

Campus Building Hot Water Line Replacement Design \$23,975
- Complete

Campus Weatherization Assessment \$12,065
- Phase Grant Approved

SOMETHING NEW AT EVERY SCHOOL, EVERY YEAR!



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

DATE OF MEETING: August 8, 2023

TITLE: Presentation on the Effective Teaching Conference 2023

BACKGROUND:

The Effective Teaching Conference was held at Canyon del Oro High School on July 25 and July 26, 2023.

This annual conference for all new certificated employees provided important information designed to assist the transition into employment with the Amphitheater School District. The conference sessions were presented by several current District staff members from a variety of positions within the District.

The informational presentation this evening will provide an overview of this year's conference.

RECOMMENDATION:

This presentation is provided for the Governing Board's information.

INITIATED BY:

Tassi Call
Associate Superintendent for Elementary Education

Matthew Munger
Associate Superintendent for Secondary Education

Date: July 31, 2023

Todd A. Jaeger, J.D., Superintendent



Welcome Teachers New to Amphi!

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Effective Teaching Conference 2023

Office of Learning and Instruction

Tassi Call, Associate Superintendent for Elementary Education

Matt Munger, Associate Superintendent for Secondary Education





New Staff Numbers

	2021	2022	2023
First year teachers and staff	21	34	29
Elementary staff	37	60	47
Middle School staff	17	25	21
High School staff	24	23	18
Other professional staff	16	13	6





Total Participants



2020	100
2021	94
2022	121
2023	92

Opening Sessions

Welcome

Governing Board President

- Deanna M. Day, M.Ed.

Superintendent's Message

- Todd A. Jaeger, J.D.

Amphi's Infinite Game (Portrait of a Graduate)

- Tassi Call and Matt Munger

Meeting the Needs of All Learners

- Rob Wolf, Vanessa Hill and Shannon Langley



The Amphi Way

Amphi Curriculum

- English Language Arts (K-12)
- Science (K-12)
- Math (K-12)
- Social Studies (K-12)

Supporting Twice Exceptional Learners

Personalized Learning

Integrated English Language Development

Teaching with Technology

Meeting the Needs of All Learners

Positive Behavior Supports for all learners
(Classroom Management and Student Engagement)

Preschool

Using WICOR Strategies to support College and Career Readiness





Thank You!

Host Site:

CDO High School

Special thank you:

John Hastings

- Human Resources
- Benefits

Elizabeth Jacome

- CISS Team
- CIPS Team
- Coordinators

Breakfast and Lunch Hosts:

- Imagine Learning/Edgenuity
- Amphi Foundation
- Amphi Education Association
- Jim Click Automotive Team





Amphitheater Mentoring Program



Purpose: To provide a three-year induction program to provide new teachers with effective support and opportunities to become reflective educators, to increase competence in their practice, to inspire them to continue in the profession, and to create self-directed leaders and learners.

- All teachers in their first, second and third year of teaching are assigned a mentor from the Amphi Curriculum Intervention and Instructional Support Specialists team (CISS)
- Work with new teachers on a weekly basis
- Partner with CISS for at least two Student Centered Coaching Cycles: (1-2 weeks) focused on learning target, co-planning session, co-teaching session, goals and outcomes documented through coaching log
- May include Whisper Coaching
- Each campus has a CISS this school year!



BOOST

Building
Outstanding
Organized
Successful
Teachers

Two full days of training for new teachers to the profession

Focus areas:

- Relationship Building
- Classroom Management
- Planning
- Engagement strategies

*New this year are two New Teacher Induction Meetings scheduled 9/27 and 1/31



Questions?





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

DATE OF MEETING: August 8, 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 August 7, 2023.

RECOMMENDATION:

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

INITIATED BY:



John Hastings, Director of Human Resources

Date: August 7, 2023



Todd A. Jaeger, J.D., Superintendent

8/8/2023

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Panneck	Jeffrey	Teacher - Social Studies	CT-RET	La Cima Middle School			Rehire		\$57,280.62
Anders	Ashley	Teacher - Grade 5	CT	Nash Elementary	CTT-BA	2 years	Replacement	Ms. Jarrett	
Dean	Pamela	Teacher - Preschool Director	CT	Ironwood Ridge High	CTT-BA	0 years	Replacement	Ms. Bucciarelli-Fay	
Dubiskas	Shawn	Teacher - History	CT	Ironwood Ridge High	CTT-BA	0 years	Replacement	Dr. Jenkins	
Figueroa	Andrea	Teacher - Preschool Director	CT	Amphi High School	CTT-MA	0 years	New	Ms. Bucciarelli-Fay	
Kuan	Vicki	Teacher - Mathematics	CT	La Cima Middle School	CTT-MA	5 years	Replacement	Mr. Humphreys	
Rhonehouse	Amy	Teacher - English	CT	Coronado K-8 School	CTT-BA	0 years	Replacement	Ms. Letts	
Royse	Deborah	Teacher - Pandemic Recovery	CT	Donaldson Elementary	CTT-BA	0 years	Replacement	Mr. Szczepaniak	
Smithwick	Beverly	Teacher - Grade 5	CT	Wilson K-8 School	CTT-MA	8 years	Replacement	Ms. Sullivan	
Summers	Braunson	Teacher - Special Education Reso	CT	CDO High School	CTT-MA	2 years	Replacement	Ms. Bulleigh	
Veytia	Andrea	Teacher - General Science	CT	La Cima Middle School	CTT-BA	0 years	Replacement	Mr. Humphreys	
Watson	David Joshua E	Teacher - English	CT	Amphi High School	CTT-BA	0 years	Replacement	Mr. Malis	49
Welsh	Adam	Teacher - History	CT	Ironwood Ridge High	CTT-BA+	6 years	Replacement	Dr. Jenkins	
Welsh	Adam	Teacher - Pandemic Recovery	CT	Ironwood Ridge High	CTT-BA+	6 years	Replacement	Dr. Jenkins	
Wharton	Gavin	Teacher - ELL/SEI	CT	Amphi Middle School	CTT-MA	7 years	Replacement	Ms. Wichers	
Wharton	Gavin	Teacher - Academic Intervention	CT	Amphi Academy Online	CTT-MA	7 years	Replacement	Ms. Wichers	
Zhao	Wen	Teacher - Orchestra	CT	Prince Elementary	CTT-BA	1 year	Replacement	Ms. Sheber	
Zhao	Wen	Teacher - Music	CT	Prince Elementary	CTT-BA	1 year	Replacement	Ms. Sheber	
Zhao	Wen	Teacher - Music	CT	Prince Elementary	CTT-BA	1 year	Replacement	Ms. Sheber	
Korest	Molly	Social Worker	CL-PR	Donaldson Elementary			Rescind		
Ortiz	Monica	Athletic Trainer	CL-PR	Amphi High School	PRNT-MA	3 years	Replacement	Mr. Malis	
Armenta	Malissa	Secretary II	CL	Wetmore Center	4	4 years	Rehire	Ms. McGraw	
Arvizu	Lizette	Bus Driver Trainee	CL	Transportation	1	0 years	Replacement	Ms. Frye-George	

*	2022-2023 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Badr	Carolyn	Clerk	CL	Innovation Academy	1	5+ years	Rehire	Mr. McConnell	
Bradley	John	Special Events Worker	CL	Ironwood Ridge High			Rehire		\$13.85 per hour
Champlin	Brett	Food Service Attendant - Lead	CL	Painted Sky Elementary	6	5 years	Replacement	Mr. Greeson	
Gordin	Jordan	Campus Monitor	CL	Prince Elementary	1	5 years	Replacement	Ms. Sheber	
Guerena	Tanya	Preschool Aide/Caregiver	CL	Amphi High School	1	0 years	New	Ms. Bucciarelli-Fay	
Hall	Ava	Preschool Aide/Caregiver	CL	CDO High School			Rehire	Ms. Bucciarelli-Fay	
Hernandez	Priscilla	Bus Driver Trainee	CL	Transportation	1	0 years	Replacement	Ms. Frye-George	
Jacks	Nathaniel	Campus Monitor	CL	Ironwood Ridge High	1	5 years	Replacement	Dr. Jenkins	
Johnson	Irais	Instructional Technology Specialist	CL	Innovation Academy	3	5+ years	Replacement	Mr. McConnell	
Krigbaum	Madison	Classroom Aide/Caregiver	CL	Mesa Verde Elementary	2	0 years	Replacement	Mr. Ripp	
Larson	Kathryn	Special Education Teaching Assistant	CL	Donaldson Elementary	3	5 years	Replacement	Mr. Szczepaniak	
Luna	Rosalie	Crossing Guard	CL	Wilson K-8 School	1	0 years	Replacement	Ms. Sullivan	
Mele	James	Campus Monitor	CL	Coronado K-8 School			Rehire		
Mele	James	Behavioral Intervention Monitor	CL	Coronado K-8 School			Rehire		
Mercado	Lorraine	Transportation Attendant	CL	Transportation	1	0 years	Replacement	Ms. Frye-George	50
Orelup	Alexander	Instructional Technology Specialist	CL	Copper Creek Elementary	3	0 years	Replacement	Ms. Hillig	
Pacheco Soto	Marisela	Custodian I	CL	CDO High School	2	3 years	Replacement	Ms. Bulleigh	
Pina	Lisa	Special Events Worker	CL	Ironwood Ridge High			Rehire		\$13.85 per hour
Robles Marquez	Dina	Custodian I	CL	Prince Elementary	2	5 years	Replacement	Ms. Sheber	
Sowid	Caitlin	Preschool Aide/Caregiver	CL	Mesa Verde Elementary	1	0 years	New	Mr. Ripp	
Walette	Tracey	Crossing Guard	CL	Innovation Academy	1	0 years	Replacement	Mr. McConnell	
Watkins	Stacy	Bus Driver Trainee	CL	Transportation	1	0 years	Replacement	Ms. Frye-George	
Cornwell	Keira	Student Worker	ASW	CDO High School			Rehire		\$13.85 per hour
Ratliff	Ryan	Student Worker	ASW	CDO High School			Rehire		\$13.85 per hour
Rayl	Taylor	Student Worker	ASW	CDO High School			Rehire		\$13.85 per hour

*	2022-2023 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Richards	Pennilyn	Student Worker	ASW	CDO High School			Rehire		\$13.85 per hour
Swick	Aubrey	Student Worker	ASW	CDO High School			Rehire		\$13.85 per hour

*	2022-2023 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

08/08/2023
 GOVERNING BOARD MEETING
 APPOINTMENTS

SUBSTITUTES

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Dancil Register	Marlene		CT		07/28/2023	
Eislager	Pamela		CT		07/20/2023	
Lebreton	Jennie		CT		07/19/2023	
Perez	Brooke		CT		07/26/2023	
Ross	Tamra		CT		07/20/2023	
Tellez	Anna		CT		07/20/2023	
Dominguez	Ariana		CL		07/26/2023	
Peer	Aimee		CL		07/26/2023	

AD Administrative
 PR Professional
 CT Certified
 CL Classified



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

DATE OF MEETING: August 8, 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 August 7, 2023.

Additionally, the addendum stipend associated with eSports activity is presented for consideration and approval by the Governing Board.

eSports has been growing in popularity across the country for the past decade. As a result, the Arizona Interscholastic Association (AIA) added eSports as an approved activity and will govern high school eSports in the state of Arizona. Accordingly, eSports was introduced to the District's three (3) high schools.

Therefore, a new activity and corresponding stipend must be established and added to the Non-athletic Addendum Placement schedule. It is the District's recommendation that certificated staff overseeing the eSports program for their high school receive a \$1,800.00 stipend per semester.

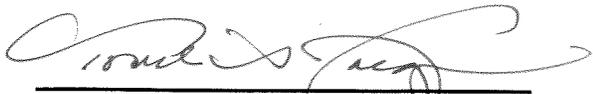
RECOMMENDATION:

It is the recommendation of the Administration that the personnel changes be approved as presented as well as the approval of the \$1,800.00 stipend for the high school eSports activity.

INITIATED BY:


John Hastings, Director of Human Resources

Date: August 7, 2023


Todd A. Jaeger, J.D., Superintendent

8/8/2023

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Fell	Christine	Social Worker	CT-PR	Rio Vista Elementary	Decrease FTE			<0.2 FTE>
Meeks	Heather	Speech/Language Pathologist	CT-PR	Rio Vista Elementary	301 Payment			\$4,114.00
Sheffield	Katherine	ADDN - Extra Days	CT-AD	Amphi Middle School	Added Duty			\$328.33 per day
Alvarez	Kristin	Site Program Coordinator	CT	Nash Elementary	Added Duty			\$8,960.95
Avila	Paul	Instructional Support Assistant	CT	Amphi Middle School	Promotion		N/A	
Campbell	Kevin	Teacher - P. E.	CT	Nash Elementary	Promotion	CTT-BA	0 years	
Campbell	Kevin	Teacher - Adaptive P.E.	CT	Nash Elementary	Promotion	CTT-BA	0 years	
Desjarlais	Paul	Teacher - Astronomy	CT	Ironwood Ridge High	Additional Position			\$13,402.73
Dominguez	Lynette	Teacher - ELL/SEI	CT	Donaldson Elementary	Decrease FTE			<0.50 FTE>
Erickson	Ruth	Teacher - Government	CT	CDO High School	Added Duty			\$12,443.73
Estrella	Crystal	Site Program Coordinator	CT	Rio Vista Elementary	Added Duty			\$8,742.36
Floyd	Katherine	Teacher - Mathematics	CT	Amphi Middle School	Decrease FTE			<0.1667 FTE>
Floyd	Katherine	Teacher - Pandemic Recovery	CT	Amphi Middle School	Additional Position			0.3333 FTE
Frantziskonis	Karyn	Curriculum, Instruction, & Interv. Sup	CT	Amphi Middle School	Correction			Assignment
Frantziskonis	Karyn	Teacher - Academic Intervention	CT	Amphi Middle School	Additional Position			\$35,037.55
Fritton	Teresa	Teacher - REACH	CT	Wilson K-8 School	Transfer			
Gates	Julia	Site Program Coordinator	CT	Nash Elementary	Added Duty			\$9,875.95
Glavin	Kelsey	Site Program Coordinator	CT	Prince Elementary	Added Duty			\$8,960.95
Gran	Jennifer	Teacher - Rillito Classroom	CT	Rillito Center	Added Duty			\$13,179.76
Holt	Kris	Site Program Coordinator	CT	Prince Elementary	Added Duty			\$8,960.95
Houck	Chrysanne	Teacher - Technology	CT	Amphi Middle School	Additional Position			\$15,912.21
Humphreys	Anita	Curriculum, Instruction, & Interv. Sup	CT	Donaldson Elementary	Correction			Assignment

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*	2022-2023 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
Humphreys	Anita	Teacher - Academic Intervention	CT	Donaldson Elementary	Additional Position		\$26,921.51	
Iadevaia	Jennifer	Teacher - Academic Intervention	CT	Donaldson Elementary	Additional Position		\$21,760.71	
Keller	Jennifer	Teacher - Language Arts	CT	Amphi Middle School	Decrease FTE		<0.25 FTE>	
Keller	Jennifer	Teacher - Writing Lab	CT	Amphi Middle School	Additional Position		\$11,832.51	
Lindner	Breanna	Site Program Coordinator	CT	La Cima Middle School	Added Duty		\$9,666.88	
Lortie	Sarag	Teacher - Math Lab	CT	Amphi Middle School	Decrease FTE		<0.25 FTE>	
Loudon	Matthew	Teacher - Academic Intervention	CT	Amphi Middle School	Additional Position		\$7,589.68	
McConnell	Marisa	Site Program Coordinator	CT	Mesa Verde Elementary	Added Duty		\$9,711.43	
Moes	John	Teacher - Economics	CT	Amphi High School	Added Duty		\$10,706.42	
Murillo	Mindy	Teacher - ELL/SEI	CT	Mesa Verde Elementary	Increase FTE		+0.05 FTE	
Oliver	Heather	Teacher - Academic Intervention	CT	Painted Sky Elementary	Additional Position		\$32,527.67	
Peace	Dustin	Teacher - P. E.	CT	CDO High School	Increase FTE		+0.2 FTE	
Peterson	Jane	Site Program Coordinator	CT	Walker Elementary	Added Duty		\$8,626.40	
Pham	Phi	Teacher - Academic Intervention	CT	Amphi Middle School	Decrease FTE		<0.1667 FTE>	55
Porter	Ronald	Teacher - Special Education ED-P	CT	CDO High School	Added Duty		\$10,706.42	
Queiruga	Jennifer	Teacher - Literacy Intervention	CT	Amphi Middle School	Decrease FTE		<0.50 FTE>	
Queiruga	Jennifer	Teacher - Academic Intervention	CT	Amphi Middle School	Additional Position		\$27,852.34	
Richards	Monet	Site Program Coordinator	CT	La Cima Middle School	Added Duty		\$9,038.47	
Rivas	Bianca	Site Program Coordinator	CT	Rio Vista Elementary	Added Duty		\$8,655.42	
Roseman	Ronny	Teacher - Software and App Design	CT	CDO High School	Added Duty		\$10,506.02	
Sadowl	Cyra	Curriculum, Instruction, & Interv. Sup	CT	La Cima Middle School	Transfer			
Sadowl	Cyra	Teacher - Academic Intervention	CT	La Cima Middle School	Transfer			
Tarbet	Jeremy	Teacher - Automotive Technologies	CT	CDO High School	Added Duty		\$11,287.69	
Thacker	Lynn	Site Program Coordinator	CT	Mesa Verde Elementary	Added Duty		\$8,960.96	

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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	
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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
Thomas	Kelly	Teacher - CHOICES Classroom	CT	Coronado K-8 School	Added Duty			\$11,873.44
Wray	Kathleen	Teacher - Academic Intervention	CT	Rio Vista Elementary	Additional Position			\$22,640.49
Campbell	Scott	Behavioral Intervention Monitor	CL	La Cima Middle School	Transfer			
Carner	Nicole	Special Education Teaching Assistan	CL	Wilson K-8 School	Promotion	3	+\$0.57	
Coronado Bastida	Laura	Food Service Attendant	CL	Rio Vista Elementary	Transfer			
Coronado Medina	Magda	Attendance Clerk	CL	La Cima Middle School	Transfer		N/A	
Flores-Coronado	Angelina	Food Service Attendant	CL	La Cima Middle School	Transfer		N/A	
Henley	Jolee	Preschool Instructional Specialist	CL	Wilson K-8 School	Promotion	5	+\$0.64	
Mendez Silva	Jesus	Groundskeeper II	CL	Facilities Support	Promotion	5	+\$0.63	
Otega	Michael	Refrigeration Mechanic III	CL	Facilities Support	Promotion	12	+\$2.56	
Ratliff	Sandra	Bus Driver	CL	Transportation	Transfer		N/A	
Vandenberg	Wayne	Crossing Guard	CL	Cross Middle School	Decrease FTE			<0.375 FTE>
Vergara	Veronica	Campus Monitor	CL	Innovation Academy	Transfer			
Ving	Dolores	Shipping/Receiving Clerk	CL	Warehouse	Transfer			
Acevedo	Stephanie	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum			\$4,000.00
Adams	Elizabeth	ADDN - CIPS Stipend	ADCT	Wetmore Center	Addendum			\$6,400.00
Altemara-Arnold	Sara	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum			\$4,800.00
Altemara-Arnold	Sara	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum			\$2,000.00
Alvarez	Loretta	ADDN - Certified Staff Trainer	ADCT	Wetmore Center	Addendum			\$30.00 per hour
Alvarez	Loretta	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum			\$4,000.00
Ambrosio	Trish	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum			\$2,000.00
Ammon	Connie	ADDN - School Support Team	ADCT	Coronado K-8 School	Addendum			\$20.00 per hour
Anderson	Benjamin	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum			\$5,000.00
Anderson	Lea	ADDN - Certified Tutor	ADCT	Rio Vista Elementary	Addendum			\$30.00 per hour

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*	2022-2023 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
Anderson	Lea	ADDN - Essential Recruit Stipend	ADCT	Rio Vista Elementary	Addendum		\$4,000.00	
Aros	Jessica	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$4,000.00	
Arredondo	Mateo	ADDN - Essential Recruit Stipend	ADCT	Amphi Middle School	Addendum		\$833.50	
Arthurs	Robbin	ADDN - CIISS Stipend	ADCT	Keeling Elementary	Addendum		\$8,000.00	
Avila	Paul	ADDN - ISA Stipend - District	ADCT	Amphi Middle School	Addendum		\$7,500.00	
Ayers	Nathan	ADDN - Essential Recruit Stipend	ADCT	Amphi Middle School	Addendum		\$4,000.00	
Baca	Florence	ADDN - National Honor Society MS	ADCT	Wilson K-8 School	Addendum		\$750.00	
Baca	Florence	ADDN - Yearbook MS	ADCT	Wilson K-8 School	Addendum		\$1,500.00	
Baca	Florence	ADDN - Student Council MS	ADCT	Wilson K-8 School	Addendum		\$1,350.00	
Baier	Tracy	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$4,000.00	
Baron	Craig	ADDN - Yearbook MS	ADCT	Cross Middle School	Addendum		\$1,500.00	
Basye	Jody	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$4,000.00	
Berger	Ian	Coach - Softball Head MS	ADCT	Coronado K-8 School	Addendum		\$1,700.00	
Bills	Patricia	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$4,000.00	57
Blanchard	Nicole	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$5,000.00	
Bosey	Bettina	ADDN - Essential Recruit Stipend	ADCT	Cross Middle School	Addendum		\$3,333.20	
Boyan	Beth	ADDN - Extra Hours	ADCT	Donaldson Elementary	Added Duty		\$16.30 per hour	
Boyd	Lisa	ADDN - School Support Team	ADCT	Coronado K-8 School	Addendum		\$20.00 per hour	
Boyer	Lisa	ADDN - Essential Recruit Stipend	ADCT	Wilson K-8 School	Addendum		\$4,000.00	
Boyer	Lisa	ADDN - Technology Coach EL	ADCT	Wilson K-8 School	Addendum		\$1,550.00	
Boyer	Lisa	Coach - 1st Q. Interscholastic Superv	ADCT	Wilson K-8 School	Addendum		\$500.00	
Brady	Lawrence	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$5,000.00	
Brungardt	Elizabeth	ADDN - Certified Staff Trainer	ADCT	Wetmore Center	Addendum		\$30.00 per hour	
Brungardt	Elizabeth	ADDN - Essential Recruit Stipend	ADCT	Keeling Elementary	Addendum		\$4,000.00	

*	2022-2023 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	
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GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Caldwell	Theresa	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$4,000.00	
Callies	Heather	ADDN - CIISS Stipend	ADCT	Nash Elementary	Addendum		\$8,000.00	
Campbell	Jennifer	ADDN - CIISS Stipend	ADCT	Prince Elementary	Addendum		\$8,000.00	
Carlson	Joanne	ADDN - Dyslexia Training Designee	ADCT	Wilson K-8 School	Addendum		\$3,350.00	
Carlson	Joanne	ADDN - CIISS Stipend	ADCT	Wilson K-8 School	Addendum		\$8,000.00	
Carlson	Joanne	Teacher - Literacy Intervention	ADCT	Wilson K-8 School	Added Duty		\$10,405.51	
Castle	Jordan	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Castro	Sylvestre	ADDN - Essential Recruit Stipend	ADCT	Amphi Middle School	Addendum		\$4,000.00	
Chen	Christopher	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$8,000.00	
Christensen	Brittney	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$4,000.00	
Christman	Jill	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	
Cliff	Mary	ADDN - ISA Stipend - District	ADCT	Amphi Academy Online	Addendum		\$3,750.00	
Cliff	Mary	ADDN - ISA Stipend - District	ADCT	Donaldson Elementary	Addendum		\$3,750.00	
Clinch	Tricia	ADDN - Essential Recruit Stipend	ADCT	Holaway Elementary	Addendum		\$4,000.00	58
Cochiolo	Nancy	ADDN - Essential Recruit Stipend	ADCT	Mesa Verde Elementary	Addendum		\$4,000.00	
Colaanni	Nina	ADDN - Essential Recruit Stipend	ADCT	Painted Sky Elementary	Addendum		\$4,000.00	
Cross	Karen	ADDN - Essential Recruit Stipend	ADCT	Harelson Elementary	Addendum		\$4,000.00	
Dadeppo	Lisa	ADDN - Odyssey of the Mind	ADCT	CDO High School	Addendum		\$600.00	
Dadeppo	Lisa	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$4,000.00	
Daigle	Joyce	ADDN - School Support Team	ADCT	Coronado K-8 School	Addendum		\$20.00 per hour	
Daigle	Joyce	ADDN - CIISS Stipend	ADCT	Coronado K-8 School	Addendum		\$8,000.00	
de la Garza	Marcy	ADDN - One-Time Signing Bonus	ADCT	Wetmore Center	Addendum		\$5,000.00	
Deitering	Joseph	ADDN - Essential Recruit Stipend	ADCT	Rillito Center	Addendum		\$4,000.00	
Desjarlais	Paul	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$8,000.00	

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GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Di Vetta	Trista	ADDN - AVID Site Team Coordinator	ADCT	Donaldson Elementary	Addendum		\$1,500.00	
Duarte	Pamela	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$4,000.00	
Edelbrock	Thomas	ADDN - Math Counts MS	ADCT	Cross Middle School	Addendum		\$950.00	
Edelbrock	Thomas	ADDN - Performing Arts MS	ADCT	Cross Middle School	Addendum		\$1,800.00	
Edmondson	Heidi	ADDN - CIPS Stipend	ADCT	Wetmore Center	Addendum		\$8,000.00	
Emans	Deborah	ADDN - CIISS Stipend	ADCT	Harelson Elementary	Addendum		\$8,000.00	
Engel	Katherine	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Engelhard	Erin	ADDN - Essential Recruit Stipend	ADCT	Copper Creek Elementary	Addendum		\$4,000.00	
Falcon	Leah	DH - Mathematics MS	ADCT	Cross Middle School	Addendum		\$1,200.00	
Faulkner	Violet	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$5,000.00	
Felix	Jennifer	Teacher - Biology	ADCT	CDO High School	Added Duty		\$9,358.27	
Finch	Richard	ADDN - Essential Recruit Stipend	ADCT	Wilson K-8 School	Addendum		\$4,000.00	
Fox	Erica	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$4,000.00	
Frantziskonis	Karyn	ADDN - CIISS Stipend	ADCT	Amphi Middle School	Addendum		\$8,000.00	59
Fritton	Teresa	ADDN - Essential Recruit Stipend	ADCT	Wilson K-8 School	Addendum		\$4,000.00	
Fritton	Teresa	ADDN - Technology Coach MS	ADCT	Wilson K-8 School	Addendum		\$1,550.00	
Fulks	Neal	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$4,000.00	
Gadarian	Kristen	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$4,000.00	
Galindo	Ruth	ADDN - Extra Hours	ADCT	Coronado K-8 School	Added Duty		\$31.39 per hour	
Garcia	Monica	ADDN - Essential Recruit Stipend	ADCT	Cross Middle School	Addendum		\$4,000.00	
Garcia Salcido	Jose	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$8,000.00	
Godlewski	Fabienna	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$2,000.00	
Godlewski	Fabienna	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$3,000.00	
Goldstein	Heidi	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	

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Addendum	Employee receiving extra-curricular position or stipend					ADCL	Addendum Classified	
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Additional Position	Employee working an additional position					CT-AD	Certified Administrative	
Correction	Correction to contract					CT	Certified	
Decrease FTE	Decrease in hours					CL-AD	Classified Administrative	
Extension	End date being extended					CL	Classified	
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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
Gottlieb	Hayley	ADDN - CIPS Stipend	ADCT	Wetmore Center	Addendum		\$800.00	
Gottlieb	Hayley	ADDN - CIPS Stipend	ADCT	Wetmore Center	Addendum		\$7,200.00	
Gran	Jennifer	ADDN - Essential Recruit Stipend	ADCT	Rillito Center	Addendum		\$4,000.00	
Greenberg	Elyse	ADDN - School Support Team	ADCT	Coronado K-8 School	Addendum		\$20.00 per hour	
Greene	Hannah	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$5,000.00	
Gritis	Abigail	Coach - Cross Country Head MS	ADCT	Cross Middle School	Addendum		\$1,700.00	
Grusenmeyer	Lauren	ADDN - Essential Recruit Stipend	ADCT	Wetmore Center	Addendum		\$2,000.00	
Guymon	Kate	ADDN - CIISS Stipend	ADCT	Amphi High School	Addendum		\$8,000.00	
Harding	Kevin	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Harris	Noreen	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	
Haverty	Matthew	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Hawk	Amy	ADDN - Dyslexia Training Designee	ADCT	Donaldson Elementary	Addendum		\$3,350.00	
Hebert	Patricia	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	
Herron	Candace	DH - Student Services MS	ADCT	Wilson K-8 School	Addendum		\$1,200.00	60
Herron	Candace	Special Education Facilitator	ADCT	Wilson K-8 School	Addendum		\$1,950.00	
Hill	Christian	ADDN - Performing Arts MS	ADCT	Wilson K-8 School	Addendum		\$1,800.00	
Hillig	Kirsten	ADDN - Essential Recruit Stipend	ADCT	Copper Creek Elementary	Addendum		\$4,000.00	
Hockins	Nathaniel	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	
Holder	Kayla	ADDN - CIISS Stipend	ADCT	Walker Elementary	Addendum		\$8,000.00	
Howland	Patricia	ADDN - Odyssey of the Mind	ADCT	Wilson K-8 School	Addendum		\$1,200.00	
Howland	Patricia	DH - Science MS	ADCT	Wilson K-8 School	Addendum		\$1,200.00	
Humphreys	Anita	ADDN - Certified Staff Trainer	ADCT	Donaldson Elementary	Addendum		\$30.00 per hour	
Humphreys	Anita	ADDN - Administrative Designee (Ad	ADCT	Donaldson Elementary	Addendum		\$2,000.00	
Humphreys	Anita	ADDN - CIISS Stipend	ADCT	Donaldson Elementary	Addendum		\$8,000.00	

*	2022-2023 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
Hurley	Benjamin	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Hurst	Carlotta	ADDN - Certified Tutor	ADCT	Rio Vista Elementary	Addendum		\$30.00 per hour	
Impelluso	Sonja	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Inglett	Lindsay	ADDN - CIISS Stipend	ADCT	Mesa Verde Elementary	Addendum		\$8,000.00	
Irwin	Teresa	ADDN - National Honor Society MS	ADCT	Cross Middle School	Addendum		\$750.00	
Irwin	Teresa	ADDN - Technology Coach MS	ADCT	Cross Middle School	Addendum		\$1,550.00	
Jernigan	Kevin	ADDN - Certified Tutor	ADCT	Rio Vista Elementary	Addendum		\$30.00 per hour	
Johnson	Brooke	ADDN - Academic Assistant EL	ADCT	Donaldson Elementary	Addendum		\$700.00	
Johnson	Marian	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$5,000.00	
Johnson Bivens	Adria	ADDN - Essential Recruit Stipend	ADCT	Rillito Center	Addendum		\$4,000.00	
Jones	Arianna	ADDN - School Support Team	ADCT	Federal/State Programs	Addendum		\$20.00 per hour	
Jorgensen	Pamela	ADDN - Essential Recruit Stipend	ADCT	Rio Vista Elementary	Addendum		\$4,000.00	
Kasen	Jamie	ADDN - Essential Recruit Stipend	ADCT	Walker Elementary	Addendum		\$2,400.00	
Kautz	Douglas	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$5,000.00	61
Kechely	Leigh	ADDN - Essential Recruit Stipend	ADCT	Donaldson Elementary	Addendum		\$1,600.00	
Kechely	Leigh	ADDN - Essential Recruit Stipend	ADCT	Prince Elementary	Addendum		\$2,400.00	
Kennedy	Kathy	ADDN - Extra Days	ADCT	Ironwood Ridge High	Added Duty		\$241.81 per day	
Kevershan	Kimberly	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	
Kevershan	Kimberly	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
King	Nicole	DH - Student Services MS	ADCT	Coronado K-8 School	Addendum		\$1,200.00	
King	Nicole	Special Education Facilitator	ADCT	Coronado K-8 School	Addendum		\$1,950.00	
King	Nicole	ADDN - School Support Team	ADCT	Coronado K-8 School	Addendum		\$20.00 per hour	
Kooi	Rianne	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$8,000.00	
Kuan	Shu-Chuan	ADDN - One-Time Signing Bonus	ADCT	La Cima Middle School	Addendum		\$5,000.00	
* 2022-2023 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
Kuhn	Brandon	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$5,000.00	
Lawrence	Mia	ADDN - Essential Recruit Stipend	ADCT	Mesa Verde Elementary	Addendum		\$2,400.00	
Lee	Auvie	ADDN - Essential Recruit Stipend	ADCT	Cross Middle School	Addendum		\$2,666.80	
Lindberg	Patricia	ADDN - Certified Tutor	ADCT	Rio Vista Elementary	Addendum		\$30.00 per hour	
Lipich	Brandi	ADDN - Essential Recruit Stipend	ADCT	Rillito Center	Addendum		\$4,000.00	
Lise	Ronald	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$5,000.00	
Loera	Adriana	ADDN - Essential Recruit Stipend	ADCT	Rio Vista Elementary	Addendum		\$4,000.00	
Lopez	Erica	ADDN - Extra Hours	ADCT	Donaldson Elementary	Added Duty		\$16.00 per hour	
Lopez	Lindsay	Coach - 1st Q. Extracurricular Activiti	ADCT	Cross Middle School	Addendum		\$2,000.00	
Lopez	Lindsay	Coach - 2nd Q. Extracurricular Activit	ADCT	Cross Middle School	Addendum		\$2,000.00	
Lopez	Lindsay	Coach - 3rd Q. Extracurricular Activiti	ADCT	Cross Middle School	Addendum		\$2,000.00	
Lopez	Lindsay	Coach - 4th Q. Extracurricular Activiti	ADCT	Cross Middle School	Addendum		\$2,000.00	
Lustenberger	Renee	DH - Language Arts MS	ADCT	Cross Middle School	Addendum		\$1,200.00	
Marlatt	Lauren	ADDN - School Support Team	ADCT	Coronado K-8 School	Addendum		\$20.00 per hour	62
Mayhew	Constance	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	
Mcelhinney	Judith	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$5,000.00	
Mendivil	Jorge	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$4,000.00	
Miller	Sally	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$4,000.00	
Miller	Zane	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$5,000.00	
Morabito	Rachel	ADDN - Essential Recruit Stipend	ADCT	Mesa Verde Elementary	Addendum		\$4,000.00	
Moreno	Kristin	ADDN - School Support Team	ADCT	Coronado K-8 School	Addendum		\$20.00 per hour	
Mullon	Amanda	ADDN - CISS Stipend	ADCT	Innovation Academy	Addendum		\$8,000.00	
Murrell	Marley	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$3,000.00	
Nau	Camille	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum		\$20.00 per hour	

*	2022-2023 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
Nelson	Tatum	ADDN - Academic Assistant EL	ADCT	Donaldson Elementary	Addendum		\$700.00	
Neubauer	Cristina	ADDN - Extra Days	ADCT	Amphi Middle School	Added Duty		\$227.82 per day	
Nicholas	Julie	DH - Social Studies MS	ADCT	Cross Middle School	Addendum		\$1,200.00	
Nicley	Camille	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Northam	Susan	ADDN - Essential Recruit Stipend	ADCT	Nash Elementary	Addendum		\$2,000.00	
Northam	Susan	ADDN - Essential Recruit Stipend	ADCT	Keeling Elementary	Addendum		\$2,000.00	
Novinski	Garrett	Coach - Tennis MS	ADCT	Wilson K-8 School	Addendum		\$1,700.00	
Obregon	Jose	Coach - Football Head MS	ADCT	Wilson K-8 School	Addendum		\$1,700.00	
Obregon	Jose	DH - Social Studies MS	ADCT	Wilson K-8 School	Addendum		\$1,200.00	
Ochoa	Joy	ADDN - Essential Recruit Stipend	ADCT	Coronado K-8 School	Addendum		\$1,600.00	
Ochoa	Joy	ADDN - Essential Recruit Stipend	ADCT	Copper Creek Elementary	Addendum		\$2,400.00	
Okonya	Elizabeth	ADDN - Essential Recruit Stipend	ADCT	Rillito Center	Addendum		\$4,000.00	
Oliver	Heather	ADDN - CIISS Stipend	ADCT	Painted Sky Elementary	Addendum		\$8,000.00	
Olson	Kimberly	ADDN - Extra Hours	ADCT	Federal/State Programs	Addendum		\$28.10 per hour	63
Payne Joos	Shannon	Special Education Facilitator	ADCT	Donaldson Elementary	Addendum		\$750.00	
Payne Joos	Shannon	ADDN - Essential Recruit Stipend	ADCT	Donaldson Elementary	Addendum		\$4,000.00	
Payne Joos	Tanya	Coach - Spiritleading Assistant Fall H	ADCT	Amphi High School	Addendum		\$2,250.00	
Perkins	Mason	ADDN - Essential Recruit Stipend	ADCT	Amphi Middle School	Addendum		\$1,666.50	
Piazza	Elizabeth	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	
Pieroway	Karl	ADDN - Essential Recruit Stipend	ADCT	Wilson K-8 School	Addendum		\$3,750.00	
Porter	Ronald	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$4,000.00	
Powell	Matthew	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	
Richards	Monet	ADDN - Essential Recruit Stipend	ADCT	La Cima Middle School	Addendum		\$4,000.00	
Roark	Landi	ADDN - Essential Recruit Stipend	ADCT	Innovation Academy	Addendum		\$4,000.00	

*	2022-2023 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
Roche	Christine	ADDN - Dyslexia Training Designee	ADCT	Cross Middle School	Addendum		\$3,350.00	
Roche	Christine	ADDN - Essential Recruit Stipend	ADCT	Cross Middle School	Addendum		\$4,000.00	
Ronstadt	Joshua	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$1,800.00	
Ronstadt	Joshua	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$1,200.00	
Roop-Rosales	Sarah	ADDN - Essential Recruit Stipend	ADCT	Amphi Middle School	Addendum		\$4,000.00	
Rosson	Karen	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$5,000.00	
Ruboyianes	Amy	ADDN - Essential Recruit Stipend	ADCT	Rillito Center	Addendum		\$4,000.00	
Rudolph	Natalie	ADDN - Certified Tutor	ADCT	Rio Vista Elementary	Addendum		\$30.00 per hour	
Sadowl	Cyra	ADDN - CISS Stipend	ADCT	La Cima Middle School	Addendum		\$8,000.00	
Sanchez	Tenaya	DH - English HS	ADCT	CDO High School	Addendum		\$3,350.00	
Sandoval	Gary	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Sandoval	Gary	Coach - Football Assistant HS	ADCT	Amphi High School	Addendum		\$2,500.00	
Sandoval	Gary	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$3,000.00	
Scheel	Christopher	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$5,000.00	64
Scheffel	Liesl	ADDN - School Support Team	ADCT	Coronado K-8 School	Addendum		\$20.00 per hour	
Scheffel	Liesl	ADDN - Technology Coach EL	ADCT	Coronado K-8 School	Resign Addendum Only			
Scrivner	Matthew	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$4,000.00	
Seymour	Gene	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$5,000.00	
Seymour	Jamie	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$5,000.00	
Shermer	Courtney	ADDN - Essential Recruit Stipend	ADCT	Holaway Elementary	Addendum		\$4,000.00	
Shiba	Robert	ADDN - Essential Recruit Stipend	ADCT	Cross Middle School	Addendum		\$2,500.00	
Silvas	Sharon	DH - Language Arts MS	ADCT	Wilson K-8 School	Addendum		\$1,200.00	
Smalley	Stephanie	ADDN - Essential Recruit Stipend	ADCT	Rillito Center	Addendum		\$4,000.00	
Smith	Alexander	ADDN - Extra Curric. Activ. Director	ADCT	Wilson K-8 School	Addendum		\$2,000.00	

*	2022-2023 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							
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GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Smith	Lucas	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$3,000.00	
Smith	Lucas	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Smith	Shawn	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Sova	Ashley	ADDN - Performing Arts MS	ADCT	Cross Middle School	Addendum		\$1,800.00	
Sparlin	Erika	Coach - Cross Country Assistant MS	ADCT	Coronado K-8 School	Addendum		\$1,400.00	
Sparlin	Erika	ADDN - School Support Team	ADCT	Coronado K-8 School	Addendum		\$20.00 per hour	
Sparlin	Erika	ADDN - Essential Recruit Stipend	ADCT	Coronado K-8 School	Addendum		\$4,000.00	
Spencer	Dawna	ADDN - Essential Recruit Stipend	ADCT	Wilson K-8 School	Addendum		\$4,000.00	
Steen	Susan	ADDN - CIISS Stipend	ADCT	Ironwood Ridge High	Addendum		\$8,000.00	
Summons	Sjana	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Tagawa	Toru	ADDN - Performing Arts MS	ADCT	Cross Middle School	Addendum		\$1,800.00	
Tapling	Colby	ADDN - CIISS Stipend	ADCT	Holaway Elementary	Addendum		\$8,000.00	
Tarquin	Kathy	ADDN - Essential Recruit Stipend	ADCT	Wilson K-8 School	Addendum		\$4,000.00	
Taylor	Ethnee	DH - Science MS	ADCT	Cross Middle School	Addendum		\$1,200.00	65
Taylor	Ethnee	ADDN - Newspaper MS	ADCT	Cross Middle School	Addendum		\$1,200.00	
Taylor	Mickella	ADDN - Essential Recruit Stipend	ADCT	Nash Elementary	Addendum		\$4,000.00	
Taylor	Sean	ADDN - Certified Tutor	ADCT	Rio Vista Elementary	Addendum		\$30.00 per hour	
Thomas	Kelley	ADDN - Essential Recruit Stipend	ADCT	Coronado K-8 School	Addendum		\$4,000.00	
Thomas	Kelsey	ADDN - Essential Recruit Stipend	ADCT	Nash Elementary	Addendum		\$4,000.00	
Thornburg	Ryan	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Todd	Cary	ADDN - Essential Recruit Stipend	ADCT	La Cima Middle School	Addendum		\$833.50	
Traweek	Donna	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$4,000.00	
Upmann	Adam	ADDN - Essential Recruit Stipend	ADCT	Coronado K-8 School	Addendum		\$1,666.50	
Van Wert	Ryan	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$5,000.00	

*	2022-2023 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
Vasquez	Kassandra	ADDN - Essential Recruit Stipend	ADCT	Rillito Center	Addendum		\$4,000.00	
Watkins	Sean	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$5,000.00	
Watson	David	Coach - Football Assistant HS	ADCT	Amphi High School	Addendum		\$2,500.00	
Wells	Shyla	ADDN - Essential Recruit Stipend	ADCT	Mesa Verde Elementary	Addendum		\$4,000.00	
Wentworth	Ann	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Addendum		\$5,000.00	
Wexler	Douglas	ADDN - Essential Recruit Stipend	ADCT	Rillito Center	Addendum		\$4,000.00	
White	Janielle	ADDN - Essential Recruit Stipend	ADCT	Rillito Center	Addendum		\$4,000.00	
Wickens	Simon	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$5,000.00	
Wilkes	Chelsie	ADDN - CIISS Stipend	ADCT	Copper Creek Elementary	Addendum		\$8,000.00	
Willis	John	ADDN - Certified Staff Trainer	ADCT	Wetmore Center	Addendum		\$30.00 per hour	
Willis	John	DH - Support Program HS	ADCT	Amphi High School	Addendum		\$3,350.00	
Willis	John	ADDN - Extra Hours	ADCT	Amphi High School	Addendum		\$35.48 per hour	
Willis	Maria	ADDN - School Support Team	ADCT	Amphi High School	Addendum		\$20.00 per hour	
Windes	Jenny	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	66
Wirth	Valerie	ADDN - CIISS Stipend	ADCT	Cross Middle School	Addendum		\$8,000.00	
Wray	Kathleen	ADDN - CIISS Stipend	ADCT	Rio Vista Elementary	Addendum		\$8,000.00	
Yawitz	Dennis	ADDN - Essential Recruit Stipend	ADCT	Hareison Elementary	Addendum		\$4,000.00	
Yetman	Christopher	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$5,000.00	
Yewell	Robyn	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$4,000.00	
Youngling	Ronald	Coach - Football Assistant HS	ADCT	Amphi High School	Addendum		\$2,500.00	
Zolo	Tatiana	ADDN - Essential Recruit Stipend	ADCT	Amphi High School	Addendum		\$5,000.00	
Ball	Kori	ADDN - Extra Hours	ADCL	Copper Creek Elementary	Added Duty		* \$28.01 per hour	
Berkej	Thomas	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$15.44 per hour	
Bragg	Sheree	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$15.95 per hour	

*	2022-2023 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
Bustmante	Felix	Claudia	ADDN - Extra Hours	ADCL	Health Services Admin	Added Duty		\$17.30 per hour
Dean	Lisa		ADDN - Extra Hours	ADCL	Innovation Academy	Added Duty		\$15.69 per hour
Dees	Barbara		ADDN - Extra Hours	ADCL	Copper Creek Elementary	Added Duty		\$16.84 per hour
Estrella	Elinora		ADDN - Instructional Aide	ADCL	Rio Vista Elementary	Added Duty		\$14.00 per hour
Estudillo	Stephanie		ADDN - Extra Hours	ADCL	Rio Vista Elementary	Added Duty		\$15.15 per hour
Farrel	John		Special Events Worker	ADCL	Ironwood Ridge High	Addendum		\$13.85 per hour
Fernandez	Mercy		ADDN - Extra Hours	ADCL	Prince Elementary	Added Duty		\$17.48 per hour
Field	Lucas		ADDN - Instructional Aide	ADCL	Rio Vista Elementary	Addendum		\$14.00 per hour
Field	Lucas		ADDN - Extra Hours	ADCL	Rio Vista Elementary	Added Duty		\$15.96 per hour
Glasford	Brittnye		ADDN - Extra Hours	ADCL	Health Services Admin	Added Duty		\$28.73 per hour
Gonzalez	Patricia		ADDN - Extra Hours	ADCL	Nash Elementary	Added Duty		\$15.45 per hour
Gonzalez	Patricia		ADDN - Extra Hours	ADCL	Nash Elementary	Added Duty		\$15.45 per hour
Graves	Martha		ADDN - Extra Hours	ADCL	Copper Creek Elementary	Added Duty		\$16.00 per hour
Gregg	Bethani		ADDN - Extra Hours	ADCL	Copper Creek Elementary	Added Duty		\$16.31 per hour
Hagin	Leah		ADDN - Extra Hours	ADCL	Coronado K-8 School	Added Duty		\$15.58 per hour
Johnson	Julius		ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$16.72 per hour
Kayl	Karin		ADDN - Extra Hours	ADCL	Copper Creek Elementary	Added Duty		\$16.57 per hour
Leon	Francisca		ADDN - Extra Hours	ADCL	Walker Elementary	Added Duty		\$17.53 per hour
Levy	Jessica		ADDN - Extra Hours	ADCL	Coronado K-8 School	Added Duty		\$32.99 per hour
Lewis	Brandy		ADDN - Extra Hours	ADCL	Innovation Academy	Added Duty		\$16.72 per hour
MacMeans	Maria		ADDN - Extra Hours	ADCL	Keeling Elementary	Added Duty		\$15.39 per hour
Martinez	Grace		ADDN - Extra Hours	ADCL	Holaway Elementary	Added Duty		\$15.47 per hour
Mendoza	Tamara		ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$16.61 per hour
Mitchell	Kristen		ADDN - Extra Hours	ADCL	Innovation Academy	Added Duty		\$15.67 per hour

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*	2022-2023 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
Payne	Tanya	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty			\$14.00 per hour
Pecoraro	Pilar	ADDN - Extra Hours	ADCL	Coronado K-8 School	Added Duty			\$17.91 per hour
Pennington	Brenda	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty			\$14.56 per hour
Piscotta	Michaela	ADDN - Extra Hours	ADCL	Copper Creek Elementary	Added Duty			* \$14.70 per hour
Salgado	Jessica	ADDN - Extra Hours	ADCL	Rio Vista Elementary	Added Duty			\$14.85 per hour
Sennett	Daniel	ADDN - Classroom Aide/Caregiver	ADCL	Rio Vista Elementary	Addendum			\$15.55 per hour
Startt	Carolyn	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Added Duty			\$16.17 per hour
Tyczynski	Kristine	ADDN - Extra Hours	ADCL	Wetmore Center	Added Duty			\$18.55 per hour
Velasquez	Claudia	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty			\$14.99 per hour
Velazquez	Florentino	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty			\$16.72 per hour
Venegas-Long	Diana	ADDN - Extra Hours	ADCL	Coronado K-8 School	Added Duty			\$15.55 per hour

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*	2022-2023 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 AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: August 8, 2023

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of July 31, 2023.

RECOMMENDATION:

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

INITIATED BY:


John Hastings, Director of Human Resources

Date: July 31, 2023

8/8/2023

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Celaya	Carole	Teacher - Kindergarten	CT	Painted Sky Elementary	07/28/2023	End Date
Castaneda	Candelaria	Bus Driver	CL	Transportation	05/09/2023	Start Date*
Krieger	Thomas	Auto Mechanic I	CL	Transportation	07/26/2023	Extension Start Date
Litchfield	Alex	School Administrative Assistant	CL	La Cima Middle School	07/17/2023	End Date
Neyoy	Francisca	Custodian I	CL	La Cima Middle School	07/03/2023	Start Date

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* 2022-2023 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: August 8, 2023

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

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of July 31, 2023.

RECOMMENDATION:

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

INITIATED BY:


John Hastings, Director of Human Resources

Date: July 31, 2023

8/8/2023

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
McGee	Caryn	DH - Language Arts MS	CT	La Cima Middle School	05/19/2023	Resignation	*
McGee	Caryn	School Improvement Special	CT	La Cima Middle School	05/19/2023	Resignation	*
McGee	Caryn	Teacher - Language Arts	CT	La Cima Middle School	05/19/2023	Resignation	*
Reed	Christina	Teacher - Cross Categorical	CT	Holaway Elementary	05/19/2023	Breach of Contract	*
Belisle	Steven	Shipping/Receiving Clerk	CL	Warehouse	06/29/2023	Retirement	*
Quimby-Greene	Stephanie	Library Assistant	CL	Rio Vista Elementary	08/01/2023	Retirement	
Rodriguez-Gonzak	Julie	Clerk	CL	Nash Elementary	05/31/2023	Resignation	*
Weerasuriya	Vishwa	Classroom Aide/Caregiver	CL	Amphi High School	05/18/2023	Resignation	*

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*	2022-2023 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

08/08/2023
GOVERNING BOARD MEETING
SEPARATIONS

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Courtney	Benjamin		CT		07/17/2023	

AD Administrative
PR Professional
CT Certified
CL Classified



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

DATE OF MEETING: August 8, 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 July 31, 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:


John Hastings, Director of Human Resources

Date: July 31, 2023


Todd A. Jaeger, J.D., Superintendent

8/8/2023

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Carter	Mark	Coach - Volleyball Assistant HS	CDO High School	Stipend	\$2,400.00
Golden	Timothy	Coach - Cross Country Head MS	Coronado K-8 School	Stipend	\$1,700.00
Jimenez	Raul	Coach - 1st Q. Interscholastic Sup	Cross Middle School	Stipend	\$500.00
McClore	Nicholas	Coach - Football Assistant MS	Wilson K-8 School	Stipend	\$1,400.00
Pecoraro	Pilar	Coach - 4th Q. Interscholastic Sup	Coronado K-8 School	Stipend	\$500.00
Pecoraro	Pilar	Coach - 3rd Q. Interscholastic Sup	Coronado K-8 School	Stipend	\$500.00
Pecoraro	Pilar	Coach - 2nd Q. Interscholastic Su	Coronado K-8 School	Stipend	\$500.00
Pecoraro	Pilar	Coach - 1st Q. Interscholastic Sup	Coronado K-8 School	Stipend	\$500.00

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* 2022-2023 School Year



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

DATE OF MEETING: August 8, 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.

July 11, 2023

July 25, 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: July 31, 2023

Todd A. Jaeger, J.D., Superintendent

Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
Tuesday, July 11, 2023

A Regular public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, July 11, 2023, beginning at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

Governing Board Members

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

Superintendent's Cabinet Members

Mr. Todd A. Jaeger, J.D., Superintendent
Mr. Matthew Munger, Associate Superintendent for Secondary Education
Mr. Scott Little, Chief Financial Officer
Mr. John Hastings, Director of Human Resources
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 6:00 p.m. and invited members of the audience to sign the guest register.

2. PLEDGE OF ALLEGIANCE

President Day asked Mr. Little to lead the Pledge of Allegiance.

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

President Day announced that the next Special Governing Board Meeting would be held on Tuesday, July 25, 2023 at 5:30 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership and Professional Development Center.

4. INFORMATION

A. Superintendent's Report

For the Superintendent's PowerPoint see Exhibit 1.

Superintendent Jaeger began his report by recapping the legislative session. He said this lengthy session is anticipated to end around July 31 when the session resumes. The session included 1,671 bills and 109 memorials and resolutions that were introduced. 346 bills were sent to Governor Hobbs, and she signed 202 of those bills into law and vetoed 143 -- a 41% veto rate. Superintendent Jaeger explained the high veto rate is due to several factors, including the fact that we have politically split branches of government and a third of the Legislature were brand new to their positions. Additionally, the Republicans passed several bills dealing with politically charged issues such as elections, transgender issues, and critical race theory which led to a number of vetoes.

Superintendent Jaeger talked about the budget process. In February, a Republican budget was approved, and it passed both houses on party lines. This first budget did not include any spending of the state's \$2+ billion surplus and was vetoed by Governor Hobbs.

After that first budget veto, the legislative leadership began meeting to develop a bipartisan budget. The result was that the Republican leadership divided up the \$2+ billion surplus – taking half for themselves and giving the other half to Governor Hobbs and the Democratic caucus to determine spending priorities. The Republican leadership then divided up the funds by giving each member a pot of cash to determine how they would like to spend it, with the warning that it could not be used for divisive or controversial items that would be complete dealbreakers for the other side of the aisle. In the end, this novel approach was successful.

Superintendent Jaeger reported that in May, a \$17.8 billion budget package passed both chambers. He noted that most of the negotiations were between Governor Hobbs and the Republican leadership, but a portion of the Democratic caucus were supportive of the package due to some investments in education, healthcare, and housing. However, Democratic leadership criticized the Governor for failing to involve the Democratic caucus earlier in the process, as well as a lack of transparency and a final outcome which they felt fell far short of their key priorities, including accountability measures on the growing ESA program.

He talked about a rule change that took place during the session. The new rule is the “majority of the majority” rule. This change means that:

- Any bill that went to the House or Senate floor had to have a majority of the Republican caucus in support or it would not move forward in the opposite chamber. This caused some issues:
 - Some members had to reconsider a bill that had enough votes to pass but didn’t get *a majority of the majority*.
 - Democratic members were asked to prove they had a vote count of 16 Republicans before the Republican leadership would even put the bill on the docket for a vote.
 - This caused Democrats to boycott and vote no on every bill that went on the docket, leaving dozens of bills passing with only Republican support.

Superintendent Jaeger talked about the Aggregate Expenditure Limit (AEL), which was created nearly 40 years ago to control spending by Arizona school districts. The cap restricts the amount of money that schools can spend on operational and capital expenses, including salaries, facilities, and technology upgrades. He explained that education has changed significantly, with the creation of special education, vocational technical training, and the school choice movement the cap has been very limiting. This year, an agreement was made to override the AEL and allow schools the certainty that the dollars appropriated for fiscal year 2024, could be used and therefore, avoid another emergency during the 2024 legislative session. He stated that there are discussions to permanently eliminate the aggregate expenditure limit or to update the limit to reflect the current educational landscape. Superintendent Jaeger noted that voters will need to decide if a change to the state constitution is needed.

He gave a summary of the budget, which includes \$300 million of one-time K-12 State Aid Supplement, \$88.6 million to new ongoing K-12 funding, \$341.9 million for school facilities, \$15 million for dual enrollment student incentives. He explained that the actual amount is based on student enrollment and has not yet been determined.

Superintendent Jaeger then shared some photos of summer activities and events. He said summer remains a busy time for students and staff.

He reported that Future Dorados who are moving from middle school to high school got the chance to meet one another last month and learn a bit about what their futures at Canyon del Oro High School will look like. There were many games and activities at the event.

He thanked the Dorado staff and students who helped bring the incoming freshman together.

Superintendent Jaeger said in accordance with the District's continued commitment to offering training opportunities that have a direct impact on student learning, 120 Amphitheater educators attended an AVID Summer Institute to learn research based instructional strategies that support students. He commented that these best practices increase college and career readiness and help ensure students' academic success and future preparedness. He commented that the event was a great opportunity for collaboration and to learn about training strategies.

He shared some highlights from the final weeks of summer school. He reported that students at Amphi Middle School had the opportunity to build some amazing benches in their summer wood shop session. Prince Elementary School students had a "camp out" complete with many camping activities, such as building tents and engineering solar ovens which they used to make s'mores.

Superintendent Jaeger said that students at Imagine Preschool at Painted Sky Elementary School recently enjoyed a water fun day, which was a great way to spend time outside on a (very) hot summer day. He commented that Amphi is proud to offer summer programs for the earliest learners at many sites.

He talked about upcoming events and trainings including Infinite Campus, new leader orientation and training (for new district administrators), training for first- and second-year principals, the annual Effective Teacher Conference, the All-Admin Back-to-School Retreat and a school supply drive with KVOA. Superintendent Jaeger said the first day of school for students is August 3rd.

President Day thanked him for the report. There were no questions.

B. Status of Construction Projects

For the Status of Construction Projects Report see Exhibit 2.

Superintendent Jaeger stated the Mr. LaNasa was not available to attend the meeting, and the complete report was submitted to them for their review.

C. Periodic Legislative Update

For the Periodic Legislative Review see Exhibit 3.

Superintendent Jaeger said the Legislative Update was included in the Superintendent's Report and they have been provided with the materials.

5. PUBLIC COMMENT

There were no comments.

6. 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 comment or discussion.

Mr. Kopec requested Item K. be held for separate consideration.

President Day asked for a motion. Vice President Cox Golder moved for Consent Agenda Items 6. A.-J. and L.-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 6. A.-J. and L.-M. passed.

President Day announced *Item 6. K. Approval of Intergovernmental Agreement with Pima County for Additional Preschool Classes*. Superintendent Jaeger noted the District has a growing program and deferred to Mr. Kopec for further comment.

Mr. Kopec said he wanted to specifically acknowledge the preschool program and he expressed his thanks and admiration for everything that Amphi has done to expand this worthy program.

Mr. Kopec moved for Consent Agenda Item 6. K. be approved as presented. President Day 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 6. K. passed.

A. Approval of Appointment of Non-Administrative Personnel

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

B. Approval of Personnel Changes

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

C. Approval of Leave(s) of Absence

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

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

Separations and terminations were approved as listed in Exhibit 7.

E. Approval of Stipend for Coaching Volunteers

Stipend for Coaching Volunteers were approved as listed in Exhibit 8.

F. Approval of Minutes of Previous Meeting(s)

The Governing Board approved minutes from the May 30, 2023, June 13, 2023 and June 27, 2023 meetings as submitted in Exhibits 9-11.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$3,522,098.49

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 12.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1418	\$182,462.23	1419	\$52,799.66	1420	\$13,426.48
1421	\$54,601.57	1422	\$18,569.82	1423	\$87,275.78
1424	\$53,261.11	1429	\$58,604.23	1430	\$473,600.66
1431	\$3,701.26	1432	\$51,047.48	1433	\$22,355.43
1434	\$1,536,927.22	1435	\$144,761.94	1000	\$184,212.76
1001	\$584,490.86				

H. Acceptance of Gifts

Gifts were accepted by the Governing Board as submitted in Exhibit 13.

I. Approval of Parent Support Organization(s) - 2023-2024

The Governing Board approved CDO Girls Basketball Boosters and CDO Spiritline Booster Club for the 2023-2024 school year as submitted in Exhibit 14.

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

The Governing Board approved Verification of Desegregation Funding Matters and Submission of Desegregation Funding Report for Compliance with A.R.S. § 15-910 as submitted in Exhibit 15.

K. Approval of Intergovernmental Agreement with Pima County for Additional Preschool Classes

The Governing Board approved Intergovernmental Agreement with Pima County for Additional Preschool Classes as submitted in Exhibit 16.

L. Approval of Oro Valley Police Department, Tucson Police Department, and Pima County Sheriff's Department Special Duty Program Agreements for Special Duty Law Enforcement Services

The Governing Board approved Oro Valley Police Department, Tucson Police Department, and Pima County Sheriff's Department Special Duty Program Agreements for Special Duty Law Enforcement Services as submitted in Exhibit 17.

M. Approval of Out of State Travel

The Governing Board approved requests for out of state travel as listed in Exhibit 18.

7. STUDY/ACTION

A. Study and Approval of the Expenditure Budget for Fiscal Year 2023-2024 to include Public Hearing and Truth in Taxation Hearing

For the Expenditure Budget for Fiscal Year 2023-2024 attachments see Exhibit 19.

Superintendent Jaeger said that the Governing Board must adopt a district budget for the upcoming school year. He noted that President Day must declare an open hearing for public questions and comment prior to that approval.

He asked Mr. Little to provide additional information regarding the proposed expenditure budget.

Mr. Little said this budget is identical to the budget presented at the last meeting, but this one includes the backup documents related to desegregation spending. He stated that due to the additional levy of the Adjacent Ways funding the budget approval requires a roll call vote.

There were no questions.

President Day declared a public hearing open. There were no questions or comments from the public, and she subsequently closed the public hearing.

President Cox Golder moved for the Approval of the Adopted Expenditure Budget for Fiscal Year 2023-2024 as presented. President Day seconded the motion. Roll Call vote in favor – 5. President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec and Ms. Zibrat. Opposed – 0. Study/Action Agenda Item 7.A. passed.

B. Selection of Governing Board Delegate and Alternate for Arizona School Board Association (ASBA) Delegate Assembly; Determination of Governing Board Position on ASBA Legislative Action Agenda Items; Direction to Delegate and Alternate

President Day asked Superintendent Jaeger to introduce this item. He explained that every year a delegate and alternate delegate must be chosen to represent the Governing Board at the ASBA Delegate Assembly in September. The Governing Board must also give guidance on how the delegate should vote for the Districts' legislative priorities. He stated that the Delegate Assembly immediately follows the Annual Law Conference and noted Mr. Kopec has served as the District delegate in the past.

President Day asked Mr. Kopec if he would be willing to serve as the delegate this year. He responded yes.

Vice President Cox Golder moved to approve Mr. Kopec to be the delegate. President Day 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. Study/Action Item 7. B. passed.

Vice President Cox Golder recommended that Mr. Kopec use the previously approved priorities and vote accordingly to represent the Governing Board at the assembly.

Superintendent Jaeger stated that an alternate delegate may also be selected. The Governing Board was polled. There was no one available.

8. PUBLIC COMMENT

There were no comments.

9. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

President Day requested an update on the E-Sports program.

10. ADJOURNMENT

President Day made a motion to adjourn. 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. The meeting adjourned at 6:35p.m.


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

August 2, 2023
Date

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

August 8, 2023
Date

**Minutes of the Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, July 25, 2023**

A Special public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, July 25, 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
Dr. Scott K. Baker, Member-*telephonically*
Ms. Susan Zibrat, Member

Governing Board Members Absent

Ms. Vicki Cox Golder, Vice President
Mr. Matthew A. Kopec, Member

Superintendent's Cabinet Members

Mr. Todd A. Jaeger, J.D., Superintendent
Ms. Tassi Call, Associate Superintendent for Elementary Education
Mr. Matthew Munger, Associate Superintendent for Secondary Education
Mr. Scott Little, Chief Financial Officer
Mr. John Hastings, Director of Human Resources
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 pm and invited members of the audience to sign the guest register.

2. PLEDGE OF ALLEGIANCE

President Day asked Jason Weaver to lead the Pledge of Allegiance.

3. 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, August 8, 2023 at 6:00 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership and Professional Development Center.

4. PUBLIC COMMENT

There were no comments.

5. 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 comment or discussion. There were none.

President Day asked for a motion. Ms. Zibrat moved for Consent Agenda Items 5. A.-N. be approved as presented. President Day seconded the motion. Roll call vote in favor – 3. President Day, , Dr. Baker, and Ms. Zibrat. Opposed – 0. Consent Agenda Items 5. A.-N. passed.

A. Approval of Appointment of Non-Administrative Personnel

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

B. Approval of Personnel Changes

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

C. Approval of Leave(s) of Absence

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

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

Separations and terminations were approved as listed in Exhibit 4.

E. Approval of Stipend for Coaching Volunteers

Stipend for Coaching Volunteers were approved as listed in Exhibit 5.

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,562,417.82

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 6.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1436	\$362,073.64	1437	\$278,297.99	1438	\$79,533.70
1439	\$71,373.52	1440	\$1,015.85	1441	\$13,607.41
1002	\$96,326.10	1003	\$666,890.00	1442	\$336,947.95
1443	\$269,314.19	1444	\$4,836.50	1007	\$148,429.15
1008	\$233,771.82				

G. Acceptance of Gifts

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

H. Receipt of June 2023 Report on School Auxiliary and Club Balances

The Governing Board approved Receipt of June 2023 Report on School Auxiliary and Club Balances as submitted in Exhibit 8.

I. Approval of Parent Support Organization(s) - 2023-2024

The Governing Board approved CDO Volleyball Boosters, CDO Band Boosters, and Copper Creek Elementary PTO for the 2023-2024 school year as submitted in Exhibit 9.

J. Approval of an Additional Sole Source Vendor for Fiscal Year 2024

The Governing Board approved Final Site as an Additional Sole Source Vendor for Fiscal Year 2024.

K. Award of Contract for HVAC Air Filters- Based Upon Responses to Request for Bids (RFB) 2324002

The Governing Board awarded the Contract for HVAC Air Filters- Based Upon Responses to Request for Bids (RFB) 2324002 to Aircool.

L. Approval of Food Service Meal Pricing SY 2023-2024

The Governing Board approved Food Service Meal Pricing SY 2023-2024.

M. Approval of Agreement with Local Initiatives Support Corporation for Childcare Infrastructure Building Program Grant

The Governing Board approved Agreement with Local Initiatives Support Corporation for Childcare Infrastructure Building Program Grant as submitted in Exhibit 10.

N. Approval of Out of State Travel

The Governing Board approved requests for out of state travel as submitted in Exhibit 11.

6. PUBLIC COMMENT

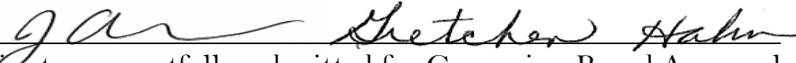
There were no comments.

7. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

There were no requests.

8. ADJOURNMENT

President Day moved to adjourn. Ms. Zibrat seconded the motion. There was no discussion. Roll call vote in favor – 3. President Day, Dr. Baker, and Ms. Zibrat. Opposed-0. The meeting was adjourned at 5:32 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

August 2, 2023

Date

Deanna M. Day M. Ed, Governing Board President

August 8, 2023

Date



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

DATE OF MEETING: August 8, 2023

TITLE: Approval of Vouchers Totaling and Not Exceeding Approximately \$2,520,155.41

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

Scott Little, Chief Financial Officer

Date: August 7, 2023

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: August 8, 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: August 1, 2023

Todd A. Jaeger, J.D., Superintendent

	Gifts and Donations List	
Gifts and Donations		8/8/2023
Check in the amt of \$220.00	Inter-State Studio & Publishing	Wilson K-8 School
Washburn Acoustic Guitar	Braden Munson	Cross Middle School
Takamine Acoustic Guitar	Braden Munson	Cross Middle School
Chicago Blues Harmonicas (7)	Braden Munson	Cross Middle School
Guitar Stands (3)	Braden Munson	Cross Middle School



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

DATE OF MEETING: August 8, 2023

TITLE: Approval of Parent Support Organization(s) – 2023-2024

BACKGROUND:

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

IRHS Music Association
CDO Parent Organization
Amphi Panther Pride Booster

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: August 1, 2023

Todd A. Jaeger, J.D., Superintendent

MLC 7/25/23

Print Form

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

School Year 2023-2024

Name of Organization IRHS Music Association

School Ironwood Ridge High Sch

Related Student Organization or Club _____

Taxpayer I.D. 20-8792365

OFFICERS:

Name: Alyson Delp

Name: Crystal Wang

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 05/09/23

Date taking office: 05/09/23

Name: Josh McPheron

Name: Quanna Colby

Office Held: Vice President

Office Held: Secretary

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 05/09/23

Date taking office: 05/09/23

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? once a month Executive meetings held how often? monthly

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

Alyson Delp 5-18-23
Signature Date

Crystal Wang 6/7/23
Signature Date

Quanna Colby 6-13-23
Signature Date

[Signature] 6/13/2023
Signature Date

Site Administrator's Approval: [Signature] 7/25/23
Signature Date

JUL 28 '23 ANG:28

For district use: Finance Department recommendation: approval
Governing Board Agenda date: 90 8/18/23

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

School Year 2023-2024

Name of Organization CDO Parent Organization

School Canyon del Oro High Sch

Related Student Organization or Club _____

Taxpayer I.D. 86-0763723

OFFICERS:

Name: Brooke Cornwell

Name: Elizabeth Robb

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 07/01/23

Date taking office: 07/01/17

Name: Shannon Sareen

Name: _____

Office Held: vice President

Office Held: _____

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 07/01/23

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) X
 - 3) Annual budget, goals and objectives
 - 4) Current operating by-laws
 - 5) Last fiscal year AZ Corporation Commission Annual Report
 - 6) Last fiscal year I.R.S. Form 990 Annual Report
 - 7) Most recent treasurers financial report
 - 8) Most recent bank statement

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

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

Member meetings held how often? MONTHLY Executive meetings held how often? AS NEEDED

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.

Brooke H. Cornwell 7/10/23
Signature Date

[Signature] 07-10-23
Signature Date

[Signature] 10 Jul 23
Signature Date

[Signature] JUL 27 23 03:43
Signature Date

Site Administrator's Approval: Tara Bullock 7/27/23
Signature Date

For district use: Finance Department recommendation: [Signature]
Governing Board Agenda date: 8/18/23

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

School Year 2023-2024

Name of Organization Amphi Panther Pride Booster

School Amphitheater High Sch

Related Student Organization or Club _____

Taxpayer I.D. 45-5196237

OFFICERS:

Name: Gale Cohen - Frank
Office Held: President
Address: _____

Name: Barbara Yoha
Office Held: Treasurer
Address: _____

E-mail: _____
Phone(s): _____

E-mail: _____
Phone(s): _____

Date taking office: 07/01/12

Date taking office: 02/01/15

Name: Travis Jacob Frank
Office Held: Vice President
Address: _____

Name: Travis Jacob Frank
Office Held: Secretary
Address: _____

Phone(s): _____
Date taking office: 06/30/21

Phone(s): _____
Date taking office: 06/30/21

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

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

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

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

Member meetings held how often? 1 per Qtr Executive meetings held how often? 1 Per Qtr

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: [Signature] Date: 7-19-23

Signature: [Signature] Date: 7-19-23

Signature: [Signature] Date: 7/19/23

Signature: _____ Date: _____

Site Administrator's Approval: [Signature] Date: 7-19-23

For district use: Finance Department recommendation: approval
Governing Board Agenda date: 8/8/23



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

DATE OF MEETING: August 8, 2023

TITLE: Approval of Site Fund-Raising Activities

BACKGROUND:

Governing Board Policy JJE: Student Fund-Raising Activities, stipulates that the Governing Board must approve the fund-raising activities that schools conduct that support school programs.

The Office of Learning and Instruction conducted a survey of principals to determine the various types of fund-raising activities that support student programs at their respective site. Based on the information gathered from principals, schools utilize six types of fund-raising events/activities.

1. Special events, such as carnivals, dances, fun runs, car shows, talent shows, movie nights* etc.
2. Clothing sales, which includes the sale of clothing items like hats, t-shirts, hoodies, etc.
3. Direct donations where parents/community members donate directly to the sponsoring school organization, such as a PTO or Booster.
4. Food sales.
5. Promotional sales, such as gold cards or discount cards.
6. Restaurant/store promotional events, this includes where the hosting restaurant donates a set percentage/amount of money based on food sales associated with the school or member cards, such as Fry's cards.

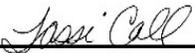
* Sites must comply with all copyright permissions and associated requirements prior to usage.

The monies generated from these activities directly support students by covering travel expenses, paying registrations fees for competitions, purchasing school supplies, and more.

RECOMMENDATION:

This list is presented for the Governing Board's approval.

INITIATED BY:

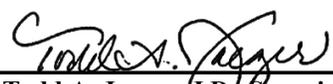


Tassi Call
Associate Superintendent for Elementary Education



Matthew Munger
Associate Superintendent for Secondary Education

Date: July 30, 2023



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: August 8, 2023

TITLE: Approval of Supplemental Texts and Materials

BACKGROUND:

Attached is a list of new supplemental texts and materials.

RECOMMENDATION:

This list is presented for the Governing Board's approval.

INITIATED BY:

A handwritten signature in black ink, appearing to read "Matthew Munger".

Matthew Munger
Associate Superintendent for Secondary Education

Date: July 31, 2023

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

Todd A. Jaeger, J.D. Superintendent

SUPPLEMENTAL TEXTS						
Course	Level <i>Grade or Grade Range</i>	Title	Publisher	Copyright	ISBN# <i>Please use 10 digit # if available.</i>	Submitted by <i>School Name</i>
K - 5 REACH	Elementary	Padlet (Online)	Padlet	N/A	N/A	Copper Creek ES
Media Arts/Computer Programming/Leadership	Elementary / Secondary	Building Everyday Leadership	Free Spirit Publishing	2015	978-1-63198-042-8	Wilson K-8
District K - 8	Elementary / Secondary	Learning.com	Learning.com	2023	N/A	Wetmore (Director of Instructional Technolgy)
District K - 8	Elementary / Secondary	Thrively.com	Thrively.com	N/A	N/A	Wetmore (REACH Coordinator)
						95



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

DATE OF MEETING: August 8, 2023

TITLE: Approval of Out of State Travel

BACKGROUND:

STAFF

Tassi Call and Julie Valenzuela of Learning & Instruction request permission to attend Aurora Institute Symposium 2023 on October 15-17, 2023 in Palm Springs, California. Approximate cost of travel is \$1,845.00 and will be paid using Title II funds. Two school days will be missed, and no substitutes are required.

Tassi Call and Julie Valenzuela of Learning & Instruction request permission to attend AVID 2023 National Conference on November 28-30, 2023 in San Diego, California. Approximate cost of travel is \$1,955.00 and will be paid using Title II funds. Three school days will be missed, and no substitutes are required.

STUDENTS

Bill Lang, Cheryl Wojdyla, Tyler Low, and Courtney Landers request permission to take 16 Ironwood Ridge High School Women’s Varsity Volleyball players to Kamehameha Schools Volleyball Classic on August 30-September 4, 2023 in Kea’au, Hawaii. Approximate cost of travel is \$23,257.39 and will be paid using Tax Credit and Student Activities funds. Three school days will be missed, and substitutes are required.

Bill Lang, Cheryl Wojdyla, Jerry Azares, and Tyler Low request permission to take 16 Ironwood Ridge High School Women’s Varsity Volleyball players to Durango Fall Classic in Las Vegas, Nevada on September 21-23, 2023. Approximate cost of travel is \$7,270.65 and will be paid using Tax Credit and Student Activities funds. Three school days will be missed, and substitutes are required.

Emily Bartz, Michael Smith, Bob Jones, Deb Jones, and Jane Morrison request permission to take 53 Ironwood Ridge High School Cross Country students to Mt. Carmel Cross Country Invitational in San Diego, California on September 15-17, 2023. Approximate cost of travel is \$11,050.00 and will be paid by Booster Club and Gifts and Donations funds. One school day will be missed, and substitutes are required.

BUDGET CODE KEY		
140.24.100.2579.6360.510.0000	Title II	Training Non-Instructional, Employee Training, Office of Learning & Instruction
140.24.100.2579.6582.510.0000	Title II	Training Non-Instructional, Employee Travel, Office of Learning & Instruction
526.00.620.1001.6892.280.0000	Tax Credit	Classroom Instruction, Student Travel, IRHS
850.00.620.1001.6892.280.0000	Student Activities	Classroom Instruction, Student Travel, IRHS
526.00.410.2790.6519.280.0000	Tax Credit	Student Travel, Student Transportation, IRHS
850.00.410.2790.6519.280.0000	Student Activities	Student Travel, Student Transportation, IRHS
526.00.620.2190.6892.280.0000	Tax Credit	Student Support Services, Student Travel, IRHS
850.00.620.2190.6892.280.0000	Student Activities	Student Support Services, Student Travel, IRHS
526.00.100.1001.6113.280.0000	Tax Credit	Classroom Instruction, Substitutes, IRHS
850.00.100.1001.6113.280.0000	Student Activities	Classroom Instruction, Substitutes, IRHS
530.00.610.3400.6113.280.0000	Gifts & Donations	Bookstore Operations, Substitutes, IRHS

RECOMMENDATION:

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

INITIATED BY:



Matthew Munger
Associate Superintendent for Secondary Education

Date: August 1, 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): Tassi Call Julie Valenzuela

SCHOOL: School / Site

Department (opt.): Office Learning & Instruction _____

DATE(S): October 15-17, 2023

ACTIVITY/EVENT: Aurora Institute Symposium 2023

LOCATION: Palm Springs Convention Center, 277 N. Avenida Caballeros, Palm Springs, CA

ABSENCE: # Days 3 Sub Required: Yes No # of School Days Missed 2

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
			(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$1,100.00</u>		<u>140.24.100.2579.6360.510.0000</u>
Transportation	<u>\$ 876.00</u>	Mode <u>vehicle</u>	<u>140.24.100.2579.6582.510.0000</u>
Rental Car	<u>\$ 550.00</u>		<u>140.24.100.2579.6582.510.0000</u>
Meals	<u>\$ 295.00</u>		<u>140.24.100.2579.6582.510.0000</u>
Lodging	<u>\$1,000.00</u>		<u>140.24.100.2579.6582.510.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$1,845.00</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 on a panel discussion about our implementation of Personalized Learning in the Amphitheater School District.**

Outcomes and academic benefits to students and staff: **Exposure of our district and our work to aligning our district initiatives to support student academic success.**

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 checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" 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: Mary Thatcher 7/13/23
Signature Date

Principal/Supervisor _____ Date _____
Tassi Call 98 7/13/23
Associate Superintendent/Superintendent Date

[Signature] 7/13/23

**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): Tassi Call Julie Valenzuela

SCHOOL: District Offices

Department (opt.): Office of Learning & Instruction

DATE(S): November 28-30, 2023

ACTIVITY/EVENT: 2023 AVID National Conference

LOCATION: San Diego, California

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>Free for Presenters</u>		
Transportation	<u>\$ 550.00</u>	Mode <u>air</u>	<u>140.24.100.2579.6582.510.0000</u>
Rental Car	_____		_____
Meals	<u>\$ 345.00</u>		<u>140.24.100.2579.6582.510.0000</u>
Lodging	<u>\$1,060.00</u>		<u>140.24.100.2579.6582.510.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$1,955.00</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: We will be presenting our work on creating a Framework to align our systems, leadership, culture and instruction from the site level and then moving it to the district level.

Outcomes and academic benefits to students and staff: This will allow us to highlight the work done in Amphitheater School District align our work to ensure equity, rigor, and opportunity for all students to learn and grow.

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: Tassi Call 7/28/23
Signature Date

Principal/Supervisor _____ Date _____
Tassi Call 7/28/23
Associate Superintendent/Supervisor _____ Date _____

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

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

SCHOOL: **Ironwood Ridge High School**

ESTIMATED NUMBER OF STUDENTS: **16**

NAME OF SCHOOL GROUP/CLUB/ENTITY: **Women's Varsity Volleyball Team**

STAFF ADVISOR(S)/CHAPERONES: **Bill Lang, Cheryl Wojdyla, Tyler Low, Courtney Landers**

ABSENCE: # Days **5** Sub Required: Yes No # of School Days Missed **3**

ACTIVITY / EVENT / PURPOSE OF TRAVEL: **Kamehameha Schools Labor Day Volleyball Classic**

DESTINATION OF TRAVEL: **Kea'au, Hawaii**

DATES OF TRAVEL: **August 30, 2023 to September 4, 2023 (Competition is Aug 31-Sept 2)**

ACADEMIC BENEFITS TO STUDENTS: **This trip is an athletic competition for the Varsity Volleyball Team. This invitational and related travel create a unique high school experience and is a reward for the team's athletic and academic performance. These student-athletes perform on and off the court. Historcially, players with low grades are not allowed to attend.**

Athletic activities such as this support the academic mission of the school, where studies have shown that student-athletes involved in such events tend to have a higher grade-point average, lower dropout rate, and fewer discipline problems than traditional students.

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

- | | | |
|---|---|---|
| <input 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 | |

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval: _____

Other **Mountain View Charter/American Airlines; Enterprise Rental Vans (in Hawaii)**

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST		BUDGET CODE
Registration	\$ <u>600.00</u>		<u>526/850-00-620-1001-6892-280-0000</u>
Transportation	\$ <u>2,289.00</u>	Mode <u>Charter Bus</u>	<u>526/850-00-410-2790-6519-280-0000</u>
Transportation	\$ <u>10,237.68</u>	Mode <u>Airfare</u>	<u>526/850-00-410-2790-6519-280-0000</u>
Rental Car	\$ <u>1,176.36</u>		<u>526/850-00-410-2790-6519-280-0000</u>
Meals	\$ <u>1,975.00</u>		<u>526/850-00-620-2190-6892-280-0000</u>
Lodging	\$ <u>6,379.35</u>		<u>526/850-00-620-2190-6892-280-0000</u>
Substitutes	\$ <u>600.00</u>		<u>526/850-00-100-1001-6113-280-0000</u>
TOTAL	\$ <u>23,257.39</u>		

WILL THE DISTRICT RECEIVE REIMBURSEMENT? **No**

IF SO, SOURCE & AMOUNTS: _____

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

HOW ARE CHAPERONE EXPENSES PAID? **The trip budget includes all expenses, apart from the airline tickets on our group reservation. The coaches/chaperones will pay for their own ticket.**

COST TO EACH STUDENT: **\$ 500 (This includes airfare and charter to Sky Harbor Airport)**

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? **The entire trip is paid for using club funds. The only cost to the students will be their own airline ticket. The coaching staff has secured alumni families that may donate to assist in this cost for those in financial need.**

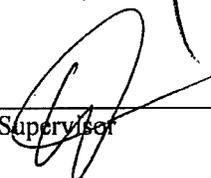
FUNDING SOURCE(S): **Student Families, Club Fundraising Activities, and Tax Credit Donations**

FUNDRAISING ACTIVITIES PLANNED (If applicable):

Volleyball Camps/Clinics, Volleyball Sponsorships, Concessions

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

SUBMITTED BY: _____  _____ 7/20/2023
 Signature Date

APPROVED BY: _____  _____ 7-20-23
 Principal/Supervisor Date

_____  _____ 7/15/2023
 Associate Superintendent/Superintendent Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

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

SCHOOL: Ironwood Ridge High School

ESTIMATED NUMBER OF STUDENTS: 16

NAME OF SCHOOL GROUP/CLUB/ENTITY: Women's Varsity Volleyball Team

STAFF ADVISOR(S)/CHAPERONES: Bill Lang, Cheryl Wojdyla, Jerry Azares, Tyler Low

ABSENCE: # Days 3 Sub Required: Yes No # of School Days Missed 2

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Durango Fall Classic

DESTINATION OF TRAVEL: Las Vegas, Nevada

DATES OF TRAVEL: September 21-23, 2023 (Competition is September 22-23)

ACADEMIC BENEFITS TO STUDENTS: This trip is an athletic competition for the Varsity Volleyball Team. This invitational and related travel create a unique high school experience and is a reward for the team's athletic and academic performance. These student-athletes perform on and off the court. Historcially, players with low grades are not allowed to attend.

Athletic activities such as this support the academic mission of the school, where studies have shown that student-athletes involved in such events tend to have a higher grade-point average, lower dropout rate, and fewer discipline problems than traditional students.

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

- | | | |
|---|---|---|
| <input 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 | |

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval; _____

Other Enterprise Rental Vans (District Corporate Account)

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

Parent Organization N/A

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST		BUDGET CODE
Registration	\$ <u>700.00</u>		<u>526/850.00.620.1001.6892.280.0000</u>
Transportation	\$ <u>0.00</u>	Mode <u>Charter Bus</u>	<u>526/850.00.410.2790.6519.280.0000</u>
Rental Car	\$ <u>814.80</u>		<u>526/850.00.410.2790.6519.280.0000</u>
Meals	\$ <u>1,275.00</u>		<u>526/850.00.620.2190.6892.280.0000</u>
Lodging	\$ <u>4,440.85</u>		<u>526/850.00.620.2190.6892.280.0000</u>
Substitutes	\$ <u>400.00</u>		<u>526/850.00.100.1001.6113.280.0000</u>
TOTAL	\$ <u>7,270.65</u>		

WILL THE DISTRICT RECEIVE REIMBURSEMENT? **No**

IF SO, SOURCE & AMOUNTS: _____

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

HOW ARE CHAPERONE EXPENSES PAID? **The trip budget includes all expenses.**

COST TO EACH STUDENT: **\$ 0.00**

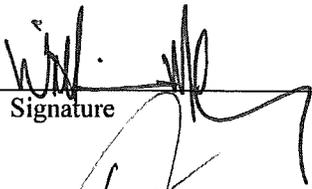
HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? **The entire trip is paid for using club funds.**

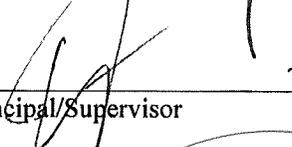
FUNDING SOURCE(S): **Student Families, Club Fundraising Activities, and Tax Credit Donations**

FUNDRAISING ACTIVITIES PLANNED (If applicable):

Volleyball Camps/Clinics, Volleyball Sponsorships, Concessions

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

SUBMITTED BY: _____  _____ 7/24/2023
 Signature Date

APPROVED BY: _____  7/25/23 _____
 Principal/Supervisor Date

_____  _____ 7/25/2023
 Associate Superintendent/Superintendent Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

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

SCHOOL: IRHS

ESTIMATED NUMBER OF STUDENTS: 53

NAME OF SCHOOL GROUP/CLUB/ENTITY: Boys & Girls Cross Country Team

STAFF ADVISOR(S)/CHAPERONES: Emily Bartz, Michael Smith, Bob Jones, Deb Jones, Jane Morrison

ABSENCE: # Days 1 Sub Required: Yes No # of School Days Missed 1

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Mt. Carmel Cross Country Invitational. Purpose = To seek out greater competition that we cannot find locally. By seeking out greater competition we hope to build our program and support our efforts of achieving excellence.

DESTINATION OF TRAVEL: Morley Field, San Diego, CA

DATES OF TRAVEL: 9/15-9/17/2023

ACADEMIC BENEFITS TO STUDENTS: Students will be able to experience competition at a higher level which will set them up for greater success later in our season. Students will be able to run faster than they ever have as well as reflect upon how the greater competition helped them to achieve these times.

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

- | | | |
|---|---|---|
| <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 | |

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval: _____

Other Mountain View Tours

Are expenses paid from any of the following accounts? Auxiliary _____ Tax Credits _____ Club Funds No
Parent Organization Yes, IRTFCC Booster Club

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	450.00	<u>Booster Club</u>
Transportation	<u>5,000.00</u>	<u>Booster Club</u>
Meals	<u>0</u>	<u> </u>
Lodging	5,300.00	<u>Booster Club</u>
Substitutes	<u>300.00</u>	<u>530.00.610.3400.6113.280.0000</u>
TOTAL	<u>\$11,050.00</u>	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? No

IF SO, SOURCE & AMOUNTS:

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

HOW ARE CHAPERONE EXPENSES PAID? N/A

COST TO EACH STUDENT \$ 350 or less

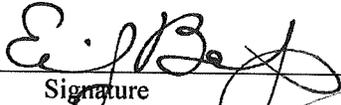
HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? Fundraising options and scholarship opportunities if the need presents itself

FUNDING SOURCE(S): IRTFCC Booster Club

FUNDRAISING ACTIVITIES PLANNED (If applicable):

Track and Field Invitationals (previous years)

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

SUBMITTED BY:  7/27/2023
 Signature Date

APPROVED BY:  7-27-23
 Principal/Supervisor Date

 7/31/2023
 Associate Superintendent/Supervisor Date



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: August 8, 2023

TITLE: Presentation on K-12 Core Content and Program Curriculum Work

BACKGROUND:

The Office of Learning and Instruction will bring a continuation of the study items that were presented on June 13, and June 27, 2023. These study items focused on K-12 core curriculum and work that was accomplished during the 2022-2023 school year. During the first presentation, we focused on the overarching goal to fully implement a guaranteed and viable curriculum through strengthening our core, Tier 1 instruction and to provide personalized learning opportunities for all students. The next study item provided a continued explanation of the collaborative work between the K-12 Coordinators and Amphitheater teachers that has moved the Office of Learning and Instruction closer to our goal and has supported our District's vision of the Portrait of a Graduate.

In addition to presentations about English Language Arts, Mathematics, and Science, we also learned about the personalized supports that have been implemented through REACH for students across our K-12 spectrum. Our presentation at the upcoming Governing Board meeting will include information from the English Language Acquisition Department. EL District Coordinator, Shannon Langley will describe changes in requirements for the English Language Development program in Amphitheater Schools. The Governing Board will learn about the implementation plan for new State mandated Structured English Immersion models, planning and instruction aligned to new English Language Proficiency standards and a new state assessment of English Learners.

The upcoming presentation will also focus on the curriculum work that will prepare our teachers and instructional leaders to implement core curriculum and build solid foundational knowledge about the Arizona Standards for History and Social Sciences. This is the work that will prepare us for a K-12 Social Studies curriculum adoption in the Spring of 2024. Elizabeth Jacome, Director of Curriculum and Assessment will explain the creation of standards-based resources that support consistent implementation of adopted curricula throughout Amphitheater schools, including:

- Resources that provide guidance and resources to support 3rd grade teachers through new instructional expectations
- 6th-12th grade curricular resources that align the written, taught and assessed curriculum in Social Studies
- Tools that provide measurable criteria for determining mastery of grade-level standards
- Two-way communication channels that were used to support collaboration across Amphitheater schools and the Office of Learning and Instruction
- Professional learning to support teachers and schools

Third and Fourth Grade Social Studies:

During the 2023-2024 school year, the Office of Learning and Instruction will lead a curriculum adoption process and make a recommendation to the Governing Board for approval of core instructional materials for grades K-12. During this transitional year, grades K, 1st, 2nd, and 5th will continue to use surplus instructional materials from the current curriculum. Fourth grade teachers will continue to use the adopted textbook, "The Arizona Story" as they have done throughout this adoption cycle. Third grade teachers have a need for instructional materials that are appropriate for their students and are aligned to the 3rd grade AZ standards. To meet that need, the Office of Learning and Instruction brought together third and fourth grade teachers from across the District to create access to instructional resources for their colleagues.

This team of teachers began their work by taking a deep dive into the AZ History Standards, studying the intent of the standards to foster inquiry and understanding of how events of the past can shape us and can shape our world. They then sorted the standards by topic to create 4 units, following the same process that has been presented to you for other major content areas. The team completed a scope and sequence, essential questions, vocabulary, and instructional targets for each of the 4 units, as well as a resource bank for teachers to draw from when planning instruction (exhibits A & B).

These resources were shared with principals, and all third and fourth grade teachers during professional learning sessions scheduled prior to the beginning of school. During the current school year, feedback from teachers and stakeholders will be gathered to inform our needs assessment related to the elementary social studies adoption.

Secondary Social Studies Courses:

During previous presentations, our team presented a multi-year plan that supports standards-based teaching, consistent implementation of the adopted curriculum, common formative assessment that drives evidence-based instruction, and competency-based, personalized learning. Department Heads from the four major contents (ELA, Math, Science, Social Studies) at every middle and high school met throughout the year to work toward the goals for year 1. They will continue to meet and communicate back to their colleagues about the progress toward the annual goals of this team. The Secondary Department Heads collaborated to accomplish this work by:

- Establishing a strong understanding of the grade 6-12 AZ History and Social Science Standards, including the arch of inquiry which incorporates critical factors that support rigor, relevance and promote college and career readiness
- Identification of priority standards (those that require the most time and attention, are high leverage and allow crossover to other contents and interdisciplinary connections and include concepts that endure over time, (exhibits C & D)
- Developed scope and sequence documents that align with 6-12 AZ History and Social Science Standards, include the essential learning that all students must master by the end of each course, and provide guidance on the key ideas and vocabulary that students must learn to demonstrate proficiency in each subject (exhibit E & F)
- Developed proficiency scales that include clear descriptors of what the progression of learning looks like. These proficiency scales will assist teachers as they transition to secondary grading practices (exhibit G & H)

Instructional Materials Adoptions: Elementary and Secondary Social Studies

During the Spring of 2024 the Office of Learning and Instruction will lead a curriculum adoption process for Tier 1 Social Studies instructional materials. This process will align with Amphitheater Governing Board policies IGD: Curriculum Adoption, IGE and IGE-R. Curriculum Guides and Course Outlines will follow all District procurement rules. The adoption committee will include stakeholders from all Amphi schools as well as parents and students where appropriate. All materials presented for approval to the Amphitheater Governing Board will be vetted to verify alignment to the Arizona History and Social Sciences Standards.

English Language Development (ELD):

Since school year 2020-2021, there have been many changes in the English Language Development (ELD) program. These changes include new Structured English Immersion (SEI) Models based on Arizona's Language Development Approach (LDA), new English Language Proficiency (ELP) Standards, and a new AZELLA (Arizona English Language Learner Assessment) which is used for the placement and reassessment of our English learners (ELs). The English Language Acquisition Department has supported our teachers and staff through these changes and has worked closely with other departments throughout this process.

- Implementation of the new SEI Models based on Arizona's Language Development Approach
 - LDA (exhibit I) – This is the foundation the English Language Development program. At the core is the understanding that all educators share the responsibility of promoting the success of our ELs. The four principles of the LDA are the non-negotiable components of a comprehensive instructional program for ELs.
 - Principle 1: Asset-Based Behaviors and Expectations
 - Principle 2: Integrated Instruction in Disciplinary Language and Content
 - Principle 3: Targeted and Explicit Language Instruction
 - Principle 4: Assessment, Monitoring, and Feedback
 - SEI Models Implemented in Amphitheater (exhibit J) – all teachers who provide any portion of the Targeted or Integrated ELD instruction must have their SEI endorsement (or an equivalent).

- Two-Hour SEI Model
 - *Targeted ELD Instruction*: ELs receive 600 minutes (elementary)/500 minutes (secondary) per week of instruction aligned to the ELP Standards and supported by Content Area Standards. ELs must be the only students receiving this instruction.
 - *Integrated ELD Instruction*: ELs receive one content area per day of instruction aligned to the Content Area Standards and supported by ELP Standards. ELs must be in classrooms with their English-speaking peers for this instruction.
 - Pull-Out SEI Model:
 - *Targeted ELD Instruction*: ELs receive 300 minutes (elementary)/250 minutes (secondary) per week of instruction aligned to the ELP Standards and supported by Content Area Standards. ELs must be the only students receiving this instruction.
 - *Integrated ELD Instruction*: ELs receive 300 minutes (elementary)/250 minutes (secondary) per week of instruction aligned to the Content Area Standards and supported by ELP Standards. ELs must be in classrooms with their English-speaking peers for this instruction.
 - Supports for our teachers
 - Targeted ELD teachers have been included in the HMH and Foundations adoptions. They have had the opportunity to attend trainings and have these materials in their classrooms for use. Including Target ELD teachers has allowed us to ensure that all students receive grade level tier one instruction throughout their day. Additionally, supplemental materials which align to the HMH curriculum have been purchased specifically for our Targeted ELD teachers. These materials support tier one instruction while providing access to increased opportunities for language development.
 - Integrated teacher training was conducted during the 2022 and 2023 Summer Institute sessions and at the 2023 Effective Teaching Conference. During these trainings, teachers learn about Arizona’s LDA, the SEI models implemented in Amphitheater, and the ELP Standards. This information helps prepare teachers for their role in the education of ELs. This training will continue throughout the upcoming school year.
 - Shannon Langley and Polly Kimminau are working on an Integrated ELD Math project for elementary. At each grade level, the Mathematics Standards are being aligned to ELP standards. Language functions and forms are being identified and sample learning targets are being provided. This living document will serve as a resource to aid teachers in the Integrated ELD component required by our SEI models.
 - Shannon Langley is approved by the State Board of Education to offer the 45 Hour SEI Endorsement Course for teachers who need this endorsement. Over the course of five sessions participants are given the opportunity to learn about the legal/historical background of teaching ELs, Arizona’s Language Development Approach (LDA), approved research-based SEI Models, identification and assessment of ELs, elements of language development, and instructional practices to promote the success of all ELs. Since March of 2022, thirty-five teachers have completed this course and met the requirements to have the SEI Endorsement added to their teaching certificates.

RECOMMENDATION:

This is presented to the Governing Board as a study item. No action is required.

INITIATED BY:

Elizabeth A. Jacome
Elizabeth Jacome
Director of Curriculum and Assessment

Date: August 1, 2023

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



Presentation on K-12 Social Studies Curriculum and English Language Development Program Update

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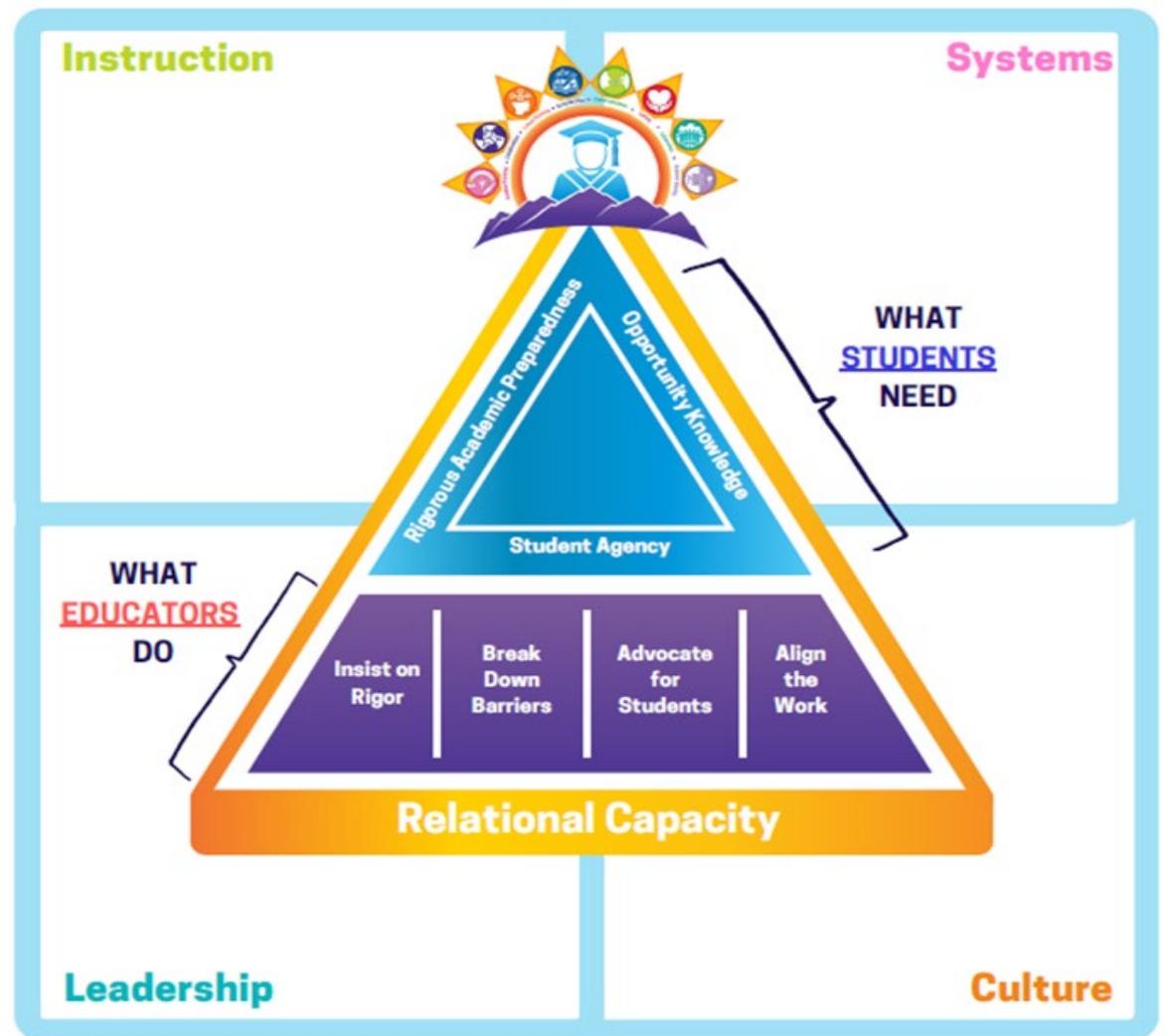
August 8, 2023

Elizabeth Jacome
Director of Curriculum and Assessment
Shannon Langley
EL District Coordinator





Amphi CCR Framework



PROFESSIONAL LEARNING COMMUNITIES



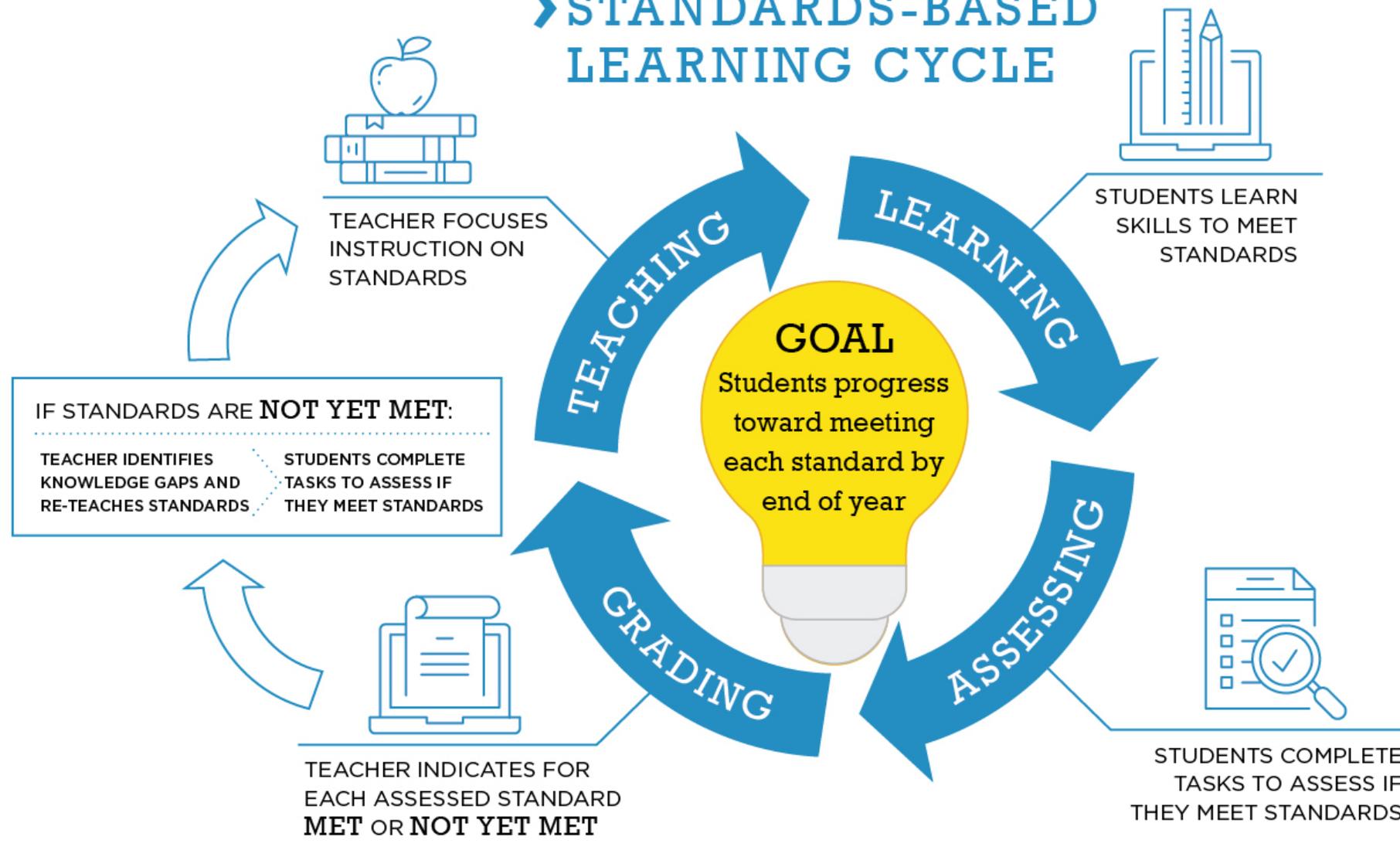


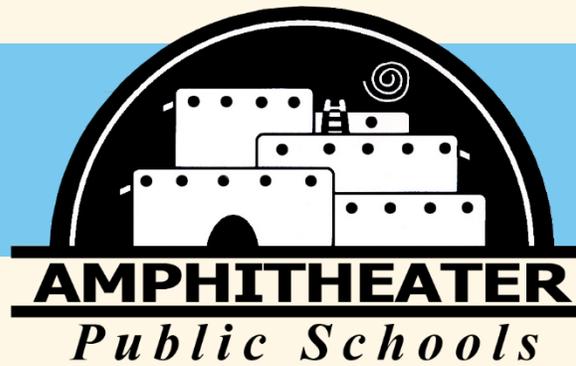
Amphi CCR Framework





STANDARDS-BASED LEARNING CYCLE





Elementary and Secondary Social Studies Curriculum and Instruction

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Elizabeth Jácome
Director of Curriculum and Assessment





History

March 2017

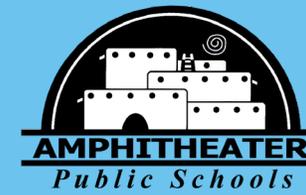
- Social Studies curriculum adoption K-12
 - My World, SAVVAS, 2013 (K, 1, 2, 3, 5)
 - AZ Story, Gibbs-Smith, 2008 (4th grade)

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SY 2023-2024

- Curriculum Adoption scheduled Spring 2024
 - My World, SAVVAS, 2013 (K, 1, 2, 5)
 - AZ Story, Gibbs-Smith, 2008 (3rd & 4th grade)
 - ADE approved Open Educational Resources





2022-2023 Elementary

- Drafted the Amphitheater Elementary English Language Arts (ELA) Framework (K-2/3-5)
 - Provides an outline of how to plan and implement a full HMH/Fundations reading and writing lesson within the 90-120 min literacy block
 - Includes opportunities for direct instruction, small group/targeted instruction, independent and collaborative practice, direct writing instruction, and independent writing/individual writing conferences

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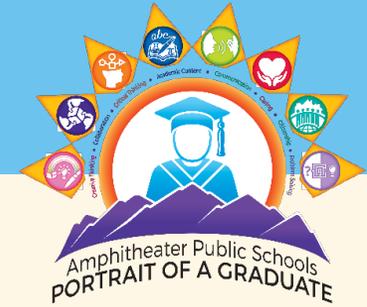
Exhibit A



2023 Elementary Social Studies Curriculum Committee

3rd Grade	<p>Jennifer Dresher (Painted Sky), Catherine Williams (Walker), Rachelle Ferris (Innovation Academy), Jennifer Krim (Holaway), Helen Elio (Wilson K-8), Peggy Marner (Holaway), Vanessa Hicks¹¹⁷ (Wilson K-8), Michaela Rodrigues (Innovation Academy)</p>
4th Grade	<p>Natasha Banales (Walker), Sarah Natale (Painted Sky), Katrina Yarbrough (Wilson K-8), Patricia Patchin (Innovation Academy), Helen Martinez (Painted Sky)</p>





2022-2023 3rd & 4th Grades

AZ Studies 3rd Grade SS Priority Standards

[Link to AZ SS Anchor Standards](#) [Link to AZ SS S](#)

Priority Standards for Disciplinary Skills & Processes (SP), Civics (C), Eco
Geography (G), History (H)

Supporting Standards that help students achieve mastery of the Priority S
Disciplinary Skills & Processes (SP), Civics (C), Economics (E), Geography (C

Disciplinary Skills & Processes (SP)

Anchor Standards	<p>SP1: Chronological reasoning requires understanding processes of change and c which means assessing similarities and differences between historical periods an and present</p> <p>SP2: Thinking within the discipline involves the ability to identify, compare, and ex perspectives about a given event to draw conclusions about that event since then</p>
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Topic/Unit:	Suggested Time Frame:
Arizona Government	9 Weeks
Content Standard(s):	
<p>3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.</p> <p>3.C1.2 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p> <p>3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments</p> <p>3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government</p> <p>3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history</p> <p>3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.</p>	
Essential Question(s):	
<p>Why is government (Arizona Government) important? (3.C1.1)</p> <p>What is the purpose of the government? (3.C1.1)</p> <p>What kinds of things does the government do? (3.C1.2)</p> <p>What do good citizens do? (3.C1.1 & 3.H3.1)</p> <p>What are the principles of democracy? (3.C1.2)</p> <p>What are the origin, functions, and structure of the national, state, and tribal governments? (3.C3.1)</p> <p>What are the benefits and challenges of people working together in Arizona? (3.C3.2)</p> <p>What is the story of the Arizona Government? (3.C3.2)</p>	



2022-2023 Secondary Social Studies Curriculum Committee

Middle School Department Heads	High School Department Heads	Office of Learning and Instruction
<p>Chris Merciliott Amphitheater Middle School</p> <p>Erika Sparlin Coronado K-8 School</p> <p>Julie Nicholas Cross Middle School</p> <p>Neely Johnson La Cima Middle School</p> <p>Jose Obregon Wilson K-8 School</p>	<p>Shawn Smith Amphitheater High School</p> <p>Elizabeth Yeager Canyon del Oro High School</p> <p>Amanda Stoxen Ironwood Ridge High School</p>	<p style="text-align: right;">119</p> <p>Joe Hubble Curriculum Instruction Support Specialist</p> <p>Elizabeth Jácome Director of Curriculum and Assessment</p>



2022-2023

Scope and Sequence: A Pathway to Learning for Social Studies

7th grade

Introduction

This scope and sequence is a product of collaborative efforts from secondary department heads and their respective departments and the Office of Learning and Instruction at the Amphitheater district offices. This document aims to provide a framework for each secondary social studies course that does the following:

- Prioritizes standards that have a high impact on student learning
- Identifies supporting standards for those priorities
- Creates equity of learning between sites
- Provides an easy to follow framework for personalized learning

Due to the open-ended and broad nature of Arizona's Social Studies standards, the team started by establishing a set of topics and the order they are taught in each course. Within each topic there are one or more essential questions and/or tasks, some key vocabulary and concepts, and priority and support standards. This information serves as a bare minimum for what should be covered within each topic. As the content expert, teachers then have the freedom to add to and plan inquiry based units around the framework provided by this document.

Arc of Inquiry

The Social Studies standards were designed to work within the arc of inquiry, as outlined within the state documentation. When creating this scope and sequence, the team fully engage with Social Studies content, it is vital to ensure that the standards they have learned about. For more information

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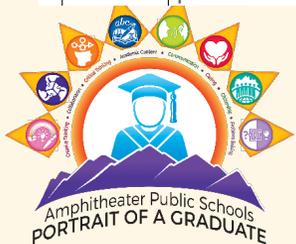
7th Grade Social Studies Proficiency Scales 7th Grade Priority Standards

Disciplinary Skills and Processes	
Proficiency Scale	
Priority Standard: 7.SP1.1: Analyze connections among events and developments in broader historical contexts. (ALL Topics)	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify connections among events and developments in broader historical contexts.
Partially Proficient 2	The student can summarize connections among events and developments in broader historical contexts.
Proficient 3	The student can analyze connections among events and developments in broader historical contexts.
Highly Proficient 4	The student can synthesize connections among events and developments in broader historical contexts.

Proficiency Scale	
Priority Standard: 7.SP1.3: Evaluate the significance of past events and their effect on students' lives and global society. (ALL Topics)	

7th Grade Social Studies Priority Standards		Possible Support Standards (Work in Progress)
Code	Standard	
7.SP1.1	Analyze connections among events and developments in broader historical contexts	Skills and Processes: <ul style="list-style-type: none"> • 7.SP1.2 Classify a series of historical events and developments as change and/or continuity. • 7.SP1.4 Use questions generated and the developments they shape • 7.SP2.2 Explain how and why people's lives and global society • 7.SP2.3 Analyze how people's perspectives of the historical sources they create • 7.SP3.1 Create compelling questions about the world, past and present • 7.SP3.3 Detect possible limitations of evidence collected from various kinds of sources • 7.SP3.4 Use questions generated from sources, to identify further areas of inquiry • 7.SP3.6 Construct and present a point of view, pointing out the strengths and limitations of the evidence • 7.SP3.7 Construct and present evidence, while acknowledging explanations • 7.SP4.2 Evaluate the influence of past and present events • 7.SP4.3 Organize applicable evidence • 7.SP4.4 Compare the central argument of a topic using multiple types of sources
7.SP1.3	Evaluate the significance of past events and their effect on students' lives and global society	
7.SP2.1	Analyze multiple factors that influence the perspectives of people during different historical eras	
7.SP3.2	Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.	
7.SP3.5	Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.	
7.SP4.1	Explain the multiple causes and effects of events and developments in the past and present	

Exhibits C-H





Elementary & Secondary Social Studies Curriculum Adoption

- Aligned to Amphitheater Governing Board Policies
 - IGD: Curriculum Adoption
 - IGE & IGE-R: Curriculum Guides and Course Outlines
- Adoption Committee to include stakeholders from all schools
- All recommendations vetted to verify alignment to AZ History and Social Sciences Standards

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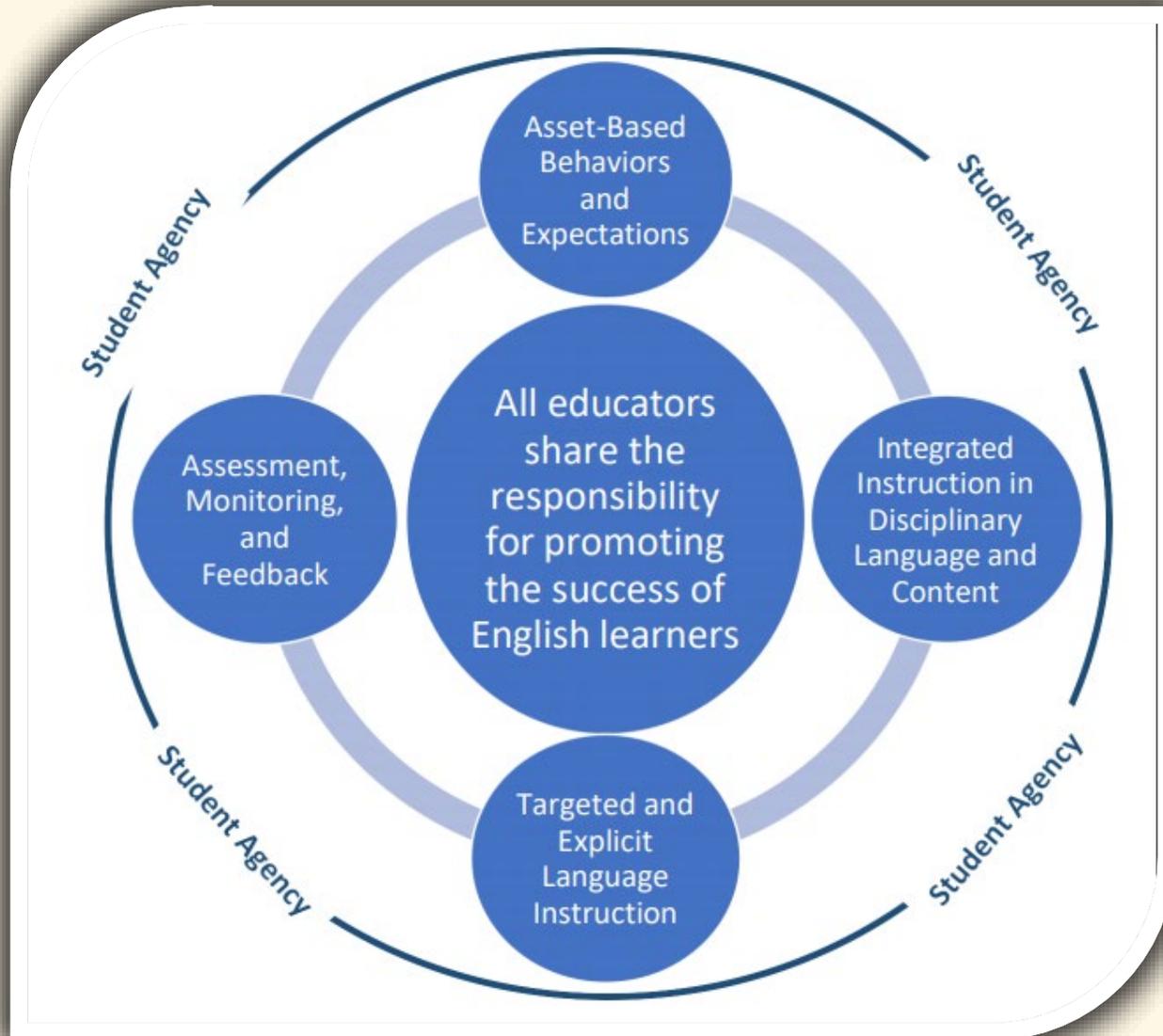


English Language Acquisition Department 122

Shannon Langley
EL District Coordinator



Arizona's Language Development Approach (LDA)



Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with proper guidance from teachers. Student agency gives students voice and often choice in how they learn.

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State Board Approved SEI Models Used in Amphitheater

Two-Hour SEI Model

Principle One	Articulating a clear vision for student success that includes high expectations for EL achievement and social/emotional development.
Principle Two	One content area per day of language instruction within the integrated setting. Access to grade level content alongside native English-speaking peers throughout the remainder of the day.
Principle Three	120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/500 minutes per week (secondary) of targeted ELD time in an SEI classroom for only ELs provided by a certified ELD Specialist.
Principle Four	Ensuring that all teachers have access to a variety of different types of data about their ELs' progress and performance.

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Amphitheater High School, Amphitheater Middle School, La Cima Middle School, Holaway Elementary, Keeling Elementary, Nash Elementary, Prince Elementary, Rio Vista Elementary, and Walker Elementary



State Board Approved SEI Models Used in Amphitheater

Pull-Out SEI Model

Principle One	Articulating a clear vision for student success that includes high expectations for EL achievement and social/emotional development.
Principle Two	60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 minutes per week (secondary) of language instruction within the integrated setting. Access to grade level content alongside native English-speaking peers throughout the remainder of the day.
Principle Three	60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 per week (secondary) of targeted ELD time in an SEI classroom for only ELs provided by a certified ELD Specialist.
Principle Four	Ensuring that all teachers have access to a variety of different types of data about their ELs' progress and performance.

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Canyon Del Oro High School, Ironwood Ridge High School, Cross Middle School, Coronado K-8, Wilson K-8, Copper Creek Elementary, Donaldson Elementary, Harelson Elementary, Innovation Academy, Mesa Verde Elementary, and Painted Sky Elementary



New English Language Proficiency (ELP) Standards



Ten standards that span grades K-12 and are organized by mode of communication (receptive, productive, interactive) with two of these standards dedicated to language/grammar. Performance indicators reflect the language skills students need to develop proficiency in English.



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New AZELLA Placement & Reassessment with New Proficiency Rules



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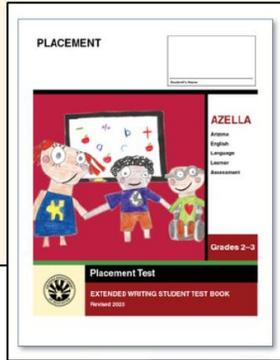
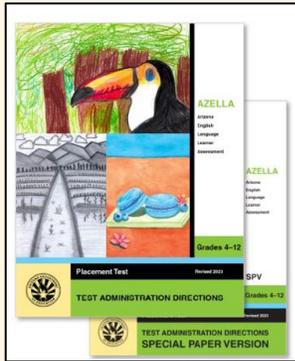
An OPL of Proficient is only attained when the student has scored:

✓ A Total Proficiency Scale Score greater than or equal to 1,000

PLUS

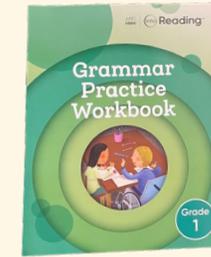
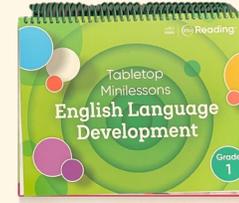
• *The Total Proficiency Scale Score is the sum of the 4 domain scaled scores.*

✓ *Intermediate (230-249) or Proficient (250+) domain proficiency level in all 4 domains, Reading, Writing, Listening and Speaking.*

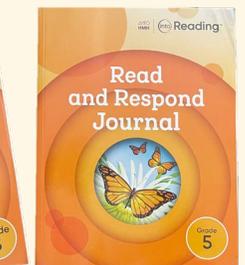
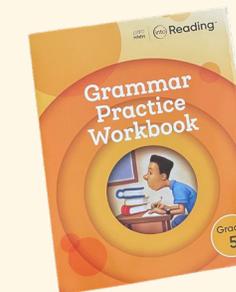
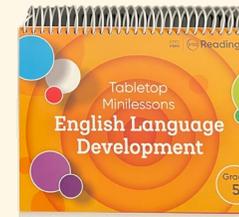
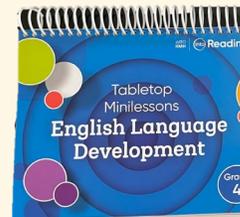
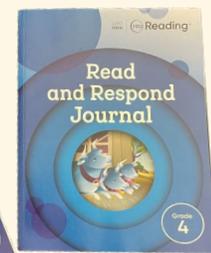
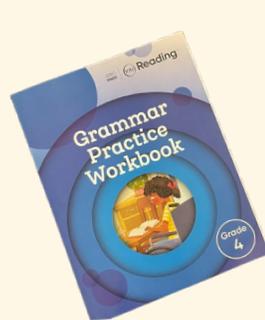
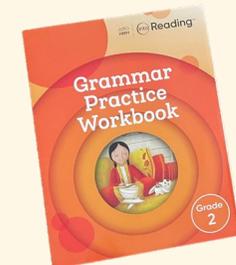
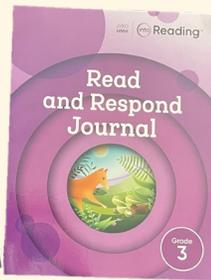
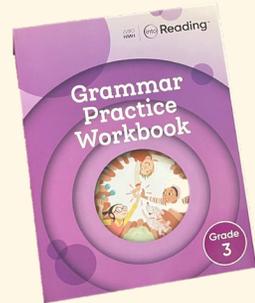




Supports for our Targeted ELD Teachers



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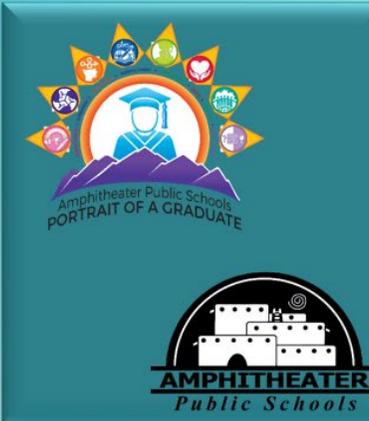




Supports for our Integrated ELD Teachers



District-Wide Integrated ELD Implementation Project



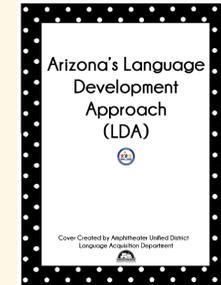
Presenters:



Shannon Langley
EL District Coordinator & AZELLA District Test Coordinator



Rose Hooton
EL/Special Education Specialist





Integrated ELD Math – Elementary

Content Standards (Domain/Cluster/Standard)

Number and Operations in Base Ten

1.NBT.C: Use place value understanding and properties of operations to add and subtract.

1.NBT.C.4: Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.

1.NBT.C.6: Subtract multiples of 10 in the range of 10 to 90 (positive or zero differences), using objects or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

Language Function

Using
Finding
Relating to a written form
Comparing
Contrasting
Comprehending text



Language Form

Transitional Terms
Shades of Meaning
Comparative Adjectives
Sentence Structure
Declarative Sentences

Learning Target

The students will be able to use place value understanding and properties of operations to add and subtract.

ELP Standard(s)

EL.1.S2. determine the meaning of words and phrases in oral presentations and literary and informational text.

PE/E-1: answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.

B-1: determine the meaning of general academic, and content-specific words and phrases, and some common expressions.

I-1: determine the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.

EL.1.S3. speak and write about grade-appropriate complex literary and informational texts and topics.

PE/E-1: communicate simple information or feelings about familiar topics, experiences, or events.

B-1: communicate simple messages about a variety of topics, events, or experiences.

I-1: communicate oral presentations about a variety of topics, experiences, or events.

EL.1.S4. construct grade appropriate oral and written claims and support them with reasoning.

PE/E-1: express an opinion using words and/or illustrations about a familiar topic.

B-1: express an opinion or preference using phrases about a familiar topic or story.

I-1: express an opinion about a given topic or story and use justification.

EL.1.S7. conduct research and evaluate and communicate findings to answer questions or solve problems.

PE/E-2: respond to a question or problem based on provided information from resources.

B-2: respond to a question or problem based on gathered information from provided source.

I-2: respond to a question or problem based on relevant personal experience or gathered information

EL.1.S10. make accurate use of standard English to communicate in grade appropriate speech and writing.

PE/E-9: recognizing and use some frequently occurring adjectives (i.e., *descriptive, possessive, demonstrative*).

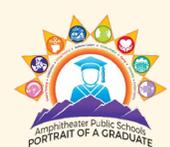
B-9: using an increasing number of frequently occurring adjectives (i.e., *descriptive, possessive, demonstrative*).

I-9: using a variety of frequently occurring adjectives (i.e., *descriptive, possessive, demonstrative*).

Scaffolds and Supports

Pre-Emergent/Emergent: Visual aids and role play to explain problem solving contexts. Sentence frames for repetition and oral language practice. Visual aids, role play, restatements, and familiar contexts to reduce the language demands of number stories. Illustrations to make the names of strategies comprehensible. Demonstrations and role plays to teach terms to help children access math content, and follow oral and written directions. Total Physical Response (TPR) prompts and guiding questions to model assignment directions.

Basic/Intermediate: Sentence frames for paraphrasing practice, to support students as they justify solutions, and to promote the use of academic language. Listening opportunities to help children construct an understanding of synonyms and to extend their knowledge of vocabulary. Sentence frames to scaffold comparing and contrasting and to practice using transitional terms, and to encourage and structure academic discourse. Think-aloud statements to help children actively construct the relationship between members of the same word family.





SEI Endorsement Course



All public-school teachers delivering the required minutes of the SEI models are required to have an SEI Endorsement. In the fall of 2022, a total of 154 teachers throughout the district were lacking this endorsement. We are currently working to address this need.



Since March of 2022, thirty-five of these teachers have completed Amphi's SEI Endorsement course to meet the requirements of having the endorsement added to their teaching certificates.





Questions?



AZ Studies 3rd Grade SS Priority Standards

[Link to AZ SS Anchor Standards](#)

[Link to AZ SS Standards](#)

Priority Standards for Disciplinary Skills & Processes (SP), Civics (C), Economics (E), Geography (G), History (H)

Supporting Standards that help students achieve mastery of the Priority Standards:
Disciplinary Skills & Processes (SP), Civics (C), Economics (E), Geography (G), History (H)

Disciplinary Skills & Processes (SP)

Anchor Standards	<p>SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</p> <p>SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues</p> <p>SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</p> <p>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p>					
Priority Standards	<p>3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>3.SP2.1 Explain why individuals and groups have different points of view on the same event.</p> <p>3.SP3.2 Distinguish between primary and secondary sources.</p> <p>3.SP3.5 Generate questions about multiple historical sources.</p> <p>3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.</p> <p>3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.</p> <p>3.SP4.1 Explain probable causes and effects of events.</p>					
Supporting Standards				133		

Civics Standards (C)

Anchor Standards	<p>C1: Civic virtues and democratic principles are key components of the American political system. C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</p>						
Priority Standards	<p>3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona. • Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government 3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government</p>						
Supporting Standards							

Economics Standards (C)

Anchor Standards	<p>E1: A financially literate individual understands how to manage income, spending, and investment E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</p>						
Priority Standards	<p>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.</p>						
Supporting Standards							

Geography Standards (G)

Anchor Standards	<p>G1: The use of geographic representations and tools helps individuals understand their world. G2: Human-environment interactions are essential aspects of human life in all societies. G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning</p>						
Priority Standards	<p>3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.</p>						

Supporting Standards					
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<i>History Standards (H)</i>					
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Anchor Standards	<p>H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</p> <p>H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.</p> <p>H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</p>
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Priority Standards	<p>3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.</p>
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Supporting Standards					
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AZ Studies 3rd Grade SS Priority Standards

[Link to AZ SS Anchor Standards](#)

[Link to AZ SS Standards](#)

Priority Standards for Disciplinary Skills & Processes (SP), Civics (C), Economics (E), Geography (G), History (H)

Supporting Standards that help students achieve mastery of the Priority Standards:
Disciplinary Skills & Processes (SP), Civics (C), Economics (E), Geography (G), History (H)

Disciplinary Skills & Processes (SP)

Anchor Standards

SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

Priority Standards

3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

3.SP2.1 Explain why individuals and groups have different points of view on the same event.

3.SP3.2 Distinguish between primary and secondary sources.

3.SP3.5 Generate questions about multiple historical sources.

3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.

3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.

3.SP4.1 Explain probable causes and effects of events.

Civics Standards (C)

Anchor Standards	C1: Civic virtues and democratic principles are key components of the American political system. C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
Priority Standards	3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona. • Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government 3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government

Economics Standards (C)

Anchor Standards	E1: A financially literate individual understands how to manage income, spending, and investment E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.
Priority Standards	3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.

Geography Standards (G)

Anchor Standards	G1: The use of geographic representations and tools helps individuals understand their world. G2: Human-environment interactions are essential aspects of human life in all societies. G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning
Priority Standards	3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

History Standards (H)

Anchor Standards	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
Priority Standards	3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.

7th Grade Social Studies Priority Standards		Possible Support Standards (Work in Progress)
Code	Standard	
7.SP1.1	Analyze connections among events and developments in broader historical contexts	<p>Skills and Processes:</p> <ul style="list-style-type: none"> 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity. 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. 7.SP2.2 Explain how and why perspectives of people have changed over time. 7.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created. 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present. 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources. 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present. 7.SP4.3 Organize applicable evidence into a coherent argument 7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources. <p>Civics:</p> <ul style="list-style-type: none"> 7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems. 7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings. 7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities. <p>Economics:</p> <ul style="list-style-type: none"> 7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society. 7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets 7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.
7.SP1.3	Evaluate the significance of past events and their effect on students' lives and global society	
7.SP2.1	Analyze multiple factors that influence the perspectives of people during different historical eras	
7.SP3.2	Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.	
7.SP3.5	Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.	
7.SP4.1	Explain the multiple causes and effects of events and developments in the past and present	
7.C2.1	Explain how revolutions and other changes in government impact citizens' rights.	
7.C4.1	Compare historical and contemporary means of changing societies to promote the common good.	
7.E2.1	Explain how economic decisions affect the well-being of individuals, businesses, and society.	
7.E3.2	Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production	

7.G1.1	Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. • Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology	<ul style="list-style-type: none"> • 7.E3.4 Explain ways in which money facilitates exchange. • 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations • 7.E5.2 Compare the various economic systems. • 7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society. <p>Geography</p> <ul style="list-style-type: none"> • 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments • 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. • 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different. • 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement. • 7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation. • 7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation. • 7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade • 7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions • 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global) <p>History:</p> <ul style="list-style-type: none"> • 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies. • 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking • 7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews. • 7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time • 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings. • 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today • 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms • 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.
7.G3.1	Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	
7.G4.1	Analyze cultural and environmental characteristics among various places and regions of the world.	
7.H1.2	Trace the development and impact of scientific, technological, and educational innovations within historical time periods.	
7.H2.1	Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.	
7.H3.2	Analyze how economic and political motivations impact people and events	

World History Priority Standards

Code	Standard
HS.SP1.1	Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts
HS.SP2.1	Analyze how contexts shaped and continue to shape people's perspectives
HS.SP3.6	Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses
HS.SP3.7	Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.
HS.SP4.1	Analyze multiple and complex causes and effects of events in the past and present.
HS.SP4.3	Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.
HS.C2.3	Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
HS.E2.1	Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
HS.E5.2	Evaluate how interdependence impacts individuals, institutions, and societies
HS.G1.1	Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs
HS.G2.2	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
HS.G2.3	Evaluate the impact of human settlement on the environment and culture of specific places and regions.
HS.G3.1	Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
HS.H1.2	Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.
HS.H1.7	Analyze how technological innovation and trade has affected economic development and transformed societies

HS.H2.1	Explain multiple causes of conflict
HS.H2.3	Evaluate the short- and long- term impacts of conflicts and their resolutions
HS.H3.1	Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.
HS.H4.1	Examine how historically marginalized groups have affected change on political and social institutions.

Scope and Sequence: A Pathway to Learning for Social Studies

7th grade

Introduction

This scope and sequence is a product of collaborative efforts from secondary department heads and their respective departments and the Office of Learning and Instruction at the Amphitheater district offices. This document aims to provide a framework for each secondary social studies course that does the following:

- Prioritizes standards that have a high impact on student learning
- Identifies supporting standards for those priorities
- Creates equity of learning between sites
- Provides an easy to follow framework for personalized learning

Due to the open-ended and broad nature of Arizona’s Social Studies standards, the team started by establishing a set of topics and the order they are taught in each course. Within each topic there are one or more essential questions and/or tasks, some key vocabulary and concepts, and priority and support standards. This information serves as a bare minimum for what should be covered within each topic. As the content expert, teachers then have the freedom to add to and plan inquiry based units around the framework provided by this document. 143

Arc of Inquiry

The Social Studies standards were designed to work within the arc of inquiry, as outlined within the state documentation. When creating this scope and sequence, the arc of inquiry was a driving factor in how essential questions/tasks were designed. In order to have students critically engage with Social Studies content, it is vital to have open-ended, inquiry based questions and tasks that challenge student thinking and ask them to apply the concepts they have learned about. For more information about the arc of inquiry, refer to the [Arizona History and Social Science Standards](#).

Framework for Success

One of the major goals of this scope and sequence is to provide a definitive framework for teachers to design their units around. By emphasizing priority standards, homogenizing *some* key concepts and vocabulary, and providing a topic wide emphasis (essential questions), teachers can then focus on creating rigorous, engaging, and creative units while ensuring what one student is learning at one school will be similar to another student at a different school. This framework does not prescribe activities for each topic or have scripted lessons. Instead, it frees up teachers to focus more on the “how” of teaching instead of the “what”. Each classroom has learners with different needs, so it is of the utmost importance that teachers focus on meeting those learners where they are but still maintain some equity across sites.

Flexible Document

As teachers work with the document throughout the school year, there will inevitably be feedback for improvements, additions, and/or refinement, and that feedback will be crucial for all parties to continue to make decisions that are focused on student learning. This is a version of a scope and sequence, and may change or evolve to meet the needs of teachers and the district. However, this scope and sequence represents a starting point for future editions and provides a foundation going forward.

The Office of Learning and Instruction extends special gratitude to the Amphitheater educators who were contributing members of this curricular resource development team.

Amphitheater Middle School - Chris Mercillott
Coronado K-8 School - Erika Sparlin
Cross Middle School - Julie Nicholas
La Cima Middle School - Neely Johnson
Wilson K-8 School - Jose Obregon

Amphitheater High School - Shawn Smith
Canyon del Oro High School - Elizabeth Yeager
Ironwood Ridge High School - Amanda Stoxen
Curriculum Instruction Support Specialist - Joe Hubble

Embed these Priority Standards in ALL Topics:

- 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. • Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology
- 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)
- 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.
- 7.SP1.1- Analyze connections among events and developments in broader historical contexts.
- 7.SP1.3- Evaluate the significance of past events and their effect on students' lives and global society.
- 7.SP2.1- Analyze multiple factors that influence the perspectives of people during different historical eras.
- 7.SP3.2- Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
- 7.SP3.5- Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
- 7.SP4.1- Explain the multiple causes and effects of events and developments in the past and present.

Supporting standards that should be embedded in all topics:

Skills and Processes:

- 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity. 145
 - 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
 - 7.SP2.2 Explain how and why perspectives of people have changed over time.
 - 7.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.
 - 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
 - 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources
 - 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.
 - 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments
 - 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations
 - 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.
 - 7.SP4.3 Organize applicable evidence into a coherent argument
 - 7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.
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Topic	Suggested Time Frame:	
Geography Review	Quarter # 1	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology 	<ul style="list-style-type: none"> 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global) places and their environments 	
Essential Question(s):		
How does geography impact the development of civilization?		
Key Concept(s):	Key Vocabulary:	146
<ul style="list-style-type: none"> Review how to read a map. Create a map. Label maps accurately. 	<ul style="list-style-type: none"> Compass rose Latitude Longitude Scale Key Legend Ratio Hemisphere 	

Topic	Suggested Time Frame:	
Scientific Revolution and Enlightenment	Quarter # 1	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> ● 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good. ● 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods. 	<ul style="list-style-type: none"> ● 7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation. ● 7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews. ● 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms 	
Essential Question(s):		
How did the Scientific Revolution and the Enlightenment alter how people thought about society, government, religion, and culture?		
Key Concept(s):	Key Vocabulary:	
<ul style="list-style-type: none"> ● Regaining of ancient knowledge ● Scientific advances <ul style="list-style-type: none"> ○ Math ○ Physics ○ Astronomy ○ biology/anatomy ○ chemistry 	<ul style="list-style-type: none"> ● Royal Society ● Geocentric ● Heliocentric ● Inquisition ● Universal Gravitation 	

Topic	Suggested Time Frame:
Exploration & Colonization	Quarter # 1
Priority Standards:	Supporting Standards:
<ul style="list-style-type: none"> ● 7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society. ● 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world. ● 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods. ● 7.H3.2 Analyze how economic and political motivations impact people and events 	<ul style="list-style-type: none"> ● 7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade ● 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations ● 7.E5.2 Compare the various economic systems. ● 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments ● 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. ● 7.G3.2 Analyze how the relationships between humans and environments extend or contract patterns of settlement and movement. ● 7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation. ● 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.
Essential Question(s):	
How did exploration and colonization positively and negatively impact the development of the world?	
Key Concept(s):	Key Vocabulary:
<ul style="list-style-type: none"> ● Exploration <ul style="list-style-type: none"> ○ Advancements in navigation ○ Economic incentive to reach Asia/India ○ Mercantilism's role in encouraging exploration ● Reasons for colonization <ul style="list-style-type: none"> ○ Resources ○ Freedom ○ Wealth ○ Religion 	<ul style="list-style-type: none"> ● Indentured servant ● Astrolabe ● Mercantilism ● Mission ● Plantation ● Precedent ● Racism ● Settlement/colony

Topic	Suggested Time Frame:	
American & French Revolutions	Quarter #2	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> ● 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights. ● 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. ● 7.H3.2 Analyze how economic and political motivations impact people and events 	<ul style="list-style-type: none"> ● 7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems. ● 7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities. ● 7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation. ● 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking ● 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms 	
Essential Question(s):		149
Explain the relationship between the causes and effects of a revolution and how they shape and transform a society.		
Key Concept(s):	Key Vocabulary:	
<ul style="list-style-type: none"> ● American Revolution <ul style="list-style-type: none"> ○ Acts established by British ○ Citizen unrest in Boston ○ Representation in government ○ Outcomes of the war including but not limited to establishing an independent nation, forming a new government, impact of the war on the new country's debt ● French Revolution <ul style="list-style-type: none"> ○ Estates dynamics ○ Social, political, and economic factors ○ Aftermath (reign of terror, Napoleon) 	<ul style="list-style-type: none"> Boston Massacre Boston Tea Party First Continental Congress Loyalists French and Indian War Stamp/Intolerable Acts National Assembly Bastille Bourgeoisie Civil Constitution of the Clergy Committee of Public Safety Constitution of 1791 Declaration of the Rights of Man and of the Citizen 	

Topic	Suggested Time Frame:	
Birth of the Nation & Our Democracy	Quarter # 2	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> ● 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good. ● 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. 	<ul style="list-style-type: none"> ● 7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems. ● 7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings. ● 7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time ● 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings. ● 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms 	
Essential Question(s):		
How have American decisions, actions, and ideals influenced others around the world?		
Key Concept(s):	Key Vocabulary:	150
<ul style="list-style-type: none"> ● Declaration of Independence <ul style="list-style-type: none"> ○ Principles ○ Influence ● Articles of Confederation <ul style="list-style-type: none"> ○ Shortcomings and eventual failure ○ Influence on Constitutional Convention ● US Constitution <ul style="list-style-type: none"> ○ Founding principles ○ Compromises ○ Checks and balances ○ Bill of rights in action 	<ul style="list-style-type: none"> ● Declaration of Independence. ● Articles of Confederation. ● Slavery ● Constitutional Convention ● Bill of Rights 	

Topic	Suggested Time Frame:	
Louisiana Purchase	Quarter # 2	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> ● 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. ● 7.H3.2 Analyze how economic and political motivations impact people and events 	<ul style="list-style-type: none"> ● 7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society. ● 7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions 	
Essential Question(s):		
How did the Louisiana Purchase impact the United States and help set the stage for future expansion?		
Key Concept(s):	Key Vocabulary:	
<ul style="list-style-type: none"> ● Importance of Louisiana territory <ul style="list-style-type: none"> ○ Mississippi River access ○ Economic impact on France and the US 	<ul style="list-style-type: none"> ● Expedition ● Sacajawea ● Thomas Jefferson ● Louisiana Purchase ● Napoleon ● Haiti ● Mississippi River ● Plains 	

Topic	Suggested Time Frame:	
War of 1812	Quarter # 2	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> ● 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. ● 7.H3.2 Analyze how economic and political motivations impact people and events 	<ul style="list-style-type: none"> ● 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations ● 7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation. ● 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking 	
Essential Question(s):		
How did the events of the War of 1812 affect the position of the United States in the world?		
Key Concept(s):	Key Vocabulary:	
<ul style="list-style-type: none"> ● Causes <ul style="list-style-type: none"> ○ Escalating tensions between British colonies and US territories ○ Trade restrictions ● Impact <ul style="list-style-type: none"> ○ US establishes itself in the world ○ Displacement of Native Americans ○ Rise of Andrew Jackson's status 	<ul style="list-style-type: none"> ● Sectionalism ● Abolitionist Movement ● William Henry Harrison ● Hartford Convention ● Andrew Jackson ● Treaty of Ghent ● Tecumseh ● Battle of Thames ● Battle of Tippecanoe ● Battle of New Orleans ● Invasion of Canada ● Fort McHenry ● Washington D.C. ● Indian Confederation ● War Hawks ● Nationalism ● Blockade ● Impressment ● Indian Removal 	

Topic	Suggested Time Frame:	
Westward Expansion	Quarter # 2	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> ● 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good. ● 7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. ● 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. ● 7.H3.2 Analyze how economic and political motivations impact people and events 	<ul style="list-style-type: none"> ● 7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings. ● 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments ● 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement. ● 7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions ● 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies. 	
Essential Question(s):		153
How did the idea/policy of Manifest Destiny change population patterns in the US?		
Key Concept(s):	Key Vocabulary:	
<ul style="list-style-type: none"> ● Manifest Destiny <ul style="list-style-type: none"> ○ Why expand? ○ Impact on native populations ○ Land owning opportunities <ul style="list-style-type: none"> ■ Importance of land ownership ● Technological Advances <ul style="list-style-type: none"> ○ How did agricultural technology influence the westward movement? 	<ul style="list-style-type: none"> ● Agriculture ● Sod houses ● Beef Cattle Raising ● Wheat farming ● Wind mills ● Dry farming ● Transcontinental Railroad ● Migration ● Great Plains (Prairie) ● Assimilation ● Reservation ● Geronimo ● Chief Joseph ● Sitting Bull ● Nez Perce 	

Topic	Suggested Time Frame:
Civil War	Quarter # 2
Priority Standards:	Supporting Standards:
<ul style="list-style-type: none"> ● 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights. ● 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. 	<ul style="list-style-type: none"> ● 7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities. ● 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments ● 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. ● 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different. ● 7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade ● 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking ● 7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time ● 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
Essential Question(s):	
How did the Civil War and Reconstruction impact individual and states' rights, perspectives, and actions?	
Key Concept(s):	Key Vocabulary:
<ul style="list-style-type: none"> ● Issues causing Civil War <ul style="list-style-type: none"> ○ Slavery ○ State's Rights ● Civil War <ul style="list-style-type: none"> ○ Technological advances and casualties ○ Key battles ● Reconstruction <ul style="list-style-type: none"> ○ Successes and failures ○ Civil rights and racial segregation 	<ul style="list-style-type: none"> ● Reconstruction ● Emancipation proclamation ● Confederacy ● Union ● Abolitionist ● Segregation ● Jim Crow Laws ● 13th-15th Amendments ● Freedmen's Bureau ● Gettysburg ● Sharecropping

Topic	Suggested Time Frame:	
Industrialization	Quarter # 3	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> ● 7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society. ● 7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production. ● 7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. ● 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods. ● 7.H3.2 Analyze how economic and political motivations impact people and events 	<ul style="list-style-type: none"> ● 7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society. ● 7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets. ● 7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system. ● 7.E3.4 Explain ways in which money facilitates exchange. ● 7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation. ● 7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions 	
155		
Essential Question(s):		
How did societies benefit from industrialization? Justify if the benefits were worth the downsides of industrialization.		
Key Concept(s):	Key Vocabulary:	
<ul style="list-style-type: none"> ● Rise of capitalism ● Growth and urbanization and the rise of cities ● International trade and globalization ● Labor movements and worker treatment 	<ul style="list-style-type: none"> ● Industrialization ● Urbanization ● Capitalism ● Assembly line ● Mass production ● Robber baron ● Laissez-faire ● Immigration ● Child labor 	

Topic	Suggested Time Frame:	
Imperialism	Quarter # 3	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> ● 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good. ● 7.E2.Explain how economic decisions affect the well-being of individuals, businesses, and society. ● 7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production ● 7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. ● 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world. ● 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. 	<ul style="list-style-type: none"> ● 7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society. ● 7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets. ● 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations ● 7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society. ● 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments ● 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement. ● 7.G3.2 Analyze how the relationships between humans and environments extend or contract patterns of settlement and movement. 	
Essential Question(s):		
Compare and contrast how different groups/nations reacted to imperialism. Compare and contrast the different imperialism powers and their global influence.		
Key Concept(s):	Key Vocabulary:	
<ul style="list-style-type: none"> ● Colonialism <ul style="list-style-type: none"> ○ European ○ US ○ Clash of cultures ○ Military/religious/social conflict in colonies ● Economic Motivations <ul style="list-style-type: none"> ○ Natural resources ○ trade 	<ul style="list-style-type: none"> ● Imperialism ● Colonization ● Nationalism ● Mercantilism ● Sphere of influence ● Direct vs. indirect rule ● Scramble for Africa 	

Topic	Suggested Time Frame:	
World War I	Quarter # 3	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> ● 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world. ● 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods. ● 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. 	<ul style="list-style-type: none"> ● 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments. ● 7.G4.4 Explain an issue in terms of scale (local, regional, state, national, or global). ● 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking. ● 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today. ● 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today 	
Essential Question(s):		
Evaluate if the events and outcomes of World War I provided a platform for a lasting peace.		157
Key Concept(s):	Key Vocabulary:	
<ul style="list-style-type: none"> ● Trench warfare <ul style="list-style-type: none"> ○ Stagnation of battle lines ○ Death toll ● Total War <ul style="list-style-type: none"> ○ Full mobilization ○ Contributing from home ○ Converting economy ● Treaty of Versailles <ul style="list-style-type: none"> ○ Details/outcomes ○ Terms on Germany ○ Issues created 	<ul style="list-style-type: none"> ● Trench warfare ● Alliance ● Imperialism ● Nationalism ● Propaganda ● Mobilization ● Armistice ● Total war ● Reparations ● Treaty of Versailles ● League of Nations 	

Topic	Suggested Time Frame:
Global Depression	Quarter # 4
Priority Standards:	Supporting Standards:
<ul style="list-style-type: none"> ● 7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society. ● 7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production ● 7.H3.2 Analyze how economic and political motivations impact people and events 	<ul style="list-style-type: none"> ● 7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets ● 7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system. ● 7.E3.4 Explain ways in which money facilitates exchange. ● 7.E5.2 Compare the various economic systems. ● 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today
Essential Question(s):	
Explain the impact that government policies had on combating the global depression within their respective countries.	
Key Concept(s):	Key Vocabulary:
<ul style="list-style-type: none"> ● Stock market and economic crash <ul style="list-style-type: none"> ○ Speculation ○ Bank failures and their impact ○ Poverty ● New Deal programs <ul style="list-style-type: none"> ○ Desired goals ○ Impact on different areas of the economy ● Global Impact <ul style="list-style-type: none"> ○ Exacerbating problems in Europe ○ Political and social unrest 	<ul style="list-style-type: none"> ● Stock market ● Unemployment ● Bankruptcy ● Deflation ● New deal ● Protectionism ● Hoovervilles ● Breadlines ● tariffs

Topic	Suggested Time Frame:	
World War II	Quarter # 4	
Priority Standards:	Supporting Standards:	
<ul style="list-style-type: none"> ● 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world. ● 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods. ● 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. 	<ul style="list-style-type: none"> ● 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments ● 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking ● 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today 	
Essential Question(s):		
Evaluate the reasons different countries had to start/enter World War II and determine if they were justified.		
159		
Key Concept(s):	Key Vocabulary:	
<ul style="list-style-type: none"> ● Causes of the War <ul style="list-style-type: none"> ○ Motivations of each country ○ Appeasement strategy in Europe ○ Different power structures of countries ● Major Events <ul style="list-style-type: none"> ○ Important turning points ○ Holocaust and its impact ○ US involvement ○ Technological advancements in military 	<ul style="list-style-type: none"> ● Allies ● Axis powers ● Blitzkrieg ● Holocaust ● D-day ● Atomic bomb ● Fascism ● Totalitarianism ● Concentration camps ● Internment camps ● Pearl Harbor 	

Topic	Suggested Time Frame:
Cold War Era	Quarter # 4
Priority Standards:	Supporting Standards:
<ul style="list-style-type: none"> ● 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights. ● 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. 	<ul style="list-style-type: none"> ● 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations. ● 7.E5.2 Compare the various economic systems ● 7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society. ● 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments ● 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different. ● 7.G3.4 Evaluate how human population and movement may cause conflict or promote cooperation. ● 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking. ● 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today. ● 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.
Essential Question(s):	
What were the short-term and long-term goals of the United States during the Cold War and were they achieved?	
Key Concept(s):	Key Vocabulary:
<ul style="list-style-type: none"> ● Capitalism vs. Communism <ul style="list-style-type: none"> ○ Fundamental differences ● Proxy Wars <ul style="list-style-type: none"> ○ Korea ○ Vietnam ○ Afghanistan ● Military, Societal, and cultural competition <ul style="list-style-type: none"> ○ Space Race ○ Arms race ○ Propaganda campaigns ○ Collapse of the Soviet Union 	<ul style="list-style-type: none"> ● Containment ● Iron Curtain ● NATO ● Warsaw pact ● Truman Doctrine ● Marshall Plan ● McCarthyism ● Space race ● Cuban missile crisis ● Berlin Wall ● Arms race ● Mutually Assured Destruction ● Berlin Wall

Scope and Sequence: A Pathway to Learning for Social Studies

High School World History

Introduction

This scope and sequence is a product of collaborative efforts from secondary department heads and their respective departments and the Office of Learning and Instruction at the Amphitheater district offices. This document aims to provide a framework for each secondary social studies course that does the following:

- Prioritizes standards that have a high impact on student learning
- Identifies supporting standards for those priorities
- Creates equity of learning between sites
- Provides an easy to follow framework for personalized learning

Due to the open-ended and broad nature of Arizona’s Social Studies standards, the team started by establishing a set of topics and the order they are taught in each course. Within each topic there are one or more essential questions and/or tasks, some key vocabulary and concepts, and priority and support standards. This information serves as a bare minimum for what should be covered within each topic. As the content expert, teachers then have the freedom to add to and plan inquiry based units around the framework provided by this document. ¹⁶¹

Arc of Inquiry

The Social Studies standards were designed to work within the arc of inquiry, as outlined within the state documentation. When creating this scope and sequence, the arc of inquiry was a driving factor in how essential questions/tasks were designed. In order to have students critically engage with Social Studies content, it is vital to have open-ended, inquiry based questions and tasks that challenge student thinking and ask them to apply the concepts they have learned about. For more information about the arc of inquiry, refer to the [Arizona History and Social Science Standards](#).

Framework for Success

One of the major goals of this scope and sequence is to provide a definitive framework for teachers to design their units around. By emphasizing priority standards, homogenizing *some* key concepts and vocabulary, and providing a topic wide emphasis (essential questions), teachers can then focus on creating rigorous, engaging, and creative units while ensuring what one student is learning at one school will be similar to another student at a different school. This framework does not prescribe activities for each topic or have scripted lessons. Instead, it frees up teachers to focus more on the “how” of teaching instead of the “what”. Each classroom has learners with different needs, so it is of the utmost importance that teachers focus on meeting those learners where they are but still maintain some equity across sites.

Flexible Document

As teachers work with the document throughout the school year, there will inevitably be feedback for improvements, additions, and/or refinement, and that feedback will be crucial for all parties to continue to make decisions that are focused on student learning. This is a version of a scope and sequence, and may change or evolve to meet the needs of teachers and the district. However, this scope and sequence represents a starting point for future editions and provides a foundation going forward.

The Office of Learning and Instruction extends special gratitude to the Amphitheater educators who were contributing members of this curricular resource development team.

Amphitheater Middle School - Chris Merciliott
Coronado K-8 School - Erika Sparlin
Cross Middle School - Julie Nicholas
La Cima Middle School - Neely Johnson
Wilson K-8 School - Jose Obregon

Amphitheater High School - Shawn Smith
Canyon del Oro High School - Elizabeth Yeager
Ironwood Ridge High School - Amanda Stoxen
Curriculum Instruction Support Specialist - Joe Hubble

Priority standards that should be addressed in every topic/unit.

- HS.SP1.1: Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts
- HS.SP2.1: Analyze how contexts shaped and continue to shape people's perspectives
- HS.SP3.6: Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses
- HS.SP3.7: Construct and present explanations using sound reasoning, correct sequence (linear and nonlinear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.
- HS.SP4.1: Analyze multiple and complex causes and effects of events in the past and present.
- HS.SP4.3: Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.

Supporting standards that can be embedded in all topics:

Skills and Processes:

- HS.SP1.2 Analyze change and continuity in historical eras.
 - HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world
 - HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. 163
 - HS.SP2.2 Analyze the ways in which perspective shapes recorded history
 - HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.
 - HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.
 - HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.
 - HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.
 - HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.
 - HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
 - HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.
 - HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument
 - HS.SP4.4 Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.
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Topic		Suggested Time Frame:	
World Religions		Quarter # 1	6 weeks
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> • HS.G1.1: Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs • HS.G2.3: Evaluate the impact of human settlement on the environment and culture of specific places and regions. 		<ul style="list-style-type: none"> • HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships. • Key tools and representations such as Google Earth, story mapping, wayfaring apps, and other geospatial technologies • HS.G2.1 Analyze interactions within and between human and physical systems. • HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.5 Explain how religions and belief systems have affected the origins of societies • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. 	
Essential Question(s):			
<ul style="list-style-type: none"> • How did geography impact the development (& spread) of religion? • How did religion impact the development of societies? • Compare & contrast religions in terms of origins, practices and beliefs. 			
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> • Geographic region: Map of Asia • Hinduism • Buddhism • Taoism • Confucianism • Shintoism • Judaism • Christianity • Islam • Sikhism 		<ul style="list-style-type: none"> • Polytheism • Monotheism • Philosophy • Sacred Text • Place of Worship • Rituals/Practices • Indigenous 	

Topic		Suggested Time Frame:	
Renaissance		Quarter # 1	2 weeks
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> • HS.SP1.1: Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts • HS.SP2.1: Analyze how contexts shaped and continue to shape people’s perspectives 		<ul style="list-style-type: none"> • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.5 Explain how religions and belief systems have affected the origins of societies • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. • HS.H4.3 Examine how access to information and technology has been used to influence society 	
Essential Question(s):			
<ul style="list-style-type: none"> • How did various aspects of society change during the Renaissance and what were the long term impacts? 			165
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> • Geographic region: Map of Europe • Causes of the Renaissance • New values & ideas • Art, architecture, literature 		<ul style="list-style-type: none"> • Renaissance • Values: Humanism, Individualism, Secularism, Skepticism, Well-Roundedness, Classicism • Patronage • Greco-Roman 	

Topic		Suggested Time Frame:	
Reformation		Quarter # 1	1 week
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> HS.H3.1: Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. 		<ul style="list-style-type: none"> HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. HS.H1.5 Explain how religions and belief systems have affected the origins of societies HS.H2.2 Analyze approaches to conflict management and resolution HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. HS.H4.3 Examine how access to information and technology has been used to influence society 	
Essential Question(s):			
<ul style="list-style-type: none"> How did Reformation inspire political and social change? Compare and contrast new religions formed as a result of Reformation. 			
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> Causes of Reformation Martin Luther & 95 Theses New Religions Counter-Reformation 		<ul style="list-style-type: none"> Reformation Indulgences Inquisition New religions: Protestantism, Jesuits, Anglican, Lutheran, Calvinism 	

Topic		Suggested Time Frame:	
Exploration		Quarter # 2	2 weeks
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> ● HS.G3.1: Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. ● HS.SP3.7: Construct and present explanations using sound reasoning, correct sequence (linear and nonlinear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. ● HS.H1.2: Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. 		<ul style="list-style-type: none"> ● HS.E5.1 Evaluate the advantages and disadvantages of global trade. ● HS.E5.3 Explain why nations chose to trade and how it is regulated. ● HS.E5.4 Explain how national economies influence trade. ● HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement ● HS.H1.1 Explain the process of state-building, expansion, and dissolution. ● HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. ● HS.H1.4 Analyze the impact of cultural diffusion. ● HS.H1.5 Explain how religions and belief systems have affected the origins of societies ● HS.H2.4 Compare causes and effects of isolationism and globalism. ● HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments ● HS.H4.3 Examine how access to information and technology has been used to influence society 	
Essential Question(s):			
<ul style="list-style-type: none"> ● How did the Scientific Revolution contribute to the Age of Exploration? ● How did Exploration impact societies in the Americas, Africa and Europe? ● Explain the effects of Exploration (religious, economic, political). 			
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> ● Geographic Region: Map of the Americas ● Motives of Exploration: “3 G’s” (Gold, God, Glory) ● Scientific Revolution ● Key Explorers & their “discoveries” ● Colonization ● Impact on indigenous groups (Aztec/Inca) ● Trade routes 		<ul style="list-style-type: none"> ● Scientific advancements: Circumnavigation, Heliocentrism, Caravel, Astrolabe ● Cultural diffusion ● Triangular Trade ● Columbian Exchange ● Slave Trade (Middle Passage) ● Colony ● Empire ● Conquistador 	

Topic		Suggested Time Frame:	
Enlightenment		Quarter # 2	1 week
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> • HS.SP1.1: Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts. • HS.SP2.1: Analyze how contexts shaped and continue to shape people's perspectives. 		<ul style="list-style-type: none"> • HS.C2.4 Analyze the responsibilities of citizens. • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.4 Analyze the impact of cultural diffusion. • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. • HS.H4.3 Examine how access to information and technology has been used to influence society 	
Essential Question(s):			
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<ul style="list-style-type: none"> • Explain the causes of the Enlightenment and how it changed thinking at the time. • How did the ideas of the Enlightenment influence modern ideas? 			
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> • Causes of the Enlightenment • Key philosophers: Locke, Rousseau, Voltaire, Montesquieu, Wollstonecraft, Hobbes • New ideas (& spread of ideas) 		<ul style="list-style-type: none"> • Inalienable rights • Separation of powers (branches) • Philosophy • Social contract 	

Topic		Suggested Time Frame:	
Revolutions		Quarter # 2	4 weeks
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> • HS.SP3.6: Construct and present explanations using sound reasoning, correct sequence (linear and nonlinear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. • HS.SP4.3: Integrate evidence from multiple relevant sources and interpretations into a reasoned argument. • HS.C2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases. 		<ul style="list-style-type: none"> • HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents. • HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.5 Explain how religions and belief systems have affected the origins of societies • HS.H2.2 Analyze approaches to conflict management and resolution • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. 169 • HS.H3.5 Explain how different labor systems developed and affected societies over time. 	
Essential Question(s):			
<ul style="list-style-type: none"> • How did the Age of Enlightenment contribute to revolutions? • How did the American Revolution inspire revolutions? • How did political, economic and social factors contribute to the cause of revolution in France and the United States? • Compare and contrast the revolutions. • How did revolutions influence the creation of modern governments? 			
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> • Causes and Effects of American Revolution (brief overview) • Causes of French Revolution (monarchy, estates, economy) • Key events of French Revolution (Constitutions, radical shift, Reign of Terror) • Napoleon (rise, rule, fall) • Causes of Latin American Revolutions (social hierarchy, economic, political) • Revolutions in the Americas (Haiti, Mexico, etc) • Key Revolutionary Figures (Bolívar, Hidalgo, San Martín) 		<ul style="list-style-type: none"> • Revolution • Sovereignty • Republic • Democracy • Monarchy (absolute, limited) • Peninsulares, Creoles, Mestizo, Mulatto 	

Topic		Suggested Time Frame:	
Industrial Revolution		Quarter # 2	1 week
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> ● HS.E5.2: Evaluate how interdependence impacts individuals, institutions, and societies. ● HS.H1.7: Analyze how technological innovation and trade has affected economic development and transformed societies. 		<ul style="list-style-type: none"> ● HS.E5.1 Evaluate the advantages and disadvantages of global trade. ● HS.G2.4 Evaluate the use and sustainability of natural resources. ● HS.G4.3 Analyze patterns of interdependence. ● HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments ● HS.H3.5 Explain how different labor systems developed and affected societies over time. 	
Essential Question(s):			
<ul style="list-style-type: none"> ● Explain the effects of new inventions and technologies of the Industrialization Revolution. ● Examine the effects of industrialization on urbanization, politics and economic systems. 			
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> ● Causes of the Industrial Revolution ● New inventions & technologies ● Urban migration (& impact - working/living conditions) ● Political and Economic Effects of Industrialization 		<ul style="list-style-type: none"> ● Capital ● Industrialization ● Urbanization ● Tenements ● Rural vs Urban ● Capitalism ● Marxism 	

Topic		Suggested Time Frame:	
Imperialism		Quarter # 3	2 weeks
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> HS.SP4.1: Analyze multiple and complex causes and effects of events in the past and present. HS.E2.1: Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies. 		<ul style="list-style-type: none"> HS.G2.4 Evaluate the use and sustainability of natural resources. HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. HS.G4.3 Analyze patterns of interdependence. HS.H1.1 Explain the process of state-building, expansion, and dissolution. HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. HS.H1.4 Analyze the impact of cultural diffusion. HS.H1.5 Explain how religions and belief systems have affected the origins of societies HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. HS.H2.2 Analyze approaches to conflict management and resolution HS.H2.4 Compare causes and effects of isolationism and globalism. HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity. 	
Essential Question(s):			
<ul style="list-style-type: none"> Examine the causes of Imperialism in Africa and Asia. How did Industrialization lead to imperialism? Describe the effects of imperialism on the native people of Asia and Africa. 			
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> Geographic Region: Map of Africa Motives of imperialism Colonization & division of Africa Colonization & division of Asia Resistance towards imperialism Key figures within imperialism (King Leopold, David Livingstone, Muhammad Ali, Boxers) 		<ul style="list-style-type: none"> Imperialism Colonization Resource scarcity Direct vs indirect rule Partition Open Door Policy Nationalism Opium Wars 	

Topic		Suggested Time Frame:	
World War I		Quarter # 3	2 weeks
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> • HS.H2.1: Explain multiple causes of conflict. • HS.H2.3: Evaluate the short- and long- term impacts of conflicts and their resolutions 		<ul style="list-style-type: none"> • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H2.2 Analyze approaches to conflict management and resolution • HS.H2.4 Compare causes and effects of isolationism and globalism. • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity. 	
Essential Question(s):			
<ul style="list-style-type: none"> • How did new technologies affect the fighting of World War I? • Examine support and opposition to the Treaty of Versailles 			
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> • Long term causes of WWI (MAIN) • Assassination of Archduke Ferdinand • Fighting WWI (trench warfare, naval) • New weapon technology • Treaty of Versailles • Political, economic, social effects of war 		<ul style="list-style-type: none"> • Militarism • Alliances • Imperialism • Nationalism • War of Attrition • Reparations • League of Nations 	

Topic		Suggested Time Frame:	
Inter-War Period		Quarter # 3	2 weeks
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> ● HS.H2.3: Evaluate the short- and long- term impacts of conflicts and their resolutions 		<ul style="list-style-type: none"> ● HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government. ● HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. ● HS.H2.2 Analyze approaches to conflict management and resolution ● HS.H2.4 Compare causes and effects of isolationism and globalism. ● HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments ● HS.H4.3 Examine how access to information and technology has been used to influence society 	
Essential Question(s):			
<ul style="list-style-type: none"> ● How did the tension after the Treaty of Versailles lead to World War II? <ul style="list-style-type: none"> ○ How did the worldwide economic downturn lead to the rise of totalitarian leaders? ○ Why did the League of Nations fail to prevent another major war? 			173
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> ● Post-WWI Economics: Great Depression ● Post-WWI Political changes <ul style="list-style-type: none"> ○ Russian Revolution ○ Rise of dictators - Japan, Italy, Germany ○ Struggles for democracy: US, Britain, France ○ Post-WWI Civil Wars 		<ul style="list-style-type: none"> ● Fascism ● Totalitarianism ● Marxism, socialism, communism ● Hitler, Mussolini, Stalin ● Militarism in Japan 	

Topic		Suggested Time Frame:	
World War II		Quarter # 4	3 weeks
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> • HS.H2.1: Explain multiple causes of conflict. • HS.H2.3: Evaluate the short- and long- term impacts of conflicts and their resolutions 		<ul style="list-style-type: none"> • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H2.2 Analyze approaches to conflict management and resolution • HS.H2.4 Compare causes and effects of isolationism and globalism. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments • HS.H4.3 Examine how access to information and technology has been used to influence society • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity. 	
Essential Question(s):			
<ul style="list-style-type: none"> • How did fighting in Europe and Asia compare? • What are the major differences between WWI and WWII and why did the differences exist? • How did the effects of WWII contribute to the Cold War? 			174
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> • WWII in Europe • WWII in Asia • Technological/weapon advances • War Crimes • End of war (treaties) • Formation of United Nations • Long-term impact (political, social, economic) 		<ul style="list-style-type: none"> • Total War • Blitzkrieg • Island Hopping • Kamikaze • Holocaust • Genocide • Propaganda 	

Topic		Suggested Time Frame:	
Decolonization		Quarter # 4	1 week
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> • HS.H4.1: Examine how historically marginalized groups have affected change on political and social institutions. • HS.H2.3: Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases. 		<ul style="list-style-type: none"> • HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents. • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.5 Explain how religions and belief systems have affected the origins of societies • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity. 	
Essential Question(s):			
<ul style="list-style-type: none"> • Compare and contrast post-war decolonization in various areas around the world • How did World War II cause a global shift towards decolonization? 			
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> • Effects of WWII → creation of UN, human rights principles (causes of decolonization) • Decolonization movements in Africa (South Africa) • Decolonization movements in Asia (India) 		<ul style="list-style-type: none"> • Apartheid • Civil Disobedience • United Nations 	

Topic		Suggested Time Frame:	
Cold War		Quarter # 4	3 weeks
Priority Cluster and Standard(s):		Supporting Standards:	
<ul style="list-style-type: none"> • HS.H2.1: Explain multiple causes of conflict. • HS.H2.3: Evaluate the short- and long- term impacts of conflicts and their resolutions 		<ul style="list-style-type: none"> • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. • HS.G4.3 AnaHS.H2.2 Analyze approaches to conflict management and resolution lyze patterns of interdependence. • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H2.4 Compare causes and effects of isolationism and globalism. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments • HS.H4.3 Examine how access to information and technology has been used to influence society • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity. 	
Essential Question(s):			
<ul style="list-style-type: none"> • Why were the United States and the Soviet Union left as the two world superpowers after World War II? • What were the sources of tension between the United States and Soviet Union? • How did the Cold War affect countries beyond the United States and Soviet Union? 			176
Key Concept(s):		Key Vocabulary:	
<ul style="list-style-type: none"> • Effects of WWII (as causes of Cold War) → Division of Germany, Soviet occupation of Eastern Europe, US occupation of Japan • Goals, fears & strategies of superpowers • Key Cold War figures (Castro, Mao, Ho) • End of Cold War & fall of USSR 		<ul style="list-style-type: none"> • Cold War • Brinkmanship • Espionage • Proxy War • Space Race • Arms Race • Warsaw Pact • NATO 	

Topic	Suggested Time Frame:
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Contemporary Global Issues	Quarter # 4	2 weeks
Priority Cluster and Standard(s):		Supporting Standards:
<ul style="list-style-type: none"> • HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. 	<ul style="list-style-type: none"> • HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. • HS.C2.4 Analyze the responsibilities of citizens. • HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order • HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences. • HS.C4.5 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place • HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning. • HS.E5.1 Evaluate the advantages and disadvantages of global trade. • HS.E5.4 Explain how national economies influence trade. • HS.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. ¹⁷⁷ • HS.G3.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales • HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global) • HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use. • HS.H2.4 Compare causes and effects of isolationism and globalism. • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity. 	
Essential Question(s):		
<ul style="list-style-type: none"> • Evaluate political trends post-World War II and their significance. • How are social challenges shaping the modern world? 		
Key Concept(s):	Key Vocabulary:	

- Political challenges in the modern world (genocide, nation-building, conflict in Middle East)
- Social challenges in the modern world (global poverty, human rights, population trends)
- Modern economic systems (globalization, trade)

- Green Revolution
- Arab Spring
- European Union

7th Grade Social Studies Proficiency Scales

7th Grade Priority Standards

Disciplinary Skills and Processes

Proficiency Scale

Priority Standard:

7.SP1.1: Analyze connections among events and developments in broader historical contexts. (ALL Topics)

No Evidence of Proficiency 0	No evidence	179
Minimally Proficient 1	The student can identify connections among events and developments in broader historical contexts.	
Partially Proficient 2	The student can summarize connections among events and developments in broader historical contexts.	
Proficient 3	The student can analyze connections among events and developments in broader historical contexts.	
Highly Proficient 4	The student can synthesize connections among events and developments in broader historical contexts.	

Proficiency Scale

Priority Standard:

7.SP1.3: Evaluate the significance of past events and their effect on students' lives and global society. (ALL Topics)

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can list the significance of past events and their effect on students' lives and global society.
Partially Proficient 2	The student can summarize the significance of past events and their effect on students' lives and global society.
Proficient 3	The student can evaluate the significance of past events and their effect on students' lives and global society.
Highly Proficient 4	The student can critique the significance of past events and their effect on students' lives and global society.

Proficiency Scale	
<i>Priority Standard:</i> 7.SP.2.1: Analyze multiple factors that influence the perspectives of people during different historical eras. (ALL Topics)	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify multiple factors that influence the perspectives of people during different historical eras.
Partially Proficient 2	The student can summarize multiple factors that influence the perspectives of people during different historical eras.
Proficient 3	The student can analyze multiple factors that influence the perspectives of people during different historical eras.

Highly Proficient 4	The student can apply and connect multiple factors that influence the perspectives of people during different historical eras.
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Proficiency Scale

Priority Standard:
7.SP3.2: Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions. (ALL Topics)

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can use evidence drawn from multiple sources to identify claims and counterclaims in response to compelling questions.
Partially Proficient 2	The student can use evidence drawn from multiple sources to summarize claims and counterclaims in response to compelling questions.
Proficient 3	The student can use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.
Highly Proficient 4	The student can use evidence drawn from multiple sources to synthesize claims and counterclaims in response to compelling questions.

Proficiency Scale

Priority Standard:
7.SP3.5: Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose. (ALL Topics)

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
Partially Proficient 2	The student can organize the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
Proficient 3	The student can evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
Highly Proficient 4	The student can critique the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.

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Proficiency Scale	
<i>Priority Standard:</i> 7.SP.4.1: Explain the multiple causes and effects of events and developments in the past and present. (ALL Topics)	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can list the multiple causes and effects of events and developments in the past and present.
Partially Proficient 2	The student can summarize the multiple causes and effects of events and developments in the past and present.
Proficient 3	The student can explain the multiple causes and effects of events and developments in the past and present.

Highly Proficient 4	The student can differentiate the multiple causes and effects of events and developments in the past and present.
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Civics

Proficiency Scale

Priority Standard:
7.C2.1: Explain how revolutions and other changes in government impact citizens' rights. (American & French Revolutions, Civil War, Cold War Era) 183

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify how revolutions and other changes in government impact citizens' rights.
Partially Proficient 2	The student can summarize how revolutions and other changes in government impact citizens' rights.
Proficient 3	The student can explain how revolutions and other changes in government impact citizens' rights.
Highly Proficient 4	The student can analyze how revolutions and other changes in government impact citizens' rights.

Proficiency Scale

Priority Standard: 7.C4.1: Compare historical and contemporary means of changing societies to promote the common good. (Scientific Revolution and Enlightenment, Birth of the Nation & Our Democracy, Westward Expansion, Imperialism)	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can list historical and contemporary means of changing societies to promote the common good.
Partially Proficient 2	The student can summarize historical and contemporary means of changing societies to promote the common good.
Proficient 3	The student can compare historical and contemporary means of changing societies to promote the common good.
Highly Proficient 4	The student can analyze historical and contemporary means of changing societies to promote the common good.

184

Economics

Proficiency Scale	
Priority Standard: 7.E2.1: Explain how economic decisions affect the well-being of individuals, businesses, and society. (Exploration & Colonization, Industrialization, Imperialism, Global Depression)	
No Evidence of Proficiency	No evidence

0	
Minimally Proficient 1	The student can identify how economic decisions affect the well-being of individuals, businesses, and society.
Partially Proficient 2	The student can summarize how economic decisions affect the well-being of individuals, businesses, and society.
Proficient 3	The student can explain how economic decisions affect the well-being of individuals, businesses, and society.
Highly Proficient 4	The student can analyze how economic decisions affect the well-being of individuals, businesses, and society.

Proficiency Scale	
<i>Priority Standard:</i> 7.E3.2: Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production. (Industrialization, Imperialism, Global Depression)	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can list the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.
Partially Proficient 2	The student can summarize the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.
Proficient 3	The student can analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.

Highly Proficient 4	The student can apply and connect the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.
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Geography

Proficiency Scale

Priority Standard:
 7.G1.1: Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. • Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology. (ALL Topics)

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
Partially Proficient 2	The student can organize maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
Proficient 3	The student can use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
Highly Proficient 4	The student can apply and connect maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

Proficiency Scale

Priority Standard:

7.G3.1: Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. (**Westward Expansion, Industrialization, Imperialism**)

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
Partially Proficient 2	The student can summarize how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. 187
Proficient 3	The student can explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
Highly Proficient 4	The student can analyze how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

Proficiency Scale

Priority Standard:

7.G4.1: Analyze cultural and environmental characteristics among various places and regions of the world. (**Exploration & Colonization, Imperialism, World War I, World War II**)

No Evidence of Proficiency 0	No evidence
Minimally Proficient	The student can list cultural and environmental characteristics among various places and regions of the world.

1	
Partially Proficient 2	The student can summarize cultural and environmental characteristics among various places and regions of the world.
Proficient 3	The student can analyze cultural and environmental characteristics among various places and regions of the world.
Highly Proficient 4	The student can apply and connect cultural and environmental characteristics among various places and regions of the world.

Proficiency Scale	
<i>Priority Standard:</i> 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global). (ALL Topics)	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify an issue in terms of its scale (local, regional, state, national, or global).
Partially Proficient 2	The student can summarize an issue in terms of its scale (local, regional, state, national, or global).
Proficient 3	The student can explain an issue in terms of its scale (local, regional, state, national, or global).
Highly Proficient 4	The student can critique an issue in terms of its scale (local, regional, state, national, or global).

History

Proficiency Scale

Priority Standard:

7.H1.2: Trace the development and impact of scientific, technological, and educational innovations within historical time periods.
 (Scientific Revolution and Enlightenment, Exploration & Colonization, Industrialization, World War I, World War II)

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify the development and impact of scientific, technological, and educational innovations within historical time periods.
Partially Proficient 2	The student can organize the development and impact of scientific, technological, and educational innovations within historical time periods.
Proficient 3	The student can trace the development and impact of scientific, technological, and educational innovations within historical time periods.
Highly Proficient 4	The student can apply and connect the development and impact of scientific, technological, and educational innovations within historical time periods.

Proficiency Scale

Priority Standard:

7.H2.1: Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.
 (American & French Revolutions, Birth of the Nation & Our Democracy, Louisiana Purchase, War of 1812, Westward Expansion, Civil War, Imperialism, World War I, World War II, Cold War Era)

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.
Partially Proficient 2	The student can summarize how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.
Proficient 3	The student can investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.
Highly Proficient 4	The student can analyze how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.

190

Proficiency Scale	
Priority Standard: 7.H3.2: Analyze how economic and political motivations impact people and events. (Exploration & Colonization, American & French Revolutions, Louisiana Purchase, War of 1812, Westward Expansion, Industrialization, Global Depression)	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify how economic and political motivations impact people and events.
Partially Proficient 2	The student can summarize how economic and political motivations impact people and events.
Proficient	The student can analyze how economic and political motivations impact people and events.

3	
Highly Proficient 4	The student can synthesize how economic and political motivations impact people and events.

Proficiency Scale	
<p>Priority Standard: 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility. (ALL Topics)</p>	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can list the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.
Partially Proficient 2	The student can summarize the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.
Proficient 3	The student can evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.
Highly Proficient 4	The student can apply and connect the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.

High School World History Proficiency Scales

HS World History Priority Standards

Disciplinary Skills and Processes

Proficiency Scale

Priority Standard:

HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts

No Evidence of Proficiency 0	No evidence	192
Minimally Proficient 1	The student can recall events and developments, and identify <i>time and place</i> .	
Partially Proficient 2	The student can summarize how events and developments were shaped by <i>circumstances of time and place</i> .	
Proficient 3	The student can evaluate how events and developments were shaped by unique circumstances of time and place as well as <i>broader contexts</i>	
Highly Proficient 4	The student can evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts including making connections to <i>additional time periods or across curricular concepts</i> .	

Proficiency Scale

Priority Standard:

HS.SP2.1 Analyze how contexts shaped and continue to shape people’s perspectives

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify how contexts shaped people’s perspective.
Partially Proficient 2	Student can identify how contexts shaped and continue to shape people’s perspective.
Proficient 3	Student can analyze how contexts shaped and continue to shape people’s perspective.
Highly Proficient 4	Student can analyze how contexts shaped and continue to shape people’s perspective and connects multiple periods of history.

193

Priority Standard:

HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student constructs an argument, but may have limited evidence or does not fully address the topic.
Partially Proficient 2	Student constructs and presents arguments using knowledgeable claims, with evidence from multiple sources, but does not acknowledge counterclaims.
Proficient 3	Student proficiently constructs and presents an argument using knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims .

Highly Proficient 4	Student is highly proficient at constructing and presenting arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses .
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Proficiency Scale

Priority Standard:
 HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and nonlinear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student constructs and presents explanations, but may have limited reasoning to support their thinking. 194
Partially Proficient 2	Student constructs and presents explanations using sound reasoning, correct sequence examples, and details, but does not acknowledge the strengths and weaknesses of the argument.
Proficient 3	Student constructs and presents explanations using sound reasoning, correct sequence examples, and details with pertinent information and data while acknowledging either a strength or weakness of the explanation.
Highly Proficient 4	Student constructs and presents explanations using sound reasoning, correct sequence (linear and nonlinear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.

Proficiency Scale

Priority Standard:
 HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify causes and/or effects of events in the past and present, but lacks complex understanding.

Partially Proficient 2	Student can describe multiple causes and effects of events in the past and present.
Proficient 3	Student analyzes multiple and complex causes and effects of events in the past and present.
Highly Proficient 4	Student analyzes multiple and complex causes and effects of events in the past and present. The student can also draw connections between multiple events throughout various time periods and places.

<i>Priority Standard:</i> HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify evidence from multiple relevant sources but is unable to construct a reasoned argument.
Partially Proficient 2	Student references evidence from multiple sources and interpretations into an argument .
Proficient 3	Student integrates evidence from multiple relevant sources and interpretations into a reasoned argument .
Highly Proficient 4	Student conducts research in order to acquire additional evidence from multiple relevant sources and interpretations into a reasoned argument .

Civics

Proficiency Scale

Priority Standard:

HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify ideals and rights established in historical documents, legislation, executive actions, and court cases. 196
Partially Proficient 2	Student can compare ideals and rights established in different historical documents, legislation, executive actions, and court cases.
Proficient 3	Student can evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
Highly Proficient 4	Student can evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases, including analysis of context over time.

Economics

Proficiency Scale

Priority Standard:

HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.

No Evidence of Proficiency 0	No evidence	
Minimally Proficient 1	Student can define scarcity, but not explain its broader impact on individuals, institutions, and societies.	197
Partially Proficient 2	Student can define scarcity, and explain its broader impact on individuals, institutions, or societies.	
Proficient 3	Student can explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.	
Highly Proficient 4	Student can explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies, as well as explain broader connections to historical events.	

Proficiency Scale

Priority Standard:

HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies

No Evidence of Proficiency 0	No evidence	
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Minimally Proficient 1	Student can define interdependence but are not able to evaluate how it impacts individuals, institutions, and societies.
Partially Proficient 2	Student can define interdependence and its impact on individuals, institutions, or societies
Proficient 3	Student can evaluate how interdependence impacts individuals, institutions, and societies.
Highly Proficient 4	Student can evaluate how interdependence impacts individuals, institutions, and societies as well as explain broader connections to historical events.

Geography

Proficiency Scale

Priority Standard:

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify information included in geographic data but are unable to effectively explain relationships between locations.
Partially Proficient 2	Student can use geographic data to explain relationships between locations of place and regions but are unable to analyze the context.
Proficient 3	Student can use geographic data to explain and analyze relationships between locations of place and regions. Students can use key tools and representations such as maps, remotely sensed and other images, tables, and graphs.
Highly Proficient 4	Student can use geographic data to explain and analyze relationships between locations of place and regions. Students can use key tools and representations such as maps, remotely sensed and other images, tables, and graphs. Student can create maps or other representations to explain historical and geographic topics.

Proficiency Scale

Priority Standard:

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify cultural and environmental characteristics of a given place/region but are unable to evaluate how political and economic decisions have influenced them.
Partially Proficient 2	Student can identify cultural and environmental characteristics of a given place/region and are able to explain changes and decisions, but not the rationale and effects of the change.
Proficient 3	Student can evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
Highly Proficient 4	Student can evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions, as well as make broader connections across place and or time.

200

Proficiency Scale

Priority Standard:

HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify the impact of human settlement on the environment or culture of specific places and regions
Partially Proficient 2	Students can identify the impact of human settlement on the environment and culture of specific places and regions.

Proficient 3	Student can evaluate the impact of human settlement on the environment and culture of specific places and regions.
Highly Proficient 4	Student can evaluate the impact of human settlement on the environment and culture of specific places and regions and make connections to additional historical events.

Proficiency Scale	
<i>Priority Standard:</i> HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	
No Evidence of Proficiency 0	No evidence 201
Minimally Proficient 1	Student can identify migration patterns and the distribution of human populations.
Partially Proficient 2	Student can summarize how historical events and/or the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human populations.
Proficient 3	Student can analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human populations.
Highly Proficient 4	Student can analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human populations, as well as evaluate long-term effects of those changes.

History

Proficiency Scale

Priority Standard:

HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify how social, cultural, or environmental factors influenced state-building, expansion, and dissolution
Partially Proficient 2	Student can identify how social, cultural, and environmental factors influenced state-building, expansion, and dissolution
Proficient 3	Student can explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.
Highly Proficient 4	Student can explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution, as well as make connections to at least one additional time or place.

202

Proficiency Scale

Priority Standard:

HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies

No Evidence of Proficiency 0	No evidence
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Minimally Proficient 1	Student can identify technological innovation or reasons for trade but does not explain how they transformed societies.
Partially Proficient 2	Student can identify causes or effects of technological innovation or trade.
Proficient 3	Student can analyze how technological innovation and trade has affected economic development and transformed societies.
Highly Proficient 4	Student can analyze how technological innovation and trade has affected economic development and transformed societies, as well as make connections to other time periods or places.

Proficiency Scale	
<i>Priority Standard:</i> HS.H2.1 Explain multiple causes of conflict	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify at least one cause of conflict.
Partially Proficient 2	Student can explain at one cause of conflict.
Proficient 3	Students can explain multiple causes of conflict.
Highly Proficient 4	Students can analyze multiple causes of conflict, as well as effects and/or explain connections between causes..

Proficiency Scale

Priority Standard:

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify short- or long- term impacts of conflicts and their resolutions.
Partially Proficient 2	Student can identify short- and long-term impacts of conflicts and their resolutions.
Proficient 3	Student can evaluate the short- and long-term impacts of conflicts and their resolutions. 204
Highly Proficient 4	Student can evaluate the short- and long-term impacts of conflicts and their resolutions, as well as make connections to additional historical time periods.

Proficiency Scale

Priority Standard:

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify societal needs and changes but not analyze the response to change.
Partially Proficient 2	Student can identify societal needs and changes and identify the response of leaders, institutions and organizations.
Proficient	Student can analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

3	
Highly Proficient 4	Student can analyze how societies, leaders, institutions, and organizations respond to societal needs and changes, as well as evaluate the impacts of those responses.

Proficiency Scale

Priority Standard:
HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.

No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	Student can identify how historically marginalized groups affected change on political or social institutions. 205
Partially Proficient 2	Student can identify how historically marginalized groups affected change on political and social institutions
Proficient 3	Student can analyze how historically marginalized groups have affected change on political and social institutions.
Highly Proficient 4	Student can analyze how historically marginalized groups have affected change on political and social institutions, as well as conduct research to acquire additional evidence.

Arizona's Language Development Approach (LDA)

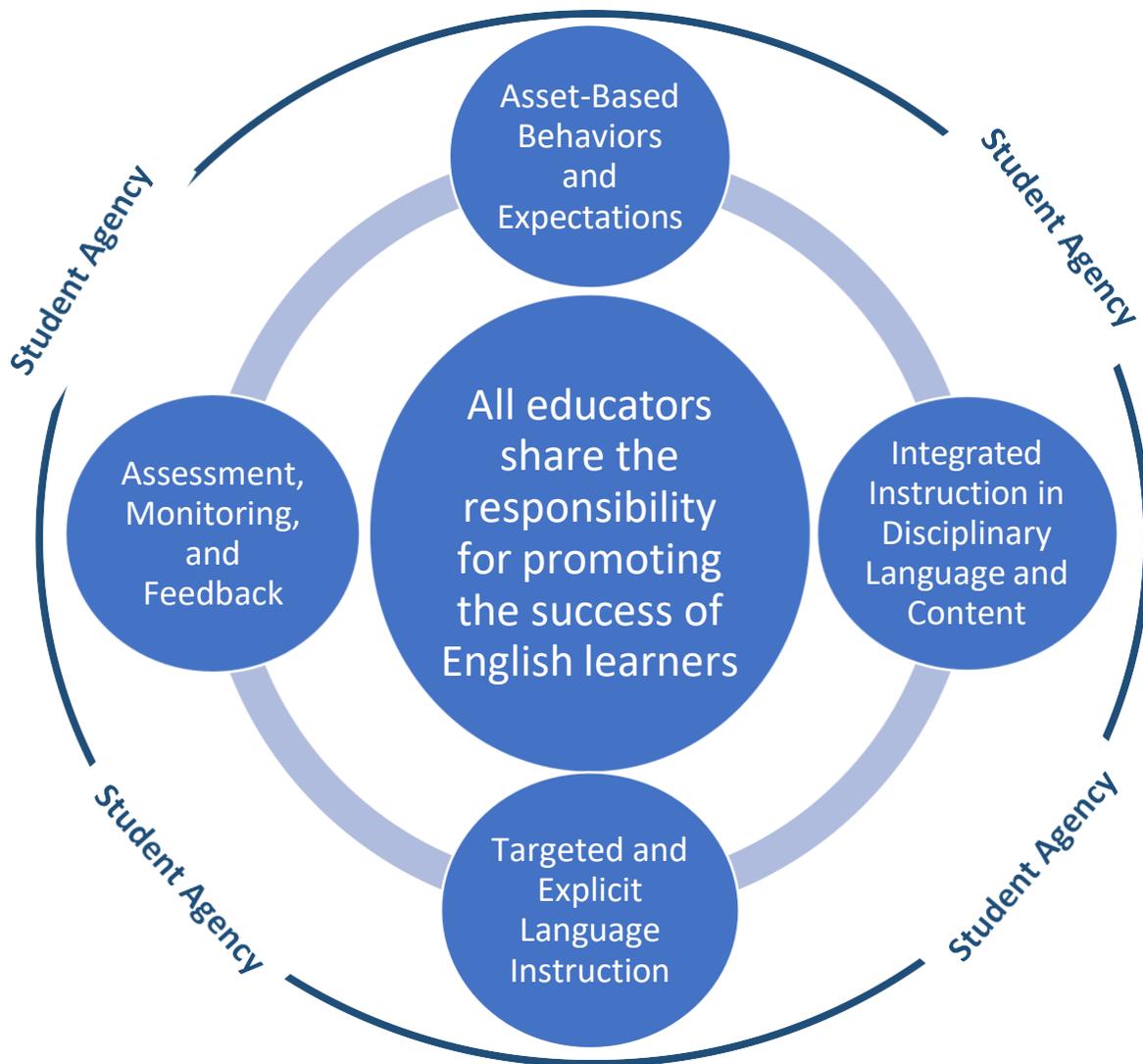


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Language Acquisition Department



Arizona's Language Development Approach

Underlying Arizona's Language Development Approach is the foundational understanding that English learner (EL) students are valuable members of our education community, and all individuals at every level within the educational system have an active role in ensuring the success and achievement of the over 80,000 multilingual learners who attend Arizona schools. The four principles that surround the core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona's EL students. The outer ring identifies the overarching goal of language and content instruction for English learner students; through implementation of the four principles, Arizona's EL students will develop a sense of agency, confidence, and determination.



Principle One: Asset-Based Behaviors and Expectations

English learner (EL) students bring rich linguistic resources and cultural knowledge with them to the school environment. All systems and programs leverage these assets and provide opportunities for students to demonstrate these contributions. All systems and programs align with asset-based behaviors and expectations and provide opportunities and supports to ensure culturally and linguistically sustaining practices for EL students.

All educators:

- recognize that multilingualism and biliteracy are assets.
- leverage home languages and cultures as assets for both the EL student and his/her community (e.g., peers, teachers, etc.)
- ensure students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive climate.
- consistently acknowledge and build on the background knowledge and prior experiences of EL students.
- are responsive to the different strengths, needs, and identities of all EL students, including those with special needs.
- support the unique socio-emotional health and development of EL students.
- build and foster strong family, community, and school partnerships.
- recognize there is no universal EL student profile and no one-size-fits-all approach.

Asset-based behaviors and expectations will support the development of **student agency** when educators:

- provide opportunities for EL students to show mastery of competency.
- support students in finding their zone of proximal development.
- encourage students to recognize the strengths and experiences they bring to the learning community
- reinforce growth mindset.
- highlight examples of fellow students who are overcoming challenges.
- address students' social, emotional, and physical needs.

Through participation in an asset-based learning environment, EL students will develop confidence in their own skills and knowledge, a sense of self-efficacy, and a belief in their own ability to achieve and be successful.



Principle Two: Integrated Instruction in Disciplinary Language and Content

All educators share the responsibility for designing instruction that integrates language and literacy development with content learning. This is accomplished by using content standards to plan instruction along with the English Language Proficiency Standards to support differentiation by language proficiency level. Through the use of scaffolded supports, academic language development, and collaborative discussions, reading, and writing, educators help students develop disciplinary content knowledge, language, and autonomy.

All educators:

- differentiate disciplinary language instruction using the English Language Proficiency Standards.
- provide differentiated scaffolds to make grade level concepts comprehensible in receptive, productive, and interactive language and to support students to make informed and deliberate choices about language when speaking and writing.
- model learning approaches so students can construct meaning using metacognition strategies.
- immerse students in a language rich environment and engage in interactive and discussion-based learning tasks about the language of complex content-area texts.
- plan and provide opportunities for students to work together in intellectually rich and integrated learning environments around worthy and engaging inquiry questions, texts, and topics.
- support EL students' deep learning and ability to engage in extended academic discourse and abundant, authentic writing.

Integrated Instruction in Disciplinary Language and Content will support the development of **student agency** when educators:

- provide choices or open-ended opportunities to select strategies and tactics for mastery of language and content.
- encourage independent learning by teaching effective strategies for learning language and content.
- encourage initiative by creating learning environments that increase motivation and engagement with language and content.

Through participation in integrated language and content instruction, EL students will develop a sense of voice, confidence, and self-determination as they use content and language in tandem to meet their goals.



Principle Three: Targeted and Explicit Language Instruction

Explicit language instruction is a critical opportunity to intentionally support English learner (EL) students in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content. Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction. Educators use the English Language Proficiency Standards with content material to teach language.

All educators:

- create opportunities for students to use language and reflect on their understanding across the four language domains (reading, writing, speaking, and listening) and in direct connection to rigorous, grade-level content.
- design instruction that fosters EL students' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- immerse students in a language rich environment that fosters critical thinking and problem solving.
- utilize language supports, academic language development, and opportunities for academic discourse.
- provide age/grade level appropriate instruction & materials that are culturally and linguistically appropriate and aligned to the English Language Proficiency Standards.
- design explicit instruction that provides students with an understanding of how language functions with a content discipline lens.

Targeted and explicit language instruction will support the development of **student agency** when educators:

- provide choices or open-ended opportunities to select strategies and tactics for language acquisition.
- encourage independent learning by teaching effective strategies for learning language.
- encourage initiative by creating learning environments that increase motivation and engagement with language acquisition.

Through participation in targeted and explicit language instruction, EL students will develop a sense of voice, confidence, and self-efficacy around their language use.



Principle Four: Assessment, Monitoring, and Feedback

Districts and schools use English Language Proficiency Standards, diagnostic tools, formative assessment practices, and summative assessments to measure progress of English learner (EL) students' language and content knowledge to inform instruction.

All educators:

- use Arizona English Language Proficiency Standards to align instruction and assessment on a language learning continuum.
- use district and teacher formative and summative assessments that require sophisticated uses of language embedded in authentic and rich content.
- use analytical rubrics and assessment data to provide meaningful feedback on language development, skill development, and content knowledge.
- use short cycle formative assessment data (i.e., minute-by-minute, day-by-day) to gather evidence on student progress.
- use student progress evidence to guide teachers' and students' productive next steps to support both content learning and academic language development.
- Use Arizona state assessment data to evaluate language and content instructional effectiveness and inform future language and academic program decisions.

Assessment, monitoring, and feedback will support the development of **student agency** when educators:

- design a pathway to learning for EL students that provides opportunities for self-direction.
- consistently provide timely and meaningful feedback.
- provide varied opportunities for EL students to show mastery of competency.
- support EL students to develop awareness of their strengths and needs through regular progress checks.
- help EL students develop the habit of self-reflection using various formative assessments.

With regular assessment, monitoring, feedback, and educator guidance, EL students have opportunities to set their own goals and learn how to measure and evaluate their progress towards those goals.



Approved Research-Based SEI Models

(Implementation beginning SY 2020-2021)



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Language Acquisition Department

Two-Hour SEI Model



Two-Hour SEI Model

Principle One Narrative: Asset Based Behaviors and Expectations

In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.

The school site(s) ensure(s) asset-based behaviors and expectations by:

- Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development. *(Evidence includes site and district vision statements as well as documentation of programs, policies, and procedures that serve to enact the vision.)*
- Providing ELs with access to high quality education and the supports for success to include, at minimum, integrated and targeted ELD as outlined in the narrative for Principles 2 and 3 as well as at least one additional support opportunity such as assigning and facilitating mentor/mentee relationships with an adult or older student, providing extracurricular academic support, and/or adopting a program focused on post-secondary readiness (e.g., AVID). *(Evidence includes master schedules and evidence of additional EL support opportunities as relevant.)*
- Ensuring that the classroom and school environments celebrate multiculturalism and multilingualism. *(Evidence includes classroom anchor charts, literature samplings, lesson and students' work artifacts, and documentation of school events.)*
- Developing a plan to ensure parent/guardian involvement that, at minimum, includes regular communication in a language understood by the parent/guardian, but ideally engages parents as active participants in, and contributors to the school community. This could include offering sessions for parents/guardians on effective strategies to support their children's learning in and out of school, in English and their home language. *(Evidence includes written parent engagement plan, home communication examples, examples of parent/community activities, lists of committee memberships/site councils that include EL parent members, etc.)*
- Providing opportunities during and/or outside of the regular school day to further develop language and literacy for students with interrupted educational backgrounds. *(Evidence includes master schedules and evidence of additional EL support opportunities as relevant.)*
- Creating systems/process to orient and accommodate newly arrived refugee and immigrant students to school and the community by, e.g., engaging families and teaching them about schooling in the United States; making connections in the community for social-emotional support, health and mental health services, and immigrant and refugee services; and creating an intake process for students and families in their home language to determine student and family needs in order to adapt or design school structures that meet those needs. *(Evidence includes documentation of newcomer services available at the site/district level as well as documentation of connections and referrals to outside agencies.)*



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- Implementing systems/structures to ensure all EL students, including newcomers have access to all district academic and extracurricular programs and offerings (e.g., sports, gifted and talented, etc.) irrespective of home language or second language proficiency. *(Evidence includes documentation of site and district programs, policies, and procedures that serve to protect and promote access for all EL students, including newcomer students.)*
- Providing/creating opportunities/partnerships for high school English learners, including newcomers, to learn about postsecondary options for high school newcomers (e.g., community colleges, trade schools, career education, etc.). *(Evidence includes documentation of post-secondary support and academic/career counseling for newcomer students.)*



Principle Two Narrative: Integrated Instruction in Disciplinary Language and Content

In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.

The school site(s) ensure(s) quality integrated instruction in disciplinary language and content by:

- Requiring that English instruction integrated within content instruction include a focus on how English functions within the discipline, as well as differentiated linguistic supports for English learner students dependent on their level of English language proficiency (ELP). *(Evidence includes lesson plans, walk-through observation data)*
- Documenting that integrated ELD is occurring regularly by collecting and reviewing lessons plans, engaging in regular classroom walkthroughs, and/or documenting grade-level/content area planning. *(Evidence includes grade-level/content area meeting agendas, lesson planning artifacts, and walkthrough documentation.)*
- Ensuring the master schedule(s) allows time for the site-based ELD Specialists* to attend grade level meetings at least bimonthly in order to support grade-level teachers to integrate language instruction within content instruction. *(Evidence includes grade level meeting agendas, site master schedules, and lesson planning artifacts.)*
- Providing a lesson planning template that integrates English language proficiency level and standards with content area standards and expectations, and includes differentiated instruction for students with different levels of ELP. *(Evidence includes lesson planning template and completed lesson plans.)*
- Requiring the creation of lessons that provide real-world opportunities to simultaneously develop language to express analytical and problem-solving skills and competency in academic subjects such as mathematics, science, and social studies.
- Providing professional development to grade level and/or content area teachers that focuses on the various purposes for which language is used in the disciplines, and integrates content-specific language with content instruction. *(Evidence includes professional development workshop agendas and materials as well as documentation of implementation in the form of lesson artifacts and student work.)*
- Providing professional development to instructional coaches as well as site and district administrators around what to look for and how to provide support to teachers implementing integrated ELD instruction. *(Evidence includes professional development agendas and materials as well as examples of coaching conversations and feedback.)*

*The ELD Specialist refers to the SEI- or ESL/BLE-endorsed instructor of targeted ELD and, depending on the LEA, may be referred to as the (targeted) ELD or ESL teacher, the SEI teacher, or another title.



Two-Hour SEI Model

- Including (or working to include) indicators that assess high-quality targeted and integrated ELD instruction on informal walk-through observation tools and formal evaluation protocols. (Evidence includes protocols and tools or documentation that protocols or tools are under revision to include an ELD focus).



Principle Three Narrative: Targeted and Explicit Language Instruction

In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.

The school site(s) ensure(s) quality targeted and explicit language instruction by:

- Certifying that master schedules include 120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/500 minutes per week (secondary) of targeted ELD time in an SEI classroom for all EL students that is provided by a certified ELD Specialist*. *(Evidence includes master schedules, students' schedules, and class rosters.)*
- Requiring that student groups comprise students in only one grade level and English proficiency level to the extent possible, but when lower numbers indicate a need, may contain students in more than one grade level within the same ELP Standards band and/or within two adjacent proficiency levels. Master schedules will ensure that core instruction is not missed for targeted ELD instruction. *(Evidence includes master schedules for all LEAs, written district policies regarding requirements for targeted ELD, and students' schedules.)*
- Verifying that all individuals who are teaching a portion of the targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement. *(Evidence includes documentation of endorsements.)*
- Ensuring the master schedule allows time for the site-based ELD Specialists to attend grade-level/content area team meetings at least bimonthly, and have at least one hour of protected prep time per day so they are able to plan targeted language instruction that builds into, and from what is happening, in the integrated setting. *(Evidence includes grade level meeting agendas, site master schedules, and lesson planning artifacts.)*
- Providing a lesson planning template that focuses on English language proficiency level and standards and connects to content area standards. *(Evidence includes lesson planning template and completed lesson plans.)*
- Documenting the creation of lesson plans for targeted ELD that include language objectives connected to content instruction, clear connections to identified ELP Standards performance indicators, and research-based instructional strategies. *(Evidence includes lesson plans and instructional artifacts.)*

*The ELD Specialist refers to the SEI- or ESL/BLE-endorsed instructor of targeted ELD and, depending on the LEA, may be referred to as the (targeted) ELD or ESL teacher, the SEI teacher, or another title.



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- Providing professional development to ELD Specialists around language acquisition, the 2019 ELP Standards, and research-based strategies for targeted ELD instruction. (*Evidence includes professional development workshop agendas and materials, as well as documentation of implementation in the form of lesson artifacts and student work.*)
- Providing professional development to instructional coaches as well as site and district administrators around what to look for and how to provide support to ELD Specialists providing targeted ELD instruction. (*Evidence includes professional development agendas and materials as well as examples of coaching conversations and feedback.*)
- Including (or working to include) indicators that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols. (*Evidence includes protocols and tools, or documentations that protocols and tools are under revision, to include an ELD focus.*)



Principle Four Narrative: Assessment, Monitoring, and Feedback

In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.

The school site(s) ensure(s) effective assessment, monitoring, and feedback by:

- Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance, including AZELLA data and data from other formative and benchmark assessments for EL students in their classrooms.
- Ensuring that growth in language development is documented and monitored regularly by the site-based ELD Specialist* and all grade-level/content area teachers that are providing integrated ELD instruction. *(Evidence includes gradebook data as well as lesson plans based on data.)*
- Providing professional development to teachers, instructional coaches, and site and district administrators around how to read data to make data-driven decisions for lesson planning, resource allocation, and professional development and support. *(Evidence includes professional development materials and sign ins as well as evidence of implementation.)*
- Ensuring that site-based ELD Specialists have access to all EL student data and group students fluidly for targeted ELD instruction based on AZELLA proficiency levels and formative assessment data. *(Evidence includes data sharing documentation, schedules and artifacts for data-talks around relevant data, and student groupings for targeted ELD.)*
- Providing regularly-scheduled time at least monthly to allow for collaborative data talks between the site-based ELD Specialist and grade-level/content area teams, resulting in targeted ELD groups and differentiated ELD instruction that are based on real-time formative assessment data. *(Evidence includes schedules and artifacts for data-talks around relevant data as well as student groupings for targeted ELD.)*
- Including (or working to include) indicators around assessment, monitoring, feedback, and progress towards language acquisition on informal walkthrough observation tools and formal evaluation protocols. *(Evidence includes protocols and tools or documentations that protocols and tools are under revision to include this focus.)*

*The ELD Specialist refers to the SEI- or ESL/BLE-endorsed instructor of targeted ELD and, depending on the LEA, may be referred to as the (targeted) ELD or ESL teacher, the SEI teacher, or another title.

Pull-Out

SEI

Model



Principle One Narrative: Asset-Based Behaviors and Expectations

In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.

The school site(s) ensure(s) asset-based behaviors and expectations by:

- Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development. *(Evidence includes site and district vision statements as well as documentation of programs, policies, and procedures that serve to enact the vision.)*
- Providing ELs with access to high quality education and the supports for success to include, at minimum, integrated and targeted ELD as outlined in the narrative for Principles 2 and 3 as well as at least one additional support opportunity such as assigning and facilitating mentor/mentee relationships with an adult or older student, providing extracurricular academic support, and adopting a program focused on post-secondary readiness (e.g., AVID). *(Evidence includes master schedules and evidence of additional EL support opportunities as relevant.)*
- Ensuring that the classroom and school environments celebrate multiculturalism and multilingualism. *(Evidence includes classroom anchor charts, literature samplings, lesson and students’ work artifacts, and documentation of school events.)*
- Developing a plan to ensure parent/guardian involvement that, at minimum, includes regular communication in a language understood by the parent/guardian, but ideally engages parents as active participants in, and contributors to the school community. This could include offering sessions for parents/guardians on effective strategies to support their children’s learning in and out of school in English and their home language. *(Evidence includes written parent engagement plan, home communication examples, examples of parent/community activities, lists of committee memberships/site councils that include EL parent members, etc.)*
- Providing opportunities during and/or outside of the regular school day to further develop language and literacy for students with interrupted educational backgrounds. *(Evidence includes master schedules and evidence of additional EL support opportunities as relevant.)*
- Creating systems/process to orient and accommodate newly arrived refugee and immigrant students to school and the community by, e.g., engaging families and teaching them about schooling in the United States; making connections in the community for social-emotional support, health and mental health services, and immigrant and refugee services; creating an intake process for students and families in their home language to determine student and family needs in order to adapt or



design school structures that meet those needs. *(Evidence includes documentation of newcomer services available at the site/district level as well as documentation of connections and referrals to outside agencies.)*

- Implementing systems/structures to ensure all EL students, including newcomers, have access to all district academic and extracurricular programs and offerings (e.g., sports, gifted and talented, etc.) irrespective of home language or second language proficiency. *(Evidence includes documentation of site and district programs, policies, and procedures that serve to protect and promote access for all EL students, including newcomer students.)*
- Providing/creating opportunities/partnerships for high school English learners, including newcomers, to learn about postsecondary options for high school newcomers (e.g., community colleges, trade schools, career education, etc.). *(Evidence includes documentation of post-secondary support and academic/career counseling for newcomer students.)*



Principle Two Narrative: Integrated Instruction in Disciplinary Language and Content

In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.

The school site(s) ensure(s) quality integrated instruction in disciplinary language and content by:

- Requiring that grade-level/content area teachers provide at least 60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 minutes per week (secondary) of language instruction within the integrated setting. These minutes do not have to be grouped consecutively or taught by the same teacher, but rather can be distributed throughout the day or week and throughout content areas as determined by the LEA. *(Evidence includes master schedule(s) for the LEA, written district policies regarding requirements for integrated ELD, students’ schedules, and lesson plans.)*
- Documenting that integrated ELD is occurring regularly according to the time requirements outlined above by collecting and reviewing lessons plans, engaging in regular classroom walkthroughs, and/or documenting grade-level/content area planning. *(Evidence includes grade-level/content area meeting agendas, lesson planning artifacts, and walkthrough documentation.)*
- Verifying that all grade-level/content area teachers who are teaching a portion of the 60 minutes of integrated ELD have the state SEI endorsement or an ESL/BLE endorsement. *(Evidence includes documentation of endorsements.)*
- Ensuring the master schedule(s) allows time for the site-based ELD Specialists* to attend grade level meetings at least bimonthly in order to support grade-level teachers to integrate language instruction within content instruction. *(Evidence includes grade level meeting agendas, site master schedules and lesson planning artifacts.)*
- Providing a lesson planning template that integrates English language proficiency level and standards with content area standards and expectations, and includes differentiated instruction for students with different levels of ELP. *(Evidence includes lesson planning template and completed lesson plans.)*
- Requiring the creation of lessons that provide real-world opportunities to simultaneously develop language to express analytical and problem-solving skills and competency in academic subjects such as mathematics, science, and social studies
- Providing professional development to grade level and/or content area teachers that focuses on the various purposes for which language is used in the disciplines, and integrates content-specific language with content instruction. *(Evidence includes professional development workshop agendas and materials as well as documentation of implementation in the form of lesson artifacts and student work.)*

*The ELD Specialist refers to the SEI- or ESL/BLE-endorsed instructor of targeted ELD and, depending on the LEA, may be referred to as the (targeted) ELD or ESL teacher, the SEI teacher, or another title.



- Providing professional development to instructional coaches as well as site and district administrators around what to look for and how to provide support to teachers implementing integrated ELD instruction. (*Evidence includes professional development agendas and materials as well as examples of coaching conversations and feedback.*)
- Including (or working to include) indicators that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols. (*Evidence includes protocols and tools or documentations that protocols and tools are under revision to include an ELD focus.*)



Principle Three Narrative: Targeted and Explicit Instruction

In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.

The school site(s) ensure(s) quality targeted and explicit language instruction by:

- Certifying that master schedules include 60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 minutes per week (secondary) of pull-out targeted ELD time for all EL students that is provided by a certified ELD Specialist*. *(Evidence includes master schedules, students' schedules, and class rosters.)*
- Requiring that student groups comprise students in only one grade level and English proficiency level to the extent possible, but when lower numbers indicate a need, may contain students in more than one grade level within the same ELP Standards band and/or within two adjacent proficiency levels. Master schedules will ensure that core instruction is not missed for targeted ELD instruction. *(Evidence includes master schedules for all LEAs, written district policies regarding requirements for targeted ELD, and student schedules.)*
- Verifying that all individuals who are teaching a portion of the targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement. *(Evidence includes documentation of endorsements.)*
- Ensuring the master schedule allows time for the site-based ELD Specialists to attend grade-level/content area team meetings at least bimonthly, and have at least one hour of protected prep time per day so they are able to plan targeted language instruction that builds into and from what is happening in the integrated setting. *(Evidence includes grade level meeting agendas, site master schedules, and lesson planning artifacts.)*
- Providing a lesson planning template that focuses on English language proficiency level and standards and connects to content area standards. *(Evidence includes lesson planning template and completed lesson plans.)*
- Documenting the creation of lesson plans for targeted ELD that include language objectives connected to content instruction, clear connections to identified ELP Standards performance indicators, and research-based instructional strategies. *(Evidence includes lesson plans and instructional artifacts.)*
- Providing professional development to ELD Specialists around language acquisition, the 2019 ELP Standards, and research-based strategies for targeted ELD instruction. *(Evidence includes professional development workshop agendas and materials as well as documentation of implementation in the form of lesson artifacts and student work.)*

*The ELD Specialist refers to the SEI- or ESL/BLE-endorsed instructor of targeted ELD and, depending on the LEA, may be referred to as the (targeted) ELD or ESL teacher, the SEI teacher, or another title.



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- Providing professional development to instructional coaches as well as site and district administrators around what to look for and how to provide support to ELD Specialists providing targeted ELD instruction. (*Evidence includes professional development agendas and materials as well as examples of coaching conversations and feedback.*)
- Including (or working to include) indicators that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols. (*Evidence includes protocols and tools or documentations that protocols and tools are under revision to include an ELD focus.*)



Principle Four Narrative: Assessment, Monitoring, and Feedback

In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.

The school site(s) ensure(s) effective assessment, monitoring, and feedback by:

- Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance, including AZELLA data and data from other formative and benchmark assessments for EL students in their classrooms.
- Ensuring that growth in language development is documented and monitored regularly by the site-based ELD Specialist* and all grade-level/content area teachers that are responsible for a portion of the integrated ELD minutes. *(Evidence includes gradebook data as well as lesson plans based on data.)*
- Providing professional development to teachers, instructional coaches, and site and district administrators around how to read data to make data-driven decisions for lesson planning, resource allocation, and professional development and support. *(Evidence includes professional development materials and sign ins as well as evidence of implementation.)*
- Ensuring that site-based ELD Specialists have access to all EL student data and group students fluidly for targeted ELD instruction based on AZELLA proficiency levels and formative assessment data. *(Evidence includes data sharing documentation, schedules and artifacts for data-talks around relevant data, and student groupings for targeted ELD.)*
- Providing regularly-scheduled time at least monthly to allow for collaborative data talks between the site-based ELD Specialist and grade-level/content area teams, resulting in targeted ELD groups and differentiated ELD instruction that are based on real-time formative assessment data. *(Evidence includes schedules and artifacts for data-talks around relevant data as well as student groupings for targeted ELD.)*
- Including (or working to include) indicators around assessment, monitoring, feedback, and progress towards language acquisition on informal walkthrough observation tools and formal evaluation protocols. *(Evidence includes protocols and tools, or documentations that protocols and tools are under revision, to include this focus.)*

*The ELD Specialist refers to the SEI- or ESL/BLE-endorsed instructor of targeted ELD and, depending on the LEA, may be referred to as the (targeted) ELD or ESL teacher, the SEI teacher, or another title.