

Final Posting: Monday, December 4, 2023 at 4:00 pm

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, December 5, 2023

5:15 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. **EXECUTIVE SESSION***

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1. Motion to Recess Open Meeting and Hold an Executive Session for Consideration and Determination of Appeal of Long-term Suspension Hearing Officer's Decision Pursuant to A.R.S. § 15-843(A), Regarding:

a) Student # 30065050

3. **RECONVENE PUBLIC MEETING**-at approximately 6:00 pm

4. **PLEDGE OF ALLEGIANCE**

Harelson Elementary School Students

5. **RECOGNITION OF STUDENT ART**

Harelson Elementary School Students

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

Tuesday, January 9, 2024 at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center, SE Entrance and Parking.

7. **RECOGNITIONS**

- | | |
|--|---|
| A. Presentation of Distinguished Service Awards | 5 |
| B. Recognition of International Dyslexia Association Dyslexia Champion | 6 |
| C. Recognition of Raytheon Leaders in Education Finalists and Winner | 7 |
| D. Recognition of Finalists for 2023 Arizona Athletics Amazing High School Teacher of the Year Award | 8 |

8. **INFORMATION²**

- | | |
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| A. Superintendent's Report | 9 |
| B. Status of Construction Projects | 20 |
| C. ParentSquare Communication and Engagement Platform | 33 |

9. **PUBLIC COMMENT¹** (30 Minutes Maximum)

10. **CONSENT AGENDA³**

- | | |
|--|----|
| A. Approval of Appointment of Non-Administrative Personnel | 34 |
| B. Approval of Personnel Changes | 37 |
| C. Approval of Leave(s) of Absence | 40 |
| D. Approval of Separation(s) and Termination(s) | 42 |
| E. Approval of Stipend for Coaching Volunteers | 45 |
| F. Approval of Vouchers Totaling and Not Exceeding Approximately \$3,857,265.02 | 47 |
| G. Acceptance of Gifts | 48 |
| H. Approval of Parent Support Organization(s) - 2023-2024 | 50 |
| I. Approval of the 2023-2024 District 301 Plan | 55 |
| J. Approval of Updated Agreement with the Arizona Department of Education for Arts Consumables Program Grant | 70 |
| K. Approval of New Courses for the 2024-2025 School Year | |
| L. Approval of 2024-2025 Governing Board Meeting Schedule | |

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M. Approval of Arizona Department of Administration School Facilities Division Building Renewal Grants	98
N. Approval of Out of State Travel	108
11. <u>STUDY/ACTION</u>	
A. Approval to Increase Pay Rates for Classified Employees Effective January 1, 2024 for Compliance with Arizona's Minimum Wage Laws	110
B. Adoption of the Fiscal Year 2023-2024 Expenditure Budget Revision 1	112
12. <u>PUBLIC COMMENT</u>¹ (30 Minutes Maximum)	
13. <u>BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS</u>	
14. <u>ADJOURNMENT</u>	

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

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

DATE OF MEETING: December 5, 2023

TITLE: Executive Session

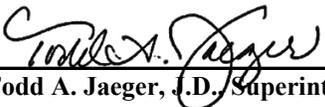
- 1. Motion to Recess Open Meeting and Hold an Executive Session for**
 - A. Consideration and Determination of Appeal of Long-term Suspension Hearing Officer's Decision Pursuant to A.R.S. § 15-843(A), Regarding:**
 - a) Student # 30065050**

RECOMMENDATION:

The Administration recommends the Board convene an executive session for the purpose of discussing the matter identified above as permitted by A.R.S. § 15-843 (A).

INITIATED BY:

Date: December 4, 2023



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 5, 2023

TITLE: Presentation of Distinguished Service Awards

BACKGROUND:

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

We would like to recognize the following individual for the month of December:

- Landi Roark, REACH Teacher, Innovation Academy

Typically, a certificated and non-certificated employee are recognized each month, but due to illness we were unable to notify our non-certificated employee in a sufficient amount of time for attendance at this meeting. That employee will be recognized at the January 23rd meeting.

RECOMMENDATION:

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

INITIATED BY:

Jen Anderson

Jen Anderson, Executive Assistant to the Superintendent and Governing Board

Date: November 29, 2023

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **December 5, 2023**

TITLE: **Recognition of International Dyslexia Association Dyslexia Champion**

BACKGROUND:

Each year the Arizona Branch of the International Dyslexia Association (IDA) names Dyslexia Champions who are teachers, administrators, or specialists committed to teaching Structured Literacy and making a difference in the lives of dyslexic students.

Rio Vista Elementary School Reading Interventionist, **Shelby Davis**, was named a 2023 Dyslexia Champion. Ms. Davis is in her ninth year at Rio Vista Elementary School and has been a coach for implementing Foundations, Just Words, and Wilson Reading Systems. She is the Dyslexia Designee for her site and provides staff with professional development on how to best meet the needs of students with dyslexia. Ms. Davis has also brought Reading Seed and Read with a Dog programs to Rio Vista Elementary School. Her dedication to the teaching of reading has served all students at Rio Vista Elementary School.

Ms. Davis and three other Dyslexia Champions were honored at an IDA Arizona fundraising event, *Laughs for Literacy Gala*, on October 19, 2023.

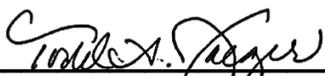
RECOMMENDATION:

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

INITIATED BY:


Jen Anderson,
Executive Assistant to the Superintendent and Governing Board

Date: November 27, 2023


Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 5, 2023

TITLE: Recognition of Raytheon Leaders in Education Finalists and Winner

BACKGROUND:

Each year Tucson Values Teachers honors exceptional Pre-K through 12th grade teachers with the Raytheon Leaders in Education Awards. Eight teachers across Pima County were named finalists and four teachers were named winners of the award.

Thomas Edelbrock, is a 6-8 grade band teacher at Cross Middle School. He was named one of four winners of the Raytheon Leaders in Education Awards.

Heather Tretta is a preschool teacher at Innovation Academy and **Brianna Mounts** is a third-grade teacher at Keeling Elementary School. Both were named finalists for the Raytheon Leaders in Education Award.

The winners and finalists were celebrated at the Stand Up 4 Teacher's Event on November 16, 2023 at the Westin La Paloma.

RECOMMENDATION:

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

INITIATED BY:



Jen Anderson,
Executive Assistant to the Superintendent and Governing Board

Date: November 27, 2023



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 5, 2023

TITLE: Recognition of Finalists for 2023 Arizona Athletics Amazing High School Teacher of the Year Award

BACKGROUND:

Ms. Jordan Castle, Biology and Anatomy teacher at Canyon del Oro High School and **Mr. Shawn Smith**, Social Studies teacher from Amphitheater High School, were named finalists for the prestigious Arizona Athletics Amazing High School Teacher of the Year Award.

The Arizona Athletics Amazing High School Teacher of the Year Award recipient is selected by a panel of representatives from districts throughout Southern Arizona. The decision is based on a variety of criteria including excellence in teaching preparation and experience, leadership ability, participation in co-curricular or extracurricular activities involving students, innovation or unique teaching practices, evidence of successful teaching, recognition by colleagues, and community involvement.

The finalists are recognized throughout the UArizona Men's Basketball season during a halftime presentation.

All of the finalists will be honored at a banquet held on March 1st, 2024 at the University of Arizona's Hall of Champions and a final winner will be named.

RECOMMENDATION:

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

INITIATED BY:

Jen Anderson

Jen Anderson,
Executive Assistant to the Superintendent and Governing Board

Date: November 27, 2023

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 5, 2023

TITLE: Superintendent's Report

BACKGROUND:

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

RECOMMENDATION:

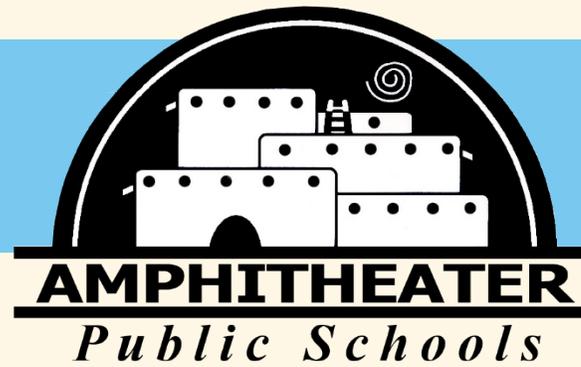
This item is presented for the Board's information.

INITIATED BY:

Date: November 21, 2023

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Todd A. Jaeger, J.D., Superintendent



December 5, 2023

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Superintendent's Report





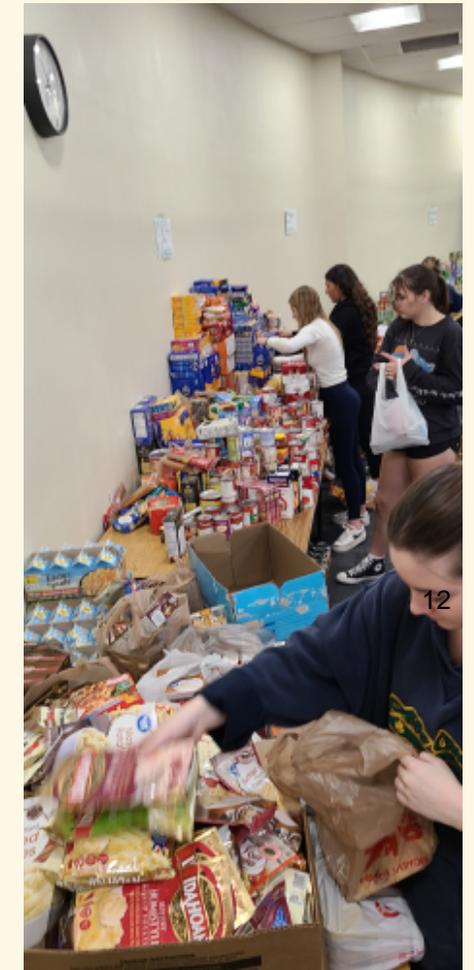
Around Our Schools



Cross Middle School National Junior Honor Society students recently participated in Operation Christmas Child, packing shoebox-size packages with various items for children in need across the globe. Items included toys, games, stuffed animals, balls, personal hygiene items, socks, flip-flops, hats, and a pencil case with writing utensils. The goal was to pack 1,750 boxes, and the evening ended with over 1,900 boxes packed.



Around Our Schools



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The Amphi Foundation organized a Districtwide food drive for Thanksgiving. Donations were collected at each site and the StuGo classes at each of the three high schools organized them into food boxes and helped with the deliveries. 181 families were served. Thank you for your donations!



Around Our Schools



Innovation Academy held its sixth annual "Balloons Over Broadway" event last week. Students created parade floats representing different countries and studied what makes their countries interesting and unique.





Around Our Schools



He's back! Amphie the Elf has returned to help us celebrate the holiday in the District. Tune in on Facebook each day leading up to Winter Break to guess which school he has visited.





Around Our Schools



Congratulations, to our Ironwood Ridge High School thespians. Last weekend, they placed second out of 60 teams at a state competition and were named the Silver Honor Troupe.



Around Our Schools



Congratulations to the Canyon del Oro High School Varsity Football team on their 4A State Championship win on Friday night and their undefeated 14-0 season. The team was also awarded the AIA 4A Sportsmanship Award during halftime. Go Dorados!



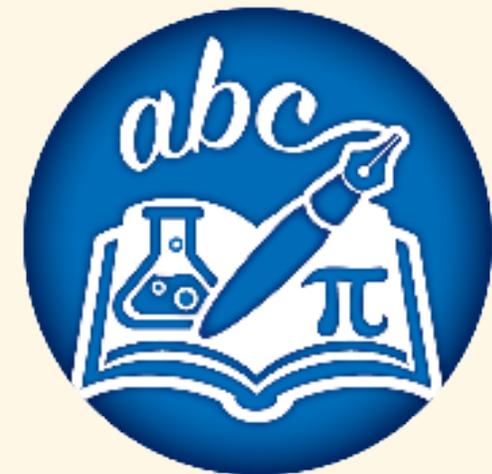
Around Our Schools



November was Critical Thinking Month, part of the District's Portrait of a Graduate initiative. At left, Amphi Middle School students put their chess tactics and strategies to the test in the library.

17

For December we are focusing on Scholarship.





Representing Amphi



Vanessa Hill, Amphi's Gifted Education Coordinator, was a featured speaker at the National Association for Gifted Children last month.

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Ms. Hill presented a session, to a packed room, on the Osborn-Parnes Six-Step Problem Solving Process.



Representing Amphi



Tassi Call, Associate Superintendent of Elementary Education and Julie Valenzuela, Director of 21st Century Education, were featured speakers several days ago at the AVID National Conference – presenting on our District's implementation. ¹⁹





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

DATE OF MEETING: December 5, 2023

TITLE: Status of Construction Projects

BACKGROUND:

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

RECOMMENDATION:

For information and discussion only.

INITIATED BY:

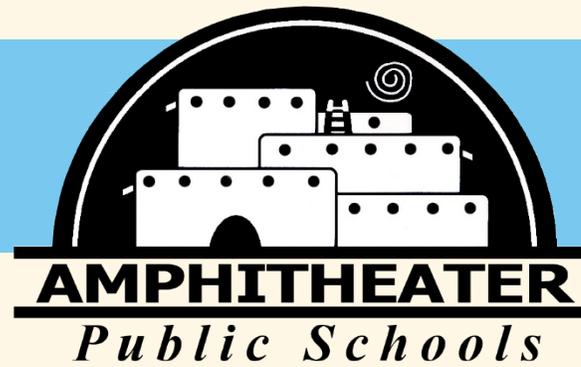
A handwritten signature in black ink, appearing to read "Richard C. La Nasa".

Richard C. La Nasa, Executive Manager, Operational Support

Date: November 27, 2023

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

Todd A. Jaeger, J.D., Superintendent

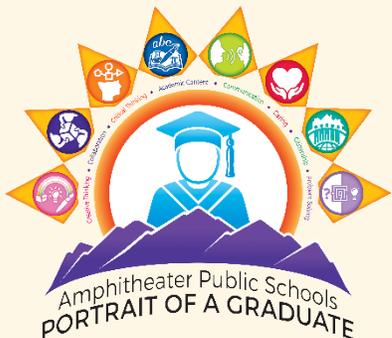


December 5, 2023

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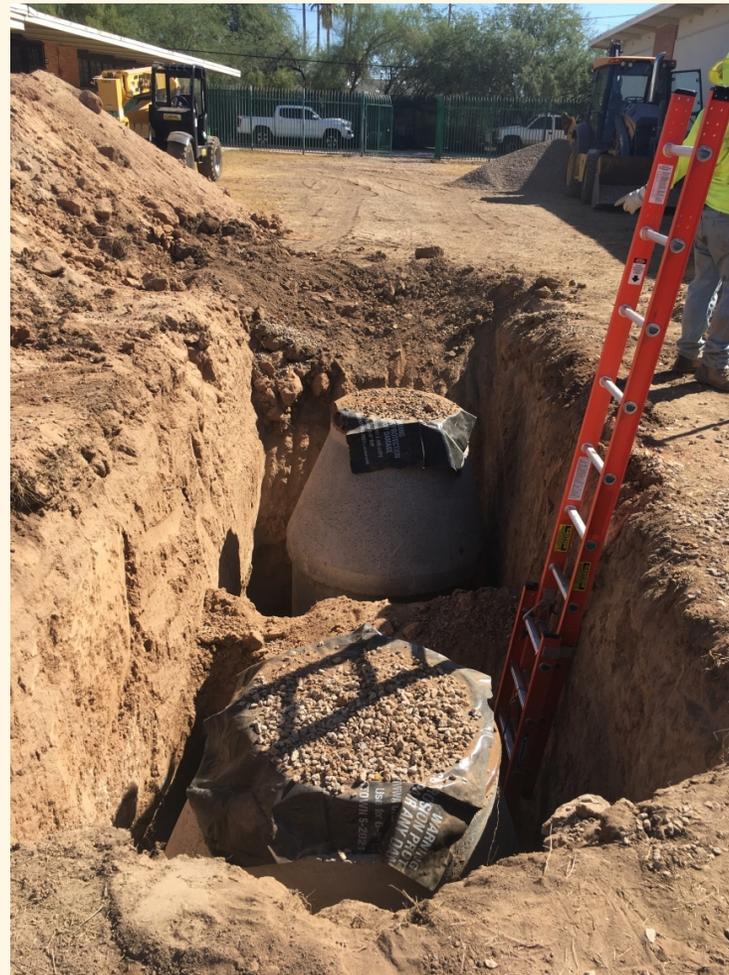
Status of Construction Projects Highlights

BRG, ESSER & Bond Funds





- Amphitheater High School 300 Wing Structural Repairs PH II Construction Progress - BRG Funds





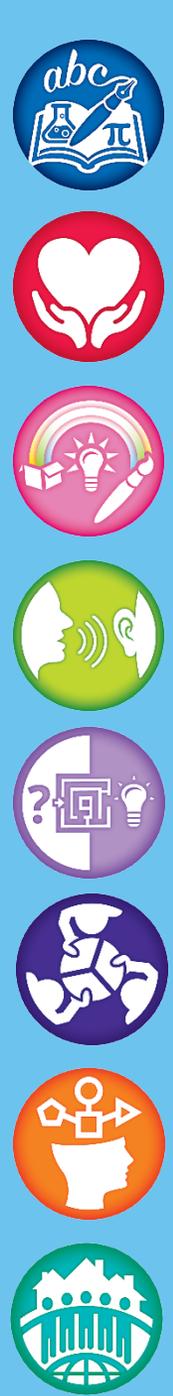
- Canyon del Oro High School Auto Shop Bay Heater Replacement - Bond Funds





- Ironwood Ridge High School Academic Buildings Weatherization Construction Progress- BRG Funds





- Mesa Verde Elementary School Roof Replacement - BRG Funds





SFD BRG Phase Grant Funding Awards

AHS – Central Plant 2 Hot Water Line Replacement Construction	\$414,781
AHS – Central Plant 2 Cooling Tower Replacement Construction	\$118,932
Prince – Central Plant Cooling Tower Replacement Construction	\$149,960
Total	\$683,383

Status of Construction Projects
12/5/23 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

Building E Parking Lot Restoration – Winter Break \$29,976

Building H Hallway Improvements – Winter Break \$49,617

Central Plant 1 VFD Installation – PO Issued \$18,148

BRG Projects

CP #3 Hot Water Line Replacement Construction

- Phase Grant Funding Pending

300 Wing – Structural Repairs Phase II Construction \$166,692
- 50 % Complete

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 \$896,784
- 85% Complete

CP # 2 Hot Water Line Replacement Construction \$414,781
- Phase Grant Funding Approved

800 Building HVAC Conversion Design \$24,330
- 70% Complete

South Gym HVAC Conversion Design - PO Issued	\$24,915
Central Plant 2 Cooling Tower Replacement – Const. - Phase Grant Approved	\$118,932
Central Plant 3 Cooling Tower Replacement - Const. - Phase Grant Approved	\$193,674

CDO:

Bond Projects

Auto Shop Heater Replacements – Complete	\$15,508
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ESSER Projects

Central Plant Controls - Complete	\$39,455
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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 - Unit Deliveries Pending	\$1,208,101

IRHS:

Bond Projects

CP Plant Control Valve Replacements – 85% Complete	\$187,802
Building D Access Controls – March/April Install	\$27,165

BRG Projects

Weatherization Academic Buildings Construction \$417,263
- 15% Complete

AMS:

Adjacent Ways Projects

Sidewalk R&R – PO Issued \$4,224

Copper Creek:

Bond Projects

Central Plant Cooling Tower & Pump Upgrades Design \$20,450
- 55% Complete

BRG Projects

MPR Roof Replacement – 90% Complete \$587,299

Cross:

BRG Projects

Campus Weatherization Assessment – PO Issued \$10,500

Donaldson:

Bond Projects

Main Parking Lot Reconstruction – Winter Break \$82,513

Adjacent Ways Projects

Fire Lane Reconstruction – Winter Break \$48,088

Harelson:

BRG Projects

Campus Roof Assessment – PO Issued \$6,705

Innovation:

BRG Projects

Central Plant Chiller Replacement – Design 90 % Complete \$20,150

Temporary Chiller Rental – Approved \$43,100

La Cima:

ESSER Projects

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

BRG Projects

Campus Weatherization Design – Grant Submitted \$33,920

Campus Roof Replacement Design – PO Issued \$48,900

Land Lab:

Bond Projects

Building D Restroom HVAC – PO Issued \$29,744

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

Playground Equipment Replacement – PO Issued \$128,311

BRG Projects

Campus Roof Assessment – PO Issued \$7,705

Painted Sky:

Bond Projects

Kitchen Flooring Replacement – Winter Break \$27,103

BRG Projects

Fire Alarm Replacement Construction – PO Issued \$625,947

Boiler # 2 Replacement Design – PO Issued \$19,315

Prince:

Bond Projects

Building C Ductwork, Flooring & Lighting – 95% Complete \$392,205

BRG Projects

Campus Roof Replacement Assessment – PO Issued \$7,105

Campus Weatherization Assessment – PO Issued \$9,095

Central Plant Cooling Tower \$149,670
- Phase Grant Awarded

Rillito:

BRG Projects

Swimming Pool HVAC Repair – Complete \$7,000

Rio Vista:

Bond Projects

Playground Improvements – PO Issued \$115,905

MDF HVAC Improvements – PO Issued \$14,596

Security Fence Gate – PO Issued \$7,482

Walker:

Bond Projects

Building I HVAC Replacement – PO Issued \$98,974

Wilson:

BRG Projects

MPR Stage HVAC Replacement Construction \$246,820
- PO Issued

MPR Buildings Roof Replacement Design – PO Issued \$26,820

Building Hot Water Line Replacement Construction \$1,537,638
- PO Issued

Campus Weatherization Assessment – PO Issued \$12,065

*SOMETHING NEW AT EVERY SCHOOL,
EVERY YEAR!*



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

DATE OF MEETING: December 5, 2023

TITLE: ParentSquare Communication and Engagement Platform

BACKGROUND:

Amphitheater Public Schools is implementing a new communication platform across the District. The platform, called ParentSquare, replaces the previous emergency communication platform (Blackboard) and includes other tools for site communication with families. The change was necessary because Blackboard was purchased by another company (Finalsite), and the Blackboard platform is slated to be replaced or discontinued.

ParentSquare offers the following features:

- Urgent notifications to families and staff via text, email and recorded phone call
- Automated calls, including attendance calls
- Two-way communication between teachers and parents/guardians via messaging. This feature allows for automatic translation to more than 100 languages
- A social-media style news feed
- Features accessible on the web and through the ParentSquare app
- Secure document signing
- Volunteer and supply requests
- Newsletters

The Communications Department is leading the implementation of ParentSquare in collaboration with the Technology and the Office of Learning and Instruction departments and will provide an overview of the implementation plan and a demonstration of the platform.

RECOMMENDATION:

This is presented for the Board's information.

INITIATED BY:

Michelle Valenzuela, Communications Director

Date: November 27, 2023

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 5, 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 November 27, 2023.

RECOMMENDATION:

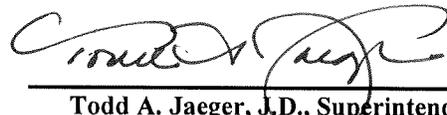
It is the recommendation of the Administration that the appointment(s) be approved as presented.

INITIATED BY:



John Hastings, Director of Human Resources

Date: November 27, 2023



Todd A. Jaeger, J.D., Superintendent

12/5/2023

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Sanderson	Jessica	Teacher - Spanish Language	CT	Ironwood Ridge High	CTT-MA	8 years	Replacement	Dr. Jenkins	
Scott	Elizabeth	Counselor	CT	Donaldson Elementary	CTT-MA	0 years	Replacement	Mr. Szczepaniak	
Aldaraca	Erika	Preschool Aide/Caregiver	CL	Coronado K-8 School	1	0 years	Replacement	Ms. Letts	
Angello	Kayla	Special Education Teaching Assis	CL	Copper Creek Elementary	3	0 years	Replacement	Ms. Hillig	
Asselin	Allyssa	Classroom Aide/Caregiver	CL	Amphi High School	2	0 years	Replacement	Mr. Malis	
Chapman	Thelma	Bus Driver Trainee	CL	Transportation	1	0 years	Replacement	Ms. Frye-George	
Cook	Melissa	Classroom Aide/Caregiver	CL	Mesa Verde Elementary	2	5 years	Rehire	Mr. Ripp	
Denogean	Aimee	Preschool Aide/Caregiver	CL	Innovation Academy	1	0 years	Replacement	Mr. McConnell	
Fleckenstein	Emily	Library Assistant	CL	Rio Vista Elementary	4	0 years	Replacement	Ms. Spillane	
Iribe	Courtney	Special Education Teaching Assis	CL	Cross Middle School	3	5 years	Replacement	Mr. Gutierrez	
Leyva	Lerina	Classroom Aide/Caregiver	CL	Wilson K-8 School	2	0 years	Replacement	Ms. Sullivan	
Lopez	Francisco N	Campus Monitor	CL	CDO High School	1	0 years	Replacement	Ms. Bulleigh	
Maldonado	Virginia	Transportation Attendant	CL	Transportation	1	0 years	Replacement	Ms. Frye-George	
Stevens	JoAnn	Special Events Worker	CL	Ironwood Ridge High			Rehire		\$13.85 per hour
Thrush	Haley	Classroom Aide/Caregiver	CL	Harelson Elementary	2	0 years	Replacement	Ms. Hayes	
Vega	Amber	Registrar - Middle School	CL	Amphi Middle School	2	5 years	Replacement	Ms. Wichers	
Welsh	Antonia	Classroom Aide/Caregiver	CL	Wilson K-8 School	2	0 years	Replacement	Ms. Sullivan	
Huerta	Daniel	Student Worker	ASW	Ironwood Ridge High			New	Dr. Jenkins	\$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

**12/05/2023
GOVERNING BOARD MEETING
APPOINTMENTS**

SUBSTITUTES

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Castillo	Jeanette		CT		11/15/2023	
Charron-Grandy	Donna		CT		11/16/2023	
Foster	Alyssa		CT		11/14/2023	
Foster	Beth		CT		11/14/2023	
Gabaldon	Jeannette		CT		11/08/2023	
Juganaru	Abigail		CT		11/16/2023	
Lunsford	Barbara		CT		11/14/2023	
Lynch	Aleksandra		CT		11/16/2023	
Rash	Rylee		CT		11/15/2023	
DeGrandchamp	Elizabeth		CL		11/15/2023	
Dillard	Celeste		CL		11/15/2023	
Kelly	Nicole		CL		11/15/2023	
Turnbull	Amanda		CL		11/16/2023	

AD Administrative
 PR Professional
 CT Certified
 CL Classified



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

DATE OF MEETING: December 5, 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 November 27, 2023.

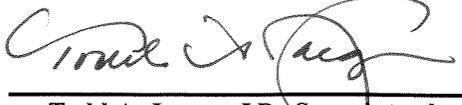
RECOMMENDATION:

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

INITIATED BY:


John Hastings, Director of Human Resources

Date: November 27, 2023


Todd A. Jaeger, J.D., Superintendent

12/5/2023

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Goldberg	Gina	Teacher - Rillito Classroom	CT	Rillito Center	Decrease FTE			<0.1 FTE>
Aguirre	Alejandrina	Classroom Aide/Caregiver	CL	Keeling Elementary	Transfer			
De La Cruz	Maria	Custodian I	CL	Ironwood Ridge High	Promotion	2	+\$0.56	
Cordell	Colin	ADDN - Added Duty	ADCT	Innovation Academy	Added Duty			\$700.00
Gipson	Lori	ADDN - Certified Tutor	ADCT	Ironwood Ridge High	Addendum			\$30.00 per hour
Gowen	Jean	DH - CTE HS	ADCT	Ironwood Ridge High	Resign Addendum Only			
Greene	Hannah	ADDN - Certified Tutor	ADCT	Ironwood Ridge High	Addendum			\$30.00 per hour
Hoel	Lindsay	ADDN - Odyssey of the Mind	ADCT	Harelson Elementary	Addendum			\$900.00
Horetski	Christine	ADDN - Homebound	ADCT	Amphi High School	Addendum			\$30.00 per hour
Houser	Jennifer	Coach - Basketball Assistant MS	ADCT	Coronado K-8 School	Addendum			\$933.33
Iadevaia	Jennifer	ADDN - 301 Payment	ADCT	Donaldson Elementary	Addendum			*\$6,488.79
Johnson	Marian	ADDN - Homebound	ADCT	CDO High School	Addendum			\$30.00 per hour
Kasen	Jamie	ADDN - Certified Tutor	ADCT	Walker Elementary	Addendum			\$30.00 per hour
Lang	William	DH - CTE HS	ADCT	Ironwood Ridge High	Addendum			\$2,058.05
Menzies	Sophia	ADDN - Certified Tutor	ADCT	Nash Elementary	Addendum			\$30.00 per hour
Miller	Zane	ADDN - Certified Tutor	ADCT	Ironwood Ridge High	Addendum			\$30.00 per hour
Nystedt	Sarah	ADDN - Odyssey of the Mind	ADCT	Harelson Elementary	Addendum			\$300.00
Robertson	Marla	ADDN - Certified Tutor	ADCT	Ironwood Ridge High	Addendum			\$30.00 per hour
Rouille	Doreen	ADDN - Certified Tutor	ADCT	Ironwood Ridge High	Addendum			\$30.00 per hour
Traweek	Donna	ADDN - Homebound	ADCT	Rillito Center	Addendum			\$30.00 per hour
Vissichelli	Joseph	ADDN - Certified Tutor	ADCT	Ironwood Ridge High	Addendum			\$30.00 per hour
Wentworth	Ann	ADDN - Certified Tutor	ADCT	Ironwood Ridge High	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
Woodard	Nicholas	ADDN - Certified Tutor	ADCT	La Cima Middle School	Addendum		\$30.00 per hour	
Benavidez	Anthony	ADDN - Extra Hours	ADCL	Rillito Center	Added Duty		\$17.30 per hour	
Chavez Gonzalez	Dora	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum		\$14.00 per hour	
Finney	Stephanie	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$16.00 per hour	
Hernandez	Mary	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$16.00 per hour	
Lucero	Paul	Special Events Worker	ADCL	Amphi High School	Addendum		\$13.85 per hour	
Marquez	Patricia	Special Events Worker	ADCL	Ironwood Ridge High	Addendum		\$13.85 per hour	
Pacheco	Alma	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$17.87 per hour	
Padilla	Lisa	Special Events Worker	ADCL	Amphi High School	Addendum		\$13.85 per hour	
Plattor	Edward	ADDN - Extra Hours	ADCL	Transportation	Added Duty		\$20.52 per hour	
Plimpton	Bethany	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$16.30 per hour	
Schagel	Erica	ADDN - One-Time Signing Bonus	ADCL	Rillito Center	Addendum		\$5,000.00	
Sennett	Daniel	ADDN - Odyssey of the Mind	ADCL	Rio Vista Elementary	Addendum		\$830.84	
Shields	Donna	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum		\$14.00 per hour	
Siqueiros	Angelica	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum		\$14.00 per hour	
Wernert	Sarah	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum		\$14.00 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 AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: December 5, 2023

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of November 27, 2023.

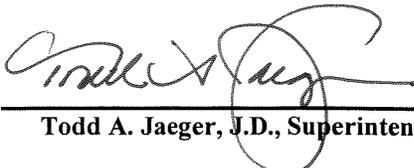
RECOMMENDATION:

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: November 27, 2023


Todd A. Jaeger, J.D., Superintendent

12/5/2023

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Arnold	Monika	Teacher - Grade 4	CT	Harelson Elementary	11/10/2023	End Date
Bermudez	Monica	Teacher - Grade 2	CT	Walker Elementary	11/07/2023	End Date
Faflik	Elize	Speech/Language Pathologist	CT	Mesa Verde Elementary	11/17/2023	End Date
Hitt	Angela	Teacher - Grade 3	CT	Wilson K-8 School	12/19/2023	Start Date
Johnson	Danielle Susan	Teacher - Grade 3	CT	Mesa Verde Elementary	11/15/2023	Start Date
Johnson Bivens	Adria	Teacher - Rillito Classroom	CT	Rillito Center	11/07/2023	End Date
Penna	Kelli	Teacher - Special Education Resou	CT	Keeling Elementary	11/27/2023	Start Date
Rayleigh	Kaylea	Teacher - Grade 3	CT	Mesa Verde Elementary	10/26/2023	Start Date
Baron	Craig	Instructional Technology Specialist	CL	Cross Middle School	12/07/2023	Start Date
Blatecky	Li Hua	Food Service Attendant	CL	Amphi Middle School	11/17/2023	End Date
Castaneda	Candelaria	Bus Driver	CL	Transportation	10/19/2023	Start Date
Cuen	Darlene	Food Service Attendant	CL	Amphi High School	09/25/2023	End Date
Hayes	Karen	Campus Monitor	CL	Walker Elementary	11/12/2023	End Date
Lake	Beth	Community and Family Engagemen	CL	Wetmore Center	11/08/2023	Start Date
Leibas	Manuel	Journeyman Plumber	CL	Facilities Support	10/23/2023	Start Date
Ratliff	Sandra	Bus Driver	CL	Transportation	10/26/2023	End Date
Rodriguez	Connie	Transportation Attendant	CL	Transportation	12/18/2023	Start Date
Vasquez	Paula	Food Service Attendant	CL	Rio Vista Elementary	11/27/2023	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: December 5, 2023

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

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of November 27, 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: November 27, 2023


Todd A. Jaeger, J.D., Superintendent

12/5/2023

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Grammer	Lindsay	Custodian I	CL	Painted Sky Elementary	11/02/2023	Resignation	
Maliszewski	Deborah	Classroom Aide/Caregiver	CL	Cross Middle School	11/12/2023	Resignation	
Montano	Gail	School Administrative Assist	CL	Mesa Verde Elementary	12/21/2023	Resignation	
Whitaker	Kaitlyn	Food Service Attendant	CL	Wilson K-8 School	05/18/2023	Resignation	*

* 2022-2023 School Year
 Budget RIF Reduction in force due to budget
 Abandonment Employee abandoned position
 Breach of Contract Employee did not fulfill contract
 Dismissal Employee terminated by the District
 Resignation Employee resigning from the District
 Retirement Employee retiring from the District

ADCT Addendum Certified
 ADCL Addendum Classified
 ADDM Addendum Only
 CT-AD Certified Administrative
 CT Certified
 CL-AD Classified Administrative
 CL Classified
 PR Professional

**12/5/23
GOVERNING BOARD MEETING
SEPARATIONS**

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Polley	Tanner		CT		11/16/2023	
Carroll	Carrie		CL		11/08/2023	
Tompkins	Bonnie		CL		11/07/2023	

AD Administrative
PR Professional
CT Certified
CL Classified



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

DATE OF MEETING: **December 5, 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 November 27, 2023.

RECOMMENDATION:

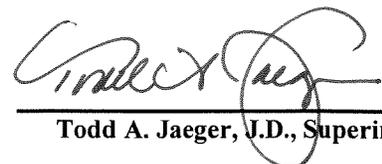
It is the recommendation of the Administration that the Governing Board approve payment of the listed stipend(s) for the identified coaching volunteers.

INITIATED BY:



John Hastings, Director of Human Resources

Date: November 27, 2023



Todd A. Jaeger, J.D., Superintendent

12/5/2023

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Dunlap	Michael	Coach - Soccer Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Fischer	Alyssa	Coach - Spiritleading Assistant W	Ironwood Ridge High	Stipend	\$2,250.00
Smith	Lizetta	Associate Coach	Amphi High School	Stipend	\$1,000.00
Teadt	Tyler	Coach - Basketball Head HS	Ironwood Ridge High	Stipend	\$3,000.00

* 2022-2023 School Year



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

DATE OF MEETING: December 5, 2023

TITLE: Approval of Vouchers Totaling and Not Exceeding Approximately \$3,857,265.02

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: December 4, 2023

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 5, 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: November 28, 2023

Todd A. Jaeger, J.D., Superintendent

Gift and Donation List

Gifts and Donations		12/5/2023
Ck in the amount \$533.00	Keller Williams Southern Arizona JV Market Center	Nash Elementary School
Ck in the amount \$50.00	Keller Williams Southern Arizona JV Market Center	Nash Elementary School
Ck in the amount \$248.29	Waste Management	Nash Elementary School
Ck in the amount \$240.00	Frontstream	Mesa Verde Elementary School
Ck in the amount \$35,000.00	The Schmidt Foundation	Canyon del Oro High School
Ck in the amount \$950.00	Charles Schwab (Faith M. Salzgeber)	Other
Ck in the amount \$200.00	Charles Schwab (Sylvia Ostow Garland)	Other



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

DATE OF MEETING: December 5, 2023

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

BACKGROUND:

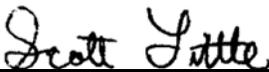
Approval of the following Parent Support Organization(s) pursuant to District Policy KBE-R:

La Cima Middle School PTO
Rio Vista FTO
CDO High School Mens Soccer Booster
IRHS Boys Basketball Booster

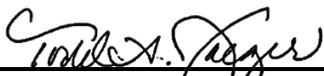
RECOMMENDATION:

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

INITIATED BY:


Scott Little, Chief Financial Officer

Date: November 28, 2023


Todd A. Jaeger, J.D., Superintendent

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

School Year 2023-2024

Name of Organization La Cima Middle School PTO School La Cima Middle School

Related Student Organization or Club _____ Taxpayer I.D. 75-3072661

OFFICERS:

Name: Ashley Spoonhunter
Office Held: President
Address: _____

Name: Brittany Icely
Office Held: Treasurer
Address: _____

E-mail: _____
Phone(s): _____
Date taking office: 10/23/23

E-mail: _____
Phone(s): _____
Date taking office: 10/19/23

Name: Herminig Ajpacaya
Office Held: Co-President
Address: _____

Name: _____
Office Held: _____
Address: _____

Phone(s): _____
Date taking office: 10/19/23

Phone(s): _____
Date taking office: _____

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

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

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

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

Member meetings held how often? Monthly 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.

Herminig Ajpacaya 10/19/23
Signature Date

Ashley Spoonhunter 10/23/23
Signature Date

Brittany Icely 10/19/2023
Signature Date

Signature Date

Site Administrator's Approval: _____ 11/3/23
Signature Date

For district use: Finance Department recommendation: approved
Governing Board Agenda date: 12/5/23

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

School Year 2023-2024

Name of Organization Rio Vista FTO School Rio Vista Elementary

Related Student Organization or Club _____ Taxpayer I.D. 20-5742464

OFFICERS:

Name: Elizabeth Michels

Name: Mariah Rogers

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 09/07/22

Date taking office: 10/04/23

Name: Phyllis Hunter

Name: Taymar Pixleysmith

Office Held: Vice President

Office Held: Secretary

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 10/04/23

Date taking office: 10/04/23

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? 1x/mth Executive meetings held how often? _____

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.

Eli Michels 10/4/23
Signature Date Signature Date

[Signature] 10/5/23
Signature Date Signature Date

Site Administrator's Approval: [Signature] 10-4-23
Signature Date

NOV 15 '23 4:05

For district use: Finance Department recommendation: approved
Governing Board Agenda date: 12/5/23

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

School Year 2023-2024

Name of Organization CDO High School Mens Soccer Booster School Canyon del Oro High Sch

Related Student Organization or Club _____ Taxpayer I.D. 84-4204654

OFFICERS:

Name: Matt Buckwalter
Office Held: President
Address: _____

Name: Maria Leon-Diaz
Office Held: Treasurer
Address: _____

E-mail: _____
Phone(s): _____
Date taking office: 01/21/22

E-mail: _____
Phone(s): _____
Date taking office: 10/30/23

Name: Melina Ferrall Keck
Office Held: Vice President
Address: _____

Name: Jennifer Caballero
Office Held: Secretary
Address: _____

Phone(s): _____
Date taking office: 10/01/22

Phone(s): _____
Date taking office: 10/30/23

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? 2-3 / season 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.

Matt Buckwalter 30-Oct-2023
Signature Date

Jennifer Caballero 10/30/23
Signature Date

Melina Ferrall Keck 30-OCT-2023
Signature Date

Melinda Tenorio 10/30/23
Signature Date

Site Administrator's Approval: Tara Buckley
Signature Date

For district use: Finance Department recommendation: approved
Governing Board Agenda date: 5/21/23 REV 15'23 ANG:37

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

School Year 2023-2024

Name of Organization IRHS Boys Basketball Booster

School Ironwood Ridge High Sch

Related Student Organization or Club _____

Taxpayer I.D. 26-1485679

OFFICERS:

Name: Mike Mendoza

Name: Maureen Yanes

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 10/25/23

Date taking office: 10/25/23

Name: Rose Johnson

Name: Christine Salvesen

Office Held: Vice President

Office Held: Secretary

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 10/25/23

Date taking office: 10/25/23

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? October - yearly Executive meetings held how often? Quarterly or 2

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.

Maureen Yanes 10/25/23
Signature Date

[Signature] 10/25/2023
Signature Date

[Signature] 10/25/2023
Signature Date

[Signature] 10/25/2023
Signature Date

Site Administrator's Approval: [Signature] 11-7-23
Signature Date

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For district use: Finance Department recommendation: approval
Governing Board Agenda date: 10/5/23



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

DATE OF MEETING: December 5, 2023

TITLE: Approval of the 2023-2024 District 301 Plan

BACKGROUND:

The Arizona Department of Education requires that each district Governing Board approve a District Classroom Site Fund Pay for Performance Compensation Plan by December 31st of each year. ARS 15-977 requires that the plan comply with fourteen key elements to obtain approval. The plan for 2023-2024 has minor changes from the previous year. These updates include date and year changes, a new pay out process and updating language in some areas.

The updated District 301 Plan for 2023-2024 is attached for review and approval. Changes are indicated in red font.

RECOMMENDATION:

This information is provided for Governing Board's approval.

INITIATED BY:

Tassi Call

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: November 21, 2023

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan

School District: AMPHITHEATER UNIFIED SCHOOL DISTRICT #10

Fiscal Year: **2023-2024**

- 1. Briefly summarize the district performance and school performance(s). Include evidence of your findings. Suggested evidence might include: national performance assessments, district performance assessments, building performance assessments, classroom formative and summative assessments.**

The Amphitheater plan includes student performance results on a site selected method of summative assessment in the targeted academic area for that school (e.g., NWEA MAP testing in math or reading, Amira, etc.). The formative assessment for this plan is in the form of a site selected student engagement goal and assessment. Teachers and administrators at each site determine the academic focus areas and the focus area for student engagement based upon analysis of data from the previous year. The results of State testing in the area of reading or math is utilized for Goal II. The **2024** Arizona Academic Standards Assessment (AASA) results will be used for the payout for Goal II. The 301 Site Plan aligns with the school's improvement plan and the district continuous improvement plan. School improvement plans are submitted to the Arizona Department of Education through ALEAT.

Our District 301 Plan is made up of three components: Goal IA, addressing student engagement; Goal IB addressing a site selected method of assessing student academic performance; and Goal II addressing student results on State testing in either reading or mathematics. Further description of these goals are included below:

Goal IA: Each school will develop a student engagement goal and select an appropriate method of assessment. Student engagement goals may address, but not be limited to: attendance, tardiness, dropout rate, suspension rate, graduation rate, office referrals, number of students passing Advanced Placement exams, increase in the number of students involved in extracurricular activities, increased use of critical thinking instructional strategies, classroom engagement during instruction, etc.

Sample goals:

- Students will show evidence of observable student engagement behaviors during classroom activities as measured by the 'Effective Learning Environments Observation Tool' (ELEOT) from the Cognia (AdvancED) accreditation system.
- (SCHOOL NAME) students will maintain or exceed their participation in extra-curricular offerings or in-class participation in any of the following activities: 21st century clubs, tutoring, band, O.M., reading, math, science family/teacher nights, interactive field trips and /or by participating in a production or a computer simulation during the **2023-2024** school year. This will be measured by attendance records in extracurricular activities from fall to spring as well as participation surveys. The surveys will be given to each student attending (SCHOOL NAME) by their classroom teacher at the beginning and end of the **2023-2024** school year.

Goal IB: Each school will establish a student achievement goal and an appropriate approved assessment to measure student progress toward that goal. The goal must be met at an 80% or higher level.

Sample Goal:

- Our goal is that 80% of continuously enrolled students at ___ School will exhibit Fall-to-Spring RIT growth on the MAP level tests that are within one and a half standard deviations from the national norm growth expectation in the Reading Strand of Comprehending Informational Text. For grades K-1 who do not take the MAP Level Testing, our goal is that 80% of our continuously enrolled students will exhibit gains on the district-approved Amira testing measured from fall to spring.

Goal II: Each school selects a core content area from the ASSA. The school must have at least 75% of the students maintaining or exceeding their level of performance from the previous year to receive the full pay out.

- 2. Provide evidence of measures of academic progress included in the plan that supports the Arizona Academic Standards. Suggested evidence might include: summative assessments, criterion-referenced tests, performance assessments, school-wide assessments, and formative and summative assessments.**

The ASSA results are utilized to determine teacher success with Goal II. The ASAA is closely aligned with the Arizona College and Career Readiness Standards. All of the site selected methods of assessment are also tied closely to the Arizona College and Career Readiness Standards. For Goal I, schools select a method of assessment to monitor growth. Most all elementary, middle schools and high schools choose the NWEA MAP test in the area of Reading or Math for this section. Amira is chosen by several schools for grades K and 1.

- 3. Are there any other measures of academic progress used within the Pay for Performance Plan? For example: report cards, progress reports, formative and summative assessments.**

Each school chooses a site selected method of assessing student achievement. The choices most often made at the schools include:

Student Engagement Assessment Examples	Student Achievement (Formative and Summative) Examples
<ul style="list-style-type: none"> • Student progress on report cards or progress reports • Increase in actual student engagement in classroom activities as measured by peer or administrative observation • Student engaged time on reading, writing or math activities • Increases in student engagement in extracurricular activities 	<ul style="list-style-type: none"> • NWEA Measures of Academic Progress (at some sites) • Amira (at some sites) • School-wide assessments at each high school (Reading, math or writing) • Everyday Math and/or HMH Into Reading assessments

- 4. Briefly discuss dropout and/or graduation rates if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not.**

Each high school examines their dropout or graduation rate as a component of Goal IA and will document the methods and/or activities they employ to reduce dropout rates or increase graduation rates. This discussion and analysis takes place at the time that the school plan is developed.

- 5. Briefly discuss attendance rates within the district/school if they are used in the district performance plan. If they are not used, provide a rationale as to why they are not. The intent of this element is student attendance rates NOT teacher attendance rates.**

Each school will examine attendance rates and will document methods and/or activities they employ to increase attendance rates. Our attendance rates, in general, are quite good district-wide. Where attendance rates are below 95%, schools are addressing the issue with incentives and parent education. Some site plans directly address attendance rate if the rate is below 95%.

- 6. Does the district plan include rates of school quality by parents? Suggested evidence would be district or school-wide parent surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.**

A parent climate survey is given each year to gather parent perceptions of the quality of their child's school. The survey results are utilized in the formation of the school improvement plan. The 301 Site Plan is in alignment with the school improvement plan. The Amphitheater School District utilizes the parent version of the AdvancED survey annually. This is a component of our systems accreditation. The survey data is utilized, in part, to determine the performance of each school and each teacher in the "Group A" category for teacher evaluation. As the teacher evaluation "label" is now a part of the pay out, and we utilize parent surveys as a portion of the overall rating, we meet this criteria.

- 7. Does the district plan include rates of school quality by students? Suggested evidence would be district or school-wide student surveys and a plan for survey analysis. If they are not used, provide a rationale as to why they are not.**

Each school has the option of including ratings of school quality by students as a portion of the school engagement goal, Goal IA. The parent climate survey includes questions that directly address the student perceptions of the quality of their school. The AdvancED surveys, administered annually, include survey participation for students at all levels K-12.

- 8. In the development of the plan, were teachers and administrators included in the process? If so, provide a brief summary of their role.**

Teachers and administrators designed the Amphitheater 301 Performance Pay Plan in its entirety. Both teachers and administrators serve on the "301 Oversight Committee". Further, each school develops their own 301 Site Plan. The development of the plan at the school level is led by one or more teachers and involves a committee of teachers at each school. Every staff member has an opportunity to provide input to the plan and adjustments are made accordingly. Each school administrator oversees the 301 Site Plan process and provides input as needed. A 301 Contact person is appointed at each school. They are responsible for writing the site plan, coordinating participation and reporting results. After the plan is written, each participant signs an agreement form. This form serves as the required "vote". Each school sends one or more representatives to a plan writing training annually. These representatives share information with all teachers at their site.

- 9. Was the approval of the plan based on an affirmative vote of at least 70% of the teachers eligible to participate in the performance plan? If so, provide evidence of this. If not, provide a rationale as to why this was not included.**

The Amphitheater Governing Board held a Public Hearing on the Performance Pay Plan on April 11, 2006. At that time the Governing Board approved a waiver of this requirement. The rationale for the waiver was that teachers were, and continue to be, actively involved in the development and implementation of the 301 Site Plans. Plan approval occurs at each site every year. Each participant signs a participation agreement form. This serves as documentation of

the "vote" on the plan. District-wide, participation in 301 Site Plans is between 98%-100% annually. This has been consistent over time.

10. Summarize the appeals process for teachers who have been denied performance based compensation. If there is not an appeals process, provide a rationale as to why there is not one.

Each school shall have the opportunity to appeal from situations in which the school does not attain its Goal I and/or its Goal II. Appeals shall be based upon extenuating circumstances which substantially interfered with or precluded a school from attaining the goal(s). Appeals shall be in writing and must be demonstrated and supported by data and rationale. Appeals will be reviewed and determined through the following process.

a. The written appeal request will be submitted to the District's Performance Pay Office within ten (10) workdays of notification to the school of the level of attainment achieved by the school under Goal I and Goal II. The appeal request shall include, at a minimum:

- i. A general explanation of the basis for the appeal;
- ii. Data supporting the appeal and demonstrating extenuating circumstances that *substantially interfered with or precluded* a school's achievement of a goal(s) under the 301 Plan;
- iii. The school's requested solution; and
- iv. Rationale for the requested solution, related to the data.

b. The District 301 Oversight Committee shall meet and review the written appeal and shall make a recommendation to the Associate Superintendent for approval or denial based upon the data and rationale presented in the appeal. In addition to the criteria stated above, the committee shall also consider the following additional factors in making its recommendation:

- i. Evidence the school made significant progress toward the goal;
- ii. Validity of the stated reason for not completely meeting the goal(s);
- iii. The extent to which extenuating circumstances were unforeseeable and directly impacted the school's achievement of the goal(s);
- iv. The school's interventions or efforts in response to the extenuating circumstances; and
- v. Interests of consistency and fairness for all schools.

c. The 301 Oversight committee shall submit a written recommendation and rationale to the Associate Superintendent, who shall have the discretion to make the final determination of the appeal after considering the recommendations of the 301 Oversight Committee. The Associate Superintendent shall notify the principal of the decision on the appeal.

d. The decision of the Associate Superintendent shall be final and is not subject to further appeal or grievance.

The plan also includes a provision that teachers who have been recommended for non-renewal for inadequate classroom performance are not eligible for monies from the performance-based plan. Non-renewal would be recommended based on administrative evaluation of classroom performance. District policy states that the results of any evaluation which would result in a loss of income may be appealed. The appeal procedures are available in the district policy manual.

11. Does the district plan include a method to evaluate its effectiveness? If so, provide details of it. If not, provide a rationale as to why there is not an evaluation of the district plan.

A 301 Oversight Committee made up of a) four (4) district administrators, b) a representative from the Amphitheater Education Association, and c) three (3) certified staff members, one from each corresponding feeder pattern who serve as the main evaluators of the 301 Plan effectiveness. While the design, implementation, and evaluation of each plan will occur at the site level, the Oversight Committee reviews plans and make recommendations to the superintendent for approval and reviews results presented by the schools to determine whether or not schools have met their goals. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between plans, to disseminate information, and make recommendations to modify the performance-based plan.

All sites submit their plan for Oversight Committee review by mid-October each year. The committee provides feedback to the school representatives for plan improvements as needed. The committee meets again to review all site plan results and evaluates the effectiveness of the site activities and efforts. Quantitative evaluation criteria are in place to ensure consistency. The pay for performance coordinator oversees the implementation of the district 301 plan and makes recommendations to senior staff with regard to plan effectiveness.

12. Provide a summary of the professional development programs that are aligned with the elements of the district performance-based compensation system.

A 301 Site Plan Writing Workshop is held for school coordinators each year. The training includes information on how to write measurable goals and how to develop site plans which are relevant, meaningful and meet the requirements of Arizona State Law.

As a part of the 301 Site Plan, schools are required to submit a site specific professional development plan which aligns with their plan goals. Time is set aside at each school every year for development activities which prepare teachers with strategies and methods that will be necessary to meet the goals set forth by the plan. Each school site has designated "early out" days with scheduled professional development. Since 301 Plans and School Improvement Plans are aligned, the professional development is designed with both plans in mind. Each school site provides a detailed professional development plan and calendar to the School Operations office each year.

13. Provide documentation to show how classroom site fund dollars are allocated.

Classroom Site Fund: 011-Base Salary (20%)

This portion of the fund is used to increase the base salaries of teachers.

Classroom Site Fund: 012-Performance Pay (40%)

This fund pays the performance pay to teachers each year based on the school site plan. Schools develop a plan which includes an engagement goal and a goal with a site-based assessment measure. In addition, a goal is written to address one of the areas of the AASA.

Classroom Site Fund: 013-Other (40%)

This category gives the district some discretion on how to utilize the funds in the best interest of the needs of students. The option that Amphitheater has chosen this year is:

- **Teacher Salaries**

Overall: 100% of the revenues received for 301 by Amphitheater have gone directly to teachers in the form of performance pay and base salary.

Distribution: Fund 011 and 013 are currently built in to the teacher’s regular contracted salary amounts. Fund 012, the performance pay element, is distributed to participating teachers in a lump sum payment in late **June** of every year. It is based on the school-based 301 plan results from the ~~previous current~~ school year. ~~All participants in the plan from the previous school year are paid regardless of their status with the district in October or November (e.g., retired, resigned, etc.).~~ The amount of the payout varies each year based on the accumulation of the fund. The entire fund is distributed according to the degree of accomplishment of the school plan. The 301 Oversight Committee reviews all results of the plans in ~~September~~ **May, of each year prior to** making recommendations to the Governing Board for pay out approval. The distribution of the performance pay for **2022-2023** occurred on **June 30, 2023**.

14. Explain how the performance plan is tied directly to the classroom performance of individual teachers.

Individual teachers play a key role in the success of students on site based methods of assessment and on the final results of all standardized testing. Our current Amphitheater Teacher Performance Evaluation System requires each teacher to examine student data, utilize appropriate assessment techniques and complete long-term plans as a regular expectation for their job. Assessments utilized in the plan (i.e., NWEA MAP testing, Amira) are disaggregated to the individual teacher level and examined. Goal IA, the School Engagement Goal, requires every teacher to gather data to document progress toward the site specific goal. This data is analyzed at the end of the year and stored at each school site. Individual teachers must all contribute to their 301 Site Plan in order to participate and receive performance compensation. Although the 301 payout is linked to the results of the whole school, each teacher is fully engaged in the process. Specialist teachers submit statements detailing their contribution to the site 301 Plan.

The performance classifications of teachers are utilized to determine 33% of the performance pay. Since the full amount of the pay varies by year due to fluctuations in sales tax revenue, the actual dollar amount of this portion of the pay will vary from year to year.

The performance classifications and the percentage of the overall available dollars attainable that will make up the 33% is as follows:

- Highly Effective Performance Classification: 100% of the available funds
- Effective Performance Classification: 95% of the available funds
- Developing Performance Classification: 85% of the available funds
- Ineffective Performance Classification: \$0

Example:

Total Amount Available Per Participant: \$2500

33% of the total amount: \$825

Highest amount available to a teacher designated as Highly Effective: \$2500

Highest amount available to a teacher designated as Effective: \$2458.75

Highest amount available to a teacher designated as Developing: \$2376.25

Highest amount available to at teacher designated as Ineffective: \$0

67% of the total performance pay available would be paid out based on the results of the school plan.

301 Performance Pay Plan 2023-2024

Overview

This document describes the implementation of Performance-Based Compensation as a result of Proposition 301 for Amphitheater Public Schools. Amphitheater will implement site-based plans designed to target student achievement and student engagement and to provide teachers with professional development in support of the goals of each plan. Participation will be optional and made available to all employees who meet the statutory requirements. Although the plan will focus at the site level, compensation, consistency, accountability, and conformity with statutory requirements will occur at the district level.

Rationale

It is the goal of the Amphitheater School District that the implementation of this program and any revenues received be focused directly on student achievement, student engagement, professional development, and established district/site continuous improvement plans.

The Amphitheater Performance-Based Plan (301) requires individual sites to develop and implement plans that meet the specific needs of the students attending that school. The development and implementation of each site plan will result from collaboration of all participating employees. Each eligible participant will agree to the plan each year by signing a participation agreement. Participants can withdraw at any time. This agreement will serve as the required "vote". Participants at the site will establish a means for documenting individual participation. However, the site plan will be designed in such a manner that the results are documented on a school-wide basis.

While the design, implementation, and evaluation of each plan will occur at the site level, an Oversight Committee will review plans and make recommendations to the superintendent for approval. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between its plans, to disseminate information and make recommendations to modify the performance-based plan.

Eligibility

Participation will be open to all certified and classified employees who meet the statutory requirements. Participation is optional, with only those participating being eligible for additional compensation from the State funding for this plan. Itinerant employees shall identify one site for their participation in the Performance-Based Compensation Plan.

Employees will acknowledge their choice of participation in the Performance-based Compensation Plan by written affidavit by the Friday before Fall Break when site plans are due. A signature agreeing to participate in the plan will serve as a "vote" in favor of the plan. Employees will not be permitted to join the performance-based compensation plan during the course of the year unless newly hired or special circumstances occur as approved by the coordinator of the Pay for Performance Plan. Employees joining the plan late will receive prorated compensation based on their start date. Employees after the start of the spring semester, however, will not be eligible for the plan until the next fiscal year.

An employee's annual evaluation should not be affected by their decision regarding participation in the performance pay plan.

Employees who have been recommended for non-renewal for inadequate classroom performance, unprofessional conduct or break their contract during the current year are not eligible for monies from the performance-based plan.

Compensation

With the intent of equalizing the performance-based compensation for each participating employee, the total funds allocated to the district will be adjusted at the district level at the end of the academic (fiscal) year to assure that participating employees with equal achievement receive equal compensation.

Attainment of Goal IA and Goal IB will result in qualifying teachers receiving 60% of the allocated performance dollars. Attainment of Goal II will result in teachers receiving 40% of the allocated performance dollars. In cases where achievement is less than the goal, compensation will be on a prorated basis. Compensation will be computed on a percent mastery rate achieved towards the goal. Attainment of both Goal I A&B and Goal II will result in qualifying teachers to receive 67% of the allocated performance dollars. Pursuant to ARS 15-977, the Amphitheater District 301 Plan will include the requirement that 33% of the available funds for performance pay be based on the Amphitheater Teacher Performance Evaluation System (ATPES) performance classification of the teacher (e.g., Highly Effective, Effective, Developing, Ineffective).

Teachers who are involved for the first time will receive their sign on compensation of up to \$600 in October of that year. Approved classified staff will receive compensation of up to \$500 at the 301 pay out. Actual compensation amounts are determined by revenue received from the state, number of participants, and the number that are successful.

Pay for performance will be based on the percentage of the employee's FTE. For example, a 2/5 employee is eligible to receive 40% of the allocated dollars for performance.

Upon successful completion of the program, qualifying employees of Amphitheater Public Schools will receive Goal I, Goal II and performance classification compensation after the District has received and analyzed applicable test data from the preceding year. The time required for analysis and processing of program results is varies dependent upon the receipt of assessment data. Goal I and/or Goal II compensation will also be made to former employees who have retired from the District prior to receipt of test data. Notwithstanding their retirement status, retirees shall receive their compensation at the same time as payment to current employees. Participants who have left the District are eligible to receive 301 monies. It is the employee's responsibility to provide an accurate address. Checks returned to the district will be held for one year in the finance office.

Structure of the 301 Site Plan

Every school submits a 301 Site Plan each year consisting of the following components:

1. Purpose of the Site Plan: *(identify targeted student achievement in **one** core content area)*

2. Rationale of the Site Plan:

(Explain the specific needs of your student population and address the benefits of the site plan)

- **School Engagement/Culture of Involvement** *(one or two areas)*

3. Planning Committee has reviewed attendance rate (ALL SCHOOLS) and drop out or graduation rate (HS) as a consideration in the creation of this plan. YES

Attendance Rate from previous year _____

Graduation Rate _____ OR

Drop Out Rate _____

4. Planning Committee has reviewed Parent Climate Surveys as a consideration in the creation of this plan. YES Focus Area (if applicable) _____

5. Goal I, Part A: School Engagement/Culture of Involvement

*(Goal statement, site chosen measure(s), include **all** students, document growth)*

6. Goal I, Part B: Site Method of Student Achievement Assessment

*(Goal statement, address **one** core content area, district-approved assessment(s), continuously enrolled students, 80% achievement)*

7. Goal II: Arizona Academic Standards Assessment (AASA) or ACT

*Goal Statement: In grades 3-8, 75% of all continuously enrolled students will maintain or exceed the **AASA** scale score from the prior year in core content area of **English Language Arts** or **Math**. In grades 10-11 all continuously enrolled students will maintain or exceed the **ACT** from the prior year in core content area of **English Language Arts** or **Math**.*

Reporting Results

Each school must submit a report at the end of the school year. The Oversight Committee reviews the reports and the data analysis for Goal II and makes recommendations for the payout. The contents of the report are as follows:

Amphitheater 301 Performance Pay Plan Results

School:

1. Goal I, Part A: School Engagement

- Restate Goal
- Pre-assessment Data Results

- Post-assessment Data Results
- Goal Met _____ YES _____ NO _____ Partially

2. Goal I, Part B: NWEA Map Data
 Reading _____ Math _____

3. Goal II: Arizona Academic Standards Assessment (AASA) or ACT
 Reading _____ Math _____

*This analysis is completed by the district data department and presented to each school.

The following section addresses each plan element addressed by the Arizona Performance Based Compensation Task Force Rubric:

1. Inclusion of district and school performances

The Amphitheater plan includes student performance results on a site selected method of summative assessment in the targeted academic area for that school (i.e., NWEA MAP testing in math or reading, developmental reading assessments, writing assessments, etc.). Each site also selects a student engagement goal and assessment. The formative assessment for this plan is in the form of a site selected student engagement goal and assessment. Teachers and administrators at each site determine the academic focus area and the focus area for student engagement. Their selection is based upon analysis of data from the previous year. The results of AASA and ACT testing are utilized for Goal II. The school chooses ELA or Mathematics. The 301 Site Plan aligns with the school's improvement plan.

Goal IA: Each school will develop a student engagement goal and select an appropriate method of assessment. Student engagement goals may address, but not be limited to: attendance, tardiness, dropout rate, suspension rate, graduation rate, office referrals, number of students passing Advanced Placement exams, increase in the number of students involved in extracurricular activities, etc.

Goal IB: Each school will establish a student achievement goal and an appropriate approved assessment to measure student progress toward that goal. The goal must be met at an 80% or higher level.

Goal II: AASA and ACT results will be used to determine the compensation for Goal II.

Inclusion of academic progress toward academic standards adopted by the state board of education

Previously, AIMS test results were utilized to determine the payout for "Goal II" of the Amphitheater plan. We are transitioning to using the results from the AASA and ACT. All of the site selected methods of assessment for Goal I are tied closely to the Arizona Career and College Readiness Standards.

2. Inclusion of other measures of academic progress

Schools have the option of including report cards and progress reports as a part of their Student Engagement Goal. Each school chooses a site selected method of assessing student achievement. The choices most often made at the schools include:

Student Engagement Assessment Examples	Student Achievement (Formative and Summative) Examples
<ul style="list-style-type: none"> • Student progress on report cards or progress reports • Increase in actual student engagement in classroom activities as measured by peer or administrative observation • Student engaged time on reading, writing or math activities • Increases in student engagement in extracurricular activities 	<ul style="list-style-type: none"> • NWEA Measures of Academic Progress (at some sites) • Amira (at some sites) • Developmental Reading Assessment • School-wide assessments at each high school (Reading, math or writing) • Curriculum series benchmark assessments (e.g., Everyday Math, HMH, Into Reading, etc.)

3. Inclusion of dropout or graduation rates

Each high school will analyze their drop out or graduation rate as a component of Goal IA and will document the methods and/or activities they employ to reduce dropout rates or increase graduation rates.

4. Inclusion of attendance rates

Each school will examine attendance rates and will document methods and/or activities they employ to increase attendance rates.

5. Inclusion of rates of school quality by parents

The parent survey is given each year to gather parent perceptions of the quality of their child's school. The survey results are utilized in the formation of the school improvement plan as needed. The 301 Site Plan is in alignment with the school improvement plan. Amphitheater School District completed the AdvancED accreditation process during the 2018-2019 school year and received system accreditation. We have utilized Cognia (formally the AdvancED) surveys annually. Parent surveys are included in this process.

6. Plan includes rates of school quality by students

Each school has the option of including indicators of school quality by students as a portion of the school engagement goal, Goal IA. The student survey includes questions that directly address the student perceptions of the quality of their school. Amphitheater School District completed the Cognia (formally AdvancED) accreditation process during the 2018-2019 school year and received system accreditation. We are utilizing the Cognia surveys annually. Student surveys were included in this process.

7. Input from teachers and administrators

Teachers and administrators designed the Amphitheater 301 Performance Pay Plan in its entirety. Both teachers and administrators serve on the 301 Oversight Committee. Further, each school develops their own 301 Site Plan. The development of the plan is led by one or more teachers and involves a committee at each site. Every staff member has an opportunity to provide input to the plan and adjustments are made accordingly. Each school administrator oversees the 301 Site Plan process and provides input as needed. Upon completion of the plan, each participant signs an agreement form. This form serves as the required "vote".

8. Approval of the plans based on an affirmative vote of 70% of eligible teachers

The Amphitheater Governing Board held a Public Hearing on the Performance Pay Plan on April 11, 2006. At that time the Governing Board approved a waiver of this requirement. The rationale for the waiver was that teachers were, and continue to be, actively involved in the development and implementation of the 301 Site Plans. Plan approval occurs at each site every year. Each participant signs a participation agreement form. This serves as documentation of the "vote" on the plan. District-wide, participation in 301 Site Plans is consistently between 97% and 100%.

9. Appeals process

Each school shall have the opportunity to appeal from situations in which the school does not attain its Goal I and/or its Goal II. Appeals shall be based upon extenuating circumstances which substantially interfered with or precluded a school from attaining the goal(s). Appeals shall be in writing and must be demonstrated and supported by data and rationale. Appeals will be reviewed and determined through the following process.

a.. The written appeal request will be submitted to School Operations within ten (10) workdays of notification to the school of the level of attainment achieved by the school under Goal I and Goal II. The appeal request shall include, at a minimum:

- v. A general explanation of the basis for the appeal;
- vi. Data supporting the appeal and demonstrating extenuating circumstances that *substantially interfered with or precluded* a school's achievement of a goal(s) under the 301 Plan;
- vii. The school's requested solution; and
- viii. Rationale for the requested solution, related to the data.

b. The District 301 Oversight Committee shall meet and review the written appeal and shall make a recommendation to the Associate Superintendent for approval or denial based upon the data and rationale presented in the appeal. In addition to the criteria stated above, the committee shall also consider the following additional factors in making its recommendation:

- vi. Evidence the school made significant progress toward the goal;
- vii. Validity of the stated reason for not completely meeting the goal(s);
- viii. The extent to which extenuating circumstances were unforeseeable and directly impacted the school's achievement of the goal(s);
- ix. The school's interventions or efforts in response to the extenuating circumstances; and
- x. Interests of consistency and fairness for all schools.

c. The 301 Oversight committee shall submit a written recommendation and rationale to the Associate Superintendent, who shall have the discretion to make the final determination of the appeal after considering the recommendations of the 301 Oversight Committee. The Associate Superintendent shall notify the principal of the decision on the appeal.

d. The decision of the Associate Superintendent shall be final and is not subject to further appeal or grievance.

Teachers who have been recommended for non-renewal for inadequate classroom performance are not eligible for monies from the performance-based plan. Non-renewal would be recommended based on administrative evaluation of classroom performance. District policy states that the results of any evaluation which would result in a loss of income may be appealed. The appeal procedures for individual teachers in this situation are available in the district policy manual.

10. Regular evaluation of effectiveness/committee membership structure

A 301 Oversight Committee made up of a) four (4) district administrators, b) a representative from the Amphitheater Education Association, and c) three (3) certified staff members, one from each corresponding feeder pattern will serve as the main evaluators of the 301 Plan effectiveness. While the design, implementation, and evaluation of each plan will occur at the site level, the Oversight Committee will review plans and make recommendations to the superintendent for approval and review results presented by the schools to determine whether or not schools have met their goals. The purpose of the Oversight Committee will be to monitor adherence to statutory requirements of the Performance-Based Compensation portion of Proposition 301, to monitor accountability and consistency between plans, to disseminate information, and make recommendations to modify the performance-based plan.

All sites submit their plan for Oversight Committee review by mid-October each year. The committee provides feedback to the school representatives for plan improvements as needed. The committee meets again to review all site plan results and evaluates the effectiveness of the site activities and efforts. Quantitative evaluation criteria are in place to ensure consistency. The pay for performance coordinator oversees the implementation of the district 301 plan and makes recommendations to senior staff with regard to plan effectiveness.

11. Inclusion of professional development programs that are aligned with the elements of the performance based compensation system

A 301 Site Plan Writing Workshop is held for school coordinators each year. The training includes information on how to write measurable goals and how to develop site plans which are relevant, meaningful and meet the requirements of Arizona State Law.

As a part of the 301 Site Plan, schools are required to submit a site specific professional development plan which aligns with their goals. Time is set aside at each school every year for development activities which prepare teachers with strategies and methods that will be necessary to meet the goals set forth by the plan. Each school site has designated "early out" days with scheduled professional development. Since 301 Plans and School Improvement Plans are aligned, the professional development is designed with both plans in mind. Each school site provides a detailed professional development plan and calendar to the School Operations office each year.

12. Allocation of funding according to the requirements A.R.S. 15-977

Classroom Site Fund: 011-Base Salary (20%)

This portion of the fund is used to increase the base salaries of teachers.

Classroom Site Fund: 012-Performance Pay (40%)

This fund pays the performance pay to teachers each year based on the school site plan. Schools develop a plan which includes an engagement goal and a goal with a site-based assessment measure. In addition, a goal is written to address one of the areas of the AASA.

Classroom Site Fund: 013-Other (40%)

This category gives the district some discretion on how to utilize the funds in the best interest of the needs of students. The option that Amphitheater has chosen this year is as follows:

- **Teacher Salaries**

Overall: 100% of the revenues received for 301 by Amphitheater have gone directly to teachers in the form of performance pay or base salary.

13. Requirements of the plan are based on the classroom performances of an individual teacher

Individual teachers play a key role in the success of students on site based methods of assessment and on the final results of all standardized testing. Our current Amphitheater Teacher Performance Evaluation System requires each teacher to examine student data, utilize appropriate assessment techniques and complete curriculum maps as a regular expectation for their job. Formative assessments utilized in the plan (i.e., NWEA MAP testing) are disaggregated to the individual teacher level and examined. Goal IA, the School Engagement Goal, requires every teacher to gather data to document progress toward the site specific goal. This data is analyzed at the end of the year and stored at each school site. Individual teachers must all contribute to their 301 Site Plan in order to participate and receive performance compensation. Although the 301 payout is linked to the results of the whole school, each teacher is fully engaged in the process. Specialist teachers submit statements detailing their contribution to the site 301 Plan.

Teachers Receiving Ratings of “1” on the Amphitheater Teacher Performance Evaluation System

Teachers who receive a rating of “1” on any indicator or whole domain of the ATPES will not receive performance pay for the period in which they were on a plan for improvement for the rating of “1”. Pay will be based on the percentage of days during the previous school year that the participant WAS NOT on a plan for improvement based on a "1" rating. If the participant was on a plan for improvement due to a rating of “1” for the entire previous school year, the participant will not be eligible for performance pay.

For the **2023-2024** District Plan, 33% of the available dollars for performance pay for a teacher will be based on the performance classification determined by the Amphitheater Teacher Performance Evaluation System (ATPES) as required by ARS 15-977. Since the full amount of the pay varies by year due to fluctuations in sales tax revenue, the actual dollar amount of this portion of the pay will vary from year to year. The classifications are and the percentage of the overall available dollars attainable that will make up the 33% are as follows:

- Highly Effective Performance Classification: 100% of the available funds
- Effective Performance Classification: 95% of the available funds
- Developing Performance Classification: 85% of the available funds
- Ineffective Performance Classification: \$0

Example:

Assuming a Total Amount Available Per Participant: \$2500

- 33% of the total amount: \$825
- Highest amount available to a teacher designated as Highly Effective: \$2500
- Highest amount available to a teacher designated as Effective: \$2458.75
- Highest amount available to a teacher designated as Developing: \$2376.25
- Highest amount available to at teacher designated as Ineffective: \$0

The results of each school plan will vary the amount of the remaining 67% of the total performance pay.



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

DATE OF MEETING: December 5, 2023

TITLE: Approval of Updated Agreement with the Arizona Department of Education for Arts Consumables Program Grant

BACKGROUND:

Arizona Department of Education has approved a grant that will enable all Arts teachers and PK-3 grade teachers to receive \$1,000 per full time arts teacher to purchase arts consumables such as paints, brushes, sheet music, and so much more. These materials will enhance the learning environment and inspire students to explore their talents. We are asking the state to approve a grant of \$246,000 for Amphitheater. An approved IGA is required before we can apply for the grant.

The Arizona Department of Education updated the IGA format on November 15, 2023, this is the updated version requested by the state.

RECOMMENDATION:

The Administration recommends that the Governing Board approve this grant.

INITIATED BY:

Tassi Call, Assistant Superintendent for Elementary Education

Date: November 27, 2023

Todd A. Jaeger, J.D., Superintendent



INTERGOVERNMENTAL AGREEMENT (IGA)

ARIZONA DEPARTMENT OF EDUCATION
1535 W. Jefferson, Bin # 37
Phoenix, Arizona 85007
(602) 364-2517

IGA No:

PROJECT TITLE:
Arts Consumables

Effective Date:

Termination Date:

Pursuant to Arizona Revised Statutes (A.R.S.) § 11-952 *et seq.* this Intergovernmental Agreement is entered into by the Arizona Department of Education (“ADE”), an agency of the State of Arizona, and Amphitheater SD (“CONTRACTOR”). The CONTRACTOR is authorized to enter into this agreement by virtue of A.R.S. § 15-342(13). Pursuant to A.R.S. § 11-951 *et seq.* both parties are authorized to enter into agreements for the joint exercise of any power common to the contracting parties as to governmental functions necessary to the public health, safety and welfare, and the proprietary functions of such public agencies.

Therefore the ADE and the CONTRACTOR agree to abide by all the terms and conditions set forth in this agreement.

For and on behalf of the CONTRACTOR:

701 W. Wetmore Road

Address

Tucson, AZ 85705

City

State

Zip Code

For and on behalf of the Arizona Department of Education

1535 W Jefferson Street, Bin # 37

Phoenix, Arizona 85007

Signature of Person Authorized to Sign Date

Todd Jaeger

Printed Name

Superintendent

Title

Signature of Person Authorized to Sign Date

Printed Name

Chief Procurement Officer

Title

INTERGOVERNMENTAL AGREEMENT DETERMINATION

In accordance with A.R.S. § 11-952, this agreement has been reviewed by the undersigned who has determined that this agreement is in appropriate form and within the powers and authority granted to the respective public body.

Signature

Clayton R. Kramer, Attorney for Contractor

Typed Name and Title

November 16, 2023

Date

Signature

Typed Name and Title

Date



IGA No.

Arizona Department of Education
1535 W Jefferson, Bin # 37
Phoenix, Arizona 85007

The purpose of this agreement is for CONTRACTOR to act as the agent for the Arizona Department of Education (ADE) to provide grant funds to eligible public-school teachers for arts supplies, materials and instructional aids that are of a consumable nature.

2. Term of Agreement

This agreement is effective from November 1, 2023 through June 30, 2024 and can be renewed in accordance with Section 3, or be terminated in accordance with Sections 9 and 11.

3. Renewal of Agreement

This agreement may be renewed for additional terms, upon agreement of the CONTRACTOR and ADE, and by both parties signing an Amendment extending this Agreement. ADE shall prepare the Amendment for additional periods for both parties' signatures.

4. Scope of Services

ADE and the CONTRACTOR shall perform the obligations agreed to by each as set forth in Attachment "A," Scope of Work attached hereto and incorporated herein by reference.

5. Payment

As payment for full and satisfactory performance of the services, the ADE agrees to pay the CONTRACTOR as outlined in Attachment "B" Funding.

6. Changes

This agreement may only be changed in writing and must be signed by both parties and their duly authorized agents (an Amendment). In the event that state or federal law enacted after the effective date of this agreement conflicts with any term of this agreement, controlling law will apply and supersede that/those term(s). The parties agree to promptly consider an appropriate Amendment to the agreement to remove each conflict.

7. Arbitration

Both parties agree to resolve all disputes arising out of or relating to this agreement through arbitration, after exhausting applicable administrative review, to the extent required by A.R.S. § 12-1518, except as may be required by other applicable statutes.

8. Breach

This agreement may be terminated by either party if the other party fails to fulfill its obligations.

9. Termination



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Phoenix, Arizona 85007

Except as otherwise provided, this agreement may be terminated without cause upon thirty (30) days written notice by either party.

10. Governing Law

This agreement shall be governed and interpreted by the laws of the State of Arizona, and to the extent applicable, the Arizona Procurement Code (A.R.S. § 41-2501, et seq.) and the administrative rules promulgated thereunder (A.A.C. R2-7-901 et seq.).

11. Non-Availability of Funds

Every payment obligation of the Arizona Department of Education (ADE) under this agreement is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. If funds are not allocated and available for the continuance of the agreement, this agreement may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to ADE in the event this provision is exercised, and ADE shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

12. Cancellation for Conflict of Interest

Pursuant to A.R.S. § 38-511, the State of Arizona ("State"), its political subdivisions or any department or agency of either may, within three years after its execution, cancel any contract (agreement), without penalty or further obligation, made by the State, its political subdivisions, or any of the departments or agencies of either if any person significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of the State, its political subdivisions or any of the departments or agencies of either is, at any time while the contract (agreement) or any extension of the contract (agreement) is in effect, an employee or agent of any other party to the contract (agreement) in any capacity or a consultant to any other party of the contract (agreement) with respect to the subject matter of the contract (agreement). A cancellation made pursuant to this provision shall be effective when either party receives written notice of the cancellation unless the notice specifies a later time.

13. Non-Discrimination

The Parties shall comply with Executive Order 09-09, which mandates that all persons regardless of race, creed, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities, and all other applicable State and Federal employment laws, rules, and regulations, including the Americans with Disabilities Act. The Parties shall take affirmative action to ensure that applicants for employment and employees are not discriminated against due to race, creed, color, religion, sex, age, national origin, political affiliation or disability.

14. Records

Pursuant to A.R.S. §§ 35-214 and 35-215, the CONTRACTOR shall retain and shall contractually require each subcontractor to retain all data, books and other records ("Records") relating to this agreement for a period of five years after completion of the agreement. All



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Arizona Department of Education
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Phoenix, Arizona 85007

Records shall be subject to inspection and audit by the State at reasonable times. Upon request, the CONTRACTOR shall produce the original of any or all such Records.

15. Compliance Requirements for A.R.S. § 41-4401, Government Procurement: E-Verify Requirement

- A. The contractor warrants compliance with all Federal immigration laws and regulations relating to employees and warrants its compliance with Section A.R.S. § 23-214, Subsection A. (That subsection reads: "After December 31, 2007, every employer, after hiring an employee, shall verify the employment eligibility of the employee through the E-Verify program.")
- B. A breach of a warranty regarding compliance with immigration laws and regulations shall be deemed a material breach of the contract and the contractor may be subject to penalties up to and including termination of the contract.
- C. Failure to comply with a State audit process to randomly verify the employment records of contractors and subcontractors shall be deemed a material breach of the contract and the contractor may be subject to penalties up to and including termination of the contract.
- D. ADE retains the legal right to inspect the papers of any employee who works on the contract to ensure that the contractor or subcontractor is complying with the warranty under paragraph A.

16. Confidentiality

ADE and CONTRACTOR may choose, from time to time, in connection with work contemplated under this agreement, to disclose confidential information to each other (Confidential Information). All such disclosures must be in writing and marked as Confidential Information. The Parties shall not disclose to unauthorized third parties any Confidential Information of the other Party and will use such information only for the purposes of this Agreement, and for three (3) years after the termination of this agreement; provided that the receiving Party's obligations hereunder shall not apply to information that: (A) is already in the receiving Party's possession at the time of disclosure; or, (B) is or later becomes part of the public domain through no fault of the receiving Party; or, (C) is received from a third party with no duty of confidentiality to the disclosing party; or, (D) was developed independently by the receiving party prior to disclosure; or, E. is required to be disclosed by law or regulation.

Any information that is transmitted orally or visually, in order to be protected hereunder, shall be identified as such by the disclosing party at the time of disclosure, and identified in writing to the receiving party, as Confidential Information, within thirty (30) days after such oral or visual disclosure. The CONTRACTOR shall retain the right to refuse acceptance of such Confidential Information that is not required for the purposes of this agreement.

Both parties agree to comply with the federal Family Educational Rights and Privacy Act of 1974. This applies to all provisions of this agreement which involves identifiable individual student data.

17. Property Disposition

Disposition of property acquired for the purpose of this agreement, either by ADE or with funds provided by ADE, shall be determined by ADE upon termination or completion of the agreement. Upon termination or completion of this agreement, the CONTRACTOR shall provide ADE with a listing of all such property, and shall make arrangement to return or dispose of this



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1535 W Jefferson, Bin # 37
Phoenix, Arizona 85007

property as directed by ADE. The CONTRACTOR shall provide ADE with an inventory for this property within 90 days of this agreement becoming effective, and annually thereafter.

18. Property of the State

Title and exclusive copyright to all reports, information, data, curricula, materials, and software prepared by CONTRACTOR in performance of this agreement shall vest in the State of Arizona.

19. Public Record

Both parties recognize that work product developed under this agreement become public information, except as limited by section 17, "Confidentiality."

20. Indemnification

Each party (as "Indemnitor") agrees to defend, indemnify, and hold harmless the other party (as "Indemnitee") from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "Claims") arising out of bodily injury of any person (including death) or property damage, but only to the extent that such Claims which result in vicarious/derivative liability to the Indemnitee are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers. The State of Arizona, Department of Education, is self-insured per A.R.S. 41-621.

In addition, should (Governmental Agency) utilize a contractor(s) and subcontractor(s) the indemnification clause between (Governmental Agency) and its contractor(s) and subcontractor(s) shall include the following:

To the fullest extent permitted by law, (contractor or subcontractor) shall defend, indemnify, and hold harmless the (Governmental Agency) and the State of Arizona, and any jurisdiction or agency issuing any permits for any work arising out of this Agreement, and its departments, agencies, boards, commissions, universities, , officers, officials, agents, and employees (hereinafter referred to as "Indemnitee") from and against any and all claims, actions, liabilities, damages, losses, or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) (hereinafter referred to as "Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the contractor or any of the directors, officers, agents, or employees or subcontractors of such contractor. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of such contractor to conform to any federal, state or local law, statute, ordinance, rule, regulation or court decree. It is the specific intention of the parties that the Indemnitee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnitee, be indemnified by such contractor from and against any and all claims. It is agreed that such contractor will be responsible for primary loss investigation, defense and judgment costs where this indemnification is applicable. Additionally on all applicable insurance policies, contractor and its subcontractors shall name the State of Arizona, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees as an additional insured and also include a waiver of subrogation in favor of the State.



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Phoenix, Arizona 85007

21. Insurance Requirements for Governmental Parties to an IGA

Insurance will not be required for this agreement.

22. Notices

All written communications shall be addressed and mailed or personally served as follows:

To the CONTRACTOR:

Amphitheater Public Schools
701 W. Wetmore Road
Tucson, AZ 85705

To ADE:

Procurement, Bin # 37
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
Email: ProcurementInbox@azed.gov

Technical Contact: Mark Hodge
Telephone: (602) 542-3536
Email: mark.hodge@azed.gov



**INTERGOVERNMENTAL AGREEMENT
ATTACHMENT A – SCOPE OF WORK**

IGA Number

1.0 ADE MISSION STATEMENT

The Arizona Department of Education (ADE) is a service organization committed to raising academic outcomes and empowering parents.

2.0 BACKGROUND

The State of Arizona's budget, set forth in SB 1720, contained an appropriation of \$10,000,000 for Arts Consumables. SB 1720 further noted:

The appropriated amount for art consumables shall be distributed for grants of not more than \$1,000 per recipient to public school arts teachers and any public-school teachers for preschool through third grade for arts supplies, materials and instructional aids that are of a consumable nature as defined by the uniform system of financial records prescribed by the auditor general pursuant to section 15-271, Arizona Revised Statutes.

The Arizona Department of Education (ADE) has determined that this grant appropriation is best distributed by directing the grants through the Local Education Agencies (LEA) to provide in Grants to their teachers. Therefore, ADE is entering into contracts with LEAs to act on its behalf in distributing the grants to eligible teachers.

ADE receives spending authority for the Arts Consumables Grants on a quarterly basis. As of November 1, 2023, ADE has \$5,000,000 of spending authority. The remaining \$5,000,000 in spending authority will be made available in equal parts at the beginning of FY24's third and fourth quarter.

3.0 CONTRACTOR RESPONSIBILITIES

Contractor shall:

3.1 Provide all services in a linguistically appropriate manner that advances ADE's mission of The Arizona Department of Education (ADE) is a service organization committed to raising academic outcomes and empowering parents.

3.2 Be an eligible public-school.

3.3 Distribute grants of not more than \$1,000 per recipient to public school arts teachers and any public-school teachers for preschool through third grade (Eligible Teacher) employed by the LEA for arts supplies, materials and instructional aids that are of a consumable nature (Allowable Purchases) as defined by the uniform system of financial records (USFR) prescribed by the auditor general pursuant to Section 15-271, Arizona Revised Statutes.

3.3.1 "Consumables" might include but is not limited to the following supplies. In all cases, and in any conflict between this list and the USFR, the USFR shall prevail:

Dance

- License fees for use of music
- Dance shoes, costuming, elastic hairbands, and bobby pins
- Floor tape and spiking tape
- Materials to create props and set for performances
- Costuming for performances
- Pencils, markers, paper, and other basic classroom needs
- Therabands and tennis/lacrosse
- Cleaning wipes/antibacterial cleaning supplies
- Other consumable dance supplies



INTERGOVERNMENTAL AGREEMENT
ATTACHMENT A – SCOPE OF WORK

IGA Number

Drama and Theatre

- Supplies to create costumes for one-time productions
- Materials needed to create set pieces for performances (nails and screws for set constructions, paint, lumber, gaffer's tape, etc.)
- Sheet music or script usage fees, royalty fees, license fees
- Props for performances
- Other consumable drama and theatre supplies

Music

- Sheet music
- Rented musical instruments
- Tuning or maintenance for existing musical instruments
- Reeds, bow rosin, cleaning cloths, or other consumable items related to musical instruments
- License fees for use of music
- Other expendable music supplies
- Software rental

Visual Arts

- Drawing supplies (paper, sketch pads, pens, ink, charcoal, etc.)
- Painting supplies (paint, paintbrushes)
- Pencils, pens, pastels, oil pastels
- Ink, beads, wood, leather, yarn, glue, or other items for mixed media or collage projects
- Sponges, paper towels, or cleaning supplies
- Supplies to create collaborative works that are not permanently installed in a building
- Ceramic or sculpture supplies (clay, paint, glazes, glue)
- Software rental
- Other consumable visual art supplies
- Other consumable media art supplies

3.4 Provide ADE with a list of qualified arts teachers in their LEA.

3.5 Provide Grants of no more than \$1,000.00 per Eligible Teacher.

3.6 Provide all funds solely as Grants to Eligible Teachers for Allowable Purchases.

3.7 Collect receipts and relevant supporting documentation before providing any Grants to Eligible Teachers.

3.8 Request reimbursement for all consumables purchased.

3.8.1 For reimbursement, provide an itemized invoice for all requested reimbursements including:

- A description of the allowable purchase,
- Name and address of the vendor from whom the allowable purchase was obtained,
- Itemized and total invoice from the vendor from whom the allowable purchase was obtained,
- Include the Contract Number on all invoices.

4.0 **ADE RESPONSIBILITIES**

ADE will:

4.1 Review all invoices and supporting documentation and approve, reject, or request additional information for, the request for reimbursement submitted by the LEA.



INTERGOVERNMENTAL AGREEMENT
ATTACHMENT A – SCOPE OF WORK

IGA Number

- 4.2** Pay all reimbursements as received for all allowable purchases through the Arizona Procurement Portal, to the amount of the appropriated funding and available spending authority on a first request, first funded basis.

5.0 **REPORTING REQUIREMENTS**

Contractor shall:

- 5.1** Provide ADE with Quarterly Reports indicating:

- 5.1.1 The name of each teacher who was provided a grant under this Contract;
- 5.1.2 The amount received by each teacher;
- 5.1.3 An itemized list of Allowed Purchases as defined in Section 3.7; and
- 5.1.4 Copies of all receipts and supporting documentation collected pursuant to Scope of Work Section 3.6.
- 5.1.5 Quarterly reports will be due September 30, December 31, March 31, and June 30, 2024. The first report under this contract shall be due March 31, 2024.

- 5.2** Provide ADE with an Annual Report indicating:

- 5.2.1 The name of each teacher who was provided a grant under this Contract;
- 5.2.2 The amount received by each teacher;
- 5.2.3 An itemized list of Allowed Purchases as defined in Section 3.7; and
- 5.2.4 Copies of all receipts and supporting documentation collected pursuant to Scope of Work Section 3.6.
- 5.2.5 Annual reports shall be due July 15, 2024.



**INTERGOVERNMENTAL
AGREEMENT
ATTACHMENT B – FUNDING**

IGA Number

TO BE COMPLETED BY CONTRACTOR:

1. Identify how many Public School Art Teachers are employed by the LEA?

79

2. Identify how many public-school teachers for preschool through third grade are employed by the LEA?

167

3. Provide the amount of funding requested. Note the amount cannot exceed \$1000 per teacher identified in 1 and 2.

\$246,000

4. Indicate how you will distribute the requested sum to provide for each Eligible Teacher.

We will provide \$1,000 to each teacher eligible for the grant. All items will be ordered and approved by our department to ensure items ordered follow the guidelines of the grant.



Attachment IX – Participation in Boycott of Israel

Solicitation No. BPM005693

Arts Consumable Grant

Arizona Department of Education
1535 W. Jefferson Street
Phoenix, AZ 85007

Boycott of Israel Disclosure

Please note that if **any** of the following apply to this Solicitation, Contract, or Contractor, then the Offeror **shall** select the “Exempt Solicitation, Contract, or Contractor” option below:

- The Solicitation or Contract has an estimated value of less than \$100,000;
- Contractor is a sole proprietorship;
- Contractor has fewer than ten (10) employees; and/or
- Contractor is a non-profit organization.

Pursuant to A.R.S. §35-393.01, public entities are prohibited from entering into contracts “unless the contract includes a written certification that the company is not currently engaged in, and agrees for the duration of the contract to not engage in, a boycott of goods or services from Israel.”

Under A.R.S. § 35-393:

1. "Boycott" means engaging in a refusal to deal, terminating business activities or performing other actions that are intended to limit commercial relations with entities doing business in Israel or in territories controlled by Israel, if those actions are taken either:
 - (a) Based in part on the fact that the entity does business in Israel or in territories controlled by Israel.
 - (b) In a manner that discriminates on the basis of nationality, national origin or religion and that is not based on a valid business reason.
2. "Company" means an organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, limited liability company or other entity or business association, including a wholly owned subsidiary, majority-owned subsidiary, parent company or affiliate, that engages in for-profit activity and that has ten or more full-time employees.
3. "Public entity" means this State, a political subdivision of this State or an agency, board, commission or department of this State or a political subdivision of this State.

The certification below does not include boycotts prohibited by 50 United States Code Section 4842 or a regulation issued pursuant to that section. See A.R.S. § 35-393.03.

In compliance with A.R.S. §§35-393 et seq., all offerors must select one of the following:

- The Company submitting this Offer **does not** participate in, and agrees not to participate in during the term of the contract, a boycott of Israel in accordance with A.R.S. § 35-393 et seq. I understand that my entire response will become a public record in accordance with A.A.C. R2-7-C317.
- The Company submitting this Offer **does** participate in a boycott of Israel as described in A.R.S. § 35-393 et seq.

Exempt Solicitation, Contract, or Contractor.

Indicate which of the following statements applies to this Contract:

- Solicitation or Contract has an estimated value of less than \$100,000;
- Contractor is a sole proprietorship;
- Contractor has fewer than ten (10) employees; and/or
- Contractor is a non-profit organization.



**Attachment IX – Participation in Boycott of
Israel**

Solicitation No. BPM005693

Arts Consumable Grant

Arizona Department of Education
1535 W. Jefferson Street
Phoenix, AZ 85007

Amphitheater Public Schools

Company Name

701 W. Wetmore Rd.

Address

Tucson

AZ

85705

City

State

Zip

Signature of Person Authorized to Sign

Todd Jaeger

Printed Name

Superintendent

Title



Attachment X – Forced Labor of Ethnic Uyghurs Ban

Solicitation No. BPM005693

Arts Consumable Grant

Arizona Department of Education
1535 W. Jefferson Street
Phoenix, AZ 85007

Forced Labor of Ethnic Uyghurs Ban

Please note that if any of the following apply to the Contractor, then the Offeror shall select the “Exempt Contractor” option below:

- Contractor is a sole proprietorship;
- Contractor has fewer than ten (10) employees; OR
- Contractor is a non-profit organization.

Pursuant to A.R.S. § 35-394, the State of Arizona prohibits a public entity from entering into or renewing a contract with a company unless the contract includes written certification that the company does not use the forced labor, or any goods or services produced by the forced labor, of ethnic Uyghurs in the People’s Republic of China.

Under A.R.S. § 35-394:

1. "Company" means an organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, limited liability company or other entity or business association, including a wholly owned subsidiary, majority-owned subsidiary, parent company or affiliate, that engages in for-profit activity and that has ten or more full-time employees.
2. "Public entity" means this State, a political subdivision of this State or an agency, board, commission or department of this State or a political subdivision of this State.

In compliance with A.R.S. §§ 35-394 et seq., all offerors must select one of the following:

- The Company submitting this Offer does not use, and agrees not to use during the term of the contract, any of the following:
 - Forced labor of ethnic Uyghurs in the People’s Republic of China;
 - Any goods or services produced by the forced labor of ethnic Uyghurs in the People’s Republic of China; or
 - Any Contractors, Subcontractors, or suppliers that use the forced labor or any goods or services produced by the forced labor of ethnic Uyghurs in the People’s Republic of China.

- The Company submitting this Offer does participate in use of Forced Uyghurs Labor as described in A.R.S. § 35-394.

Exempt Contractor

Indicate which of the following statements applies to the Contractor (may be more than one):

- Contractor is a sole proprietorship;
- Contractor has fewer than ten (10) employees; and/or
- Contractor is a non-profit organization.

Amphitheater Public Schools

 Company Name
 701 W. Wetmore Rd.

 Address
 Tucson AZ 85705

 City State Zip

 Signature of Person Authorized to Sign
 Todd Jaeger

 Printed Name
 Superintendent

 Title



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

DATE OF MEETING: December 5, 2023

TITLE: Approval of New Courses for the 2024-2025 School Year

BACKGROUND:

Each year we bring requests for new courses to the Governing Board for approval. The proposal of new courses is in response to the needs and interests of students and represents an opportunity to diverse course offerings to further expand the options available to students.

Below is a list of the of the courses and the corresponding description that are recommended for approval.

REACH Honors English 11:

An evaluation of Amphitheater’s REACH Program, which included a student survey, was performed in Fall 2023. Based upon the data gleaned from the student survey and the desire to continue improving gifted education opportunities in Amphitheater Public Schools, a new course proposal has been submitted that will expand gifted education courses in the three high schools.

Attached is the course proposal for REACH Honors ELA 11. The course, similar to REACH Honors ELA 9 and REACH Honors ELA 10, would carry a weighted value.

Engineering Physics:

After reviewing the current two-year CTE completer sequence and evaluating the anticipated changes the State will recommend for CTE Engineering programs, it was determined that adding a new course to the current two-year program, would meet the forthcoming changes. Furthermore, the creation of a new course, Engineering Physics, would provide students with a new opportunity to learn and demonstrate the standards and concepts associated with the CTE program.

Attached is the course proposal for Engineering Physics.

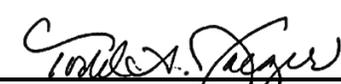
RECOMMENDATION:

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

INITIATED BY:


Matthew Munger
Associate Superintendent for Secondary Education

Date: November 30, 2023


Todd A. Jaeger, J.D., Superintendent

**Amphitheater School District
COURSE REQUEST FORM**

I. RATIONALE – justification of need, citing data

Students need this Engineering Physics course to cover the missing standards from the Engineering program, not covered in Introduction to Engineering Design (first of three courses) and Engineering 102 (third of three courses). The current Engineering program is missing the middle course. This course focuses on the understanding and application physics content encompassed in standard 4.0 of the Engineering standards and the Arizona Physical Science State Standards.

II. DESCRIPTION – course goals and objectives, pre-requisites, format

Engineering Physics explores a broad range of engineering and technology topics with their relationship to physics and mathematics by solving real world problems. This hands-on course is designed to provide students interested in applied physics engineering and technology career opportunities to explore applications related to specialized fields such as civil, mechanical, and materials engineering, among others. Students will engage in research, development, planning, design, production, and project management. Classroom activities are organized to allow students to work in teams and use modern technological processes, software, and production systems to develop and present solutions to engineering problems based on presented physics concepts.

III. ARTICULATION – reference to state standards, specific skills sets, and articulation with other courses

The following standards are not currently covered in Introduction to Engineering Design and Engineering 102, but would be covered in Engineering Physics:

STANDARD 4.0 APPLY SCIENTIFIC LAWS AND PRINCIPLES RELEVANT TO ENGINEERING TECHNOLOGY

4.1 Use the relationship among energy, work, and power to solve a variety of problems involving mechanical, fluid, electrical, and thermal systems

4.2 Use Newton's Laws of Motion to analyze static and dynamic systems with and without the presence of external forces
4.3 Use the laws of conservation of energy, charge, and momentum to solve a variety of problems involving mechanical, fluid, electrical, and thermal systems

4.4 Analyze relevant properties of materials used in engineering projects [i.e., chemical, environmental, mechanical (tension, compression, torque), electrical, physical, etc.]

Engineering Physics will cover the following state science standards in Physics.

HS.P2U1.5 Construct an explanation for a field's strength and influence on an object (electric, gravitational, magnetic).

HS+Phy.P2U1.1 Plan and carry out investigations to design, build, and refine a device that works within given constraints to demonstrate that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

HS.P3U1.6 Collect, analyze, and interpret data regarding the change in motion of an object or system in one dimension, to construct an explanation using Newton's Laws.

HS+Phy.P3U1.3 Develop a mathematical model, using Newton's laws, to predict the motion of an object or system in two dimensions (projectile and circular motion).

HS+Phy.P3U1.4 Engage in argument from evidence regarding the claim that the total momentum of a system is conserved when there is no net force on the system.

HS.P3U2.7 Use mathematics and computational thinking to explain how Newton's laws are used in engineering and technologies to create products to serve human ends.

HS.P4U1.8 Engage in argument from evidence that the net change of energy in a system is always equal to the total energy exchanged between the system and the surroundings.

HS.P4U3.9 Engage in argument from evidence regarding the ethical, social, economic, and/or political benefits and liabilities of energy usage and transfer.

HS+Phy.P4U1.6 Analyze and interpret data to quantitatively describe changes in energy within a system and/or energy flows in and out of a system.

HS+Phy.P4U2.7 Design, evaluate, and refine a device that works within given constraints to transfer energy within a system.

HS+Phy.P4U1.8 Use mathematics and computational thinking to explain the relationships between power, current, voltage, and resistance.

HS.P4U1.10 Construct an explanation about the relationships among the frequency, wavelength, and speed of waves traveling in various media, and their applications to modern technology.

IV. AUDIENCE – student group (school, grade, discipline) to be served

All students with the appropriate prerequisites will have access to this course. The prerequisite for the course is the successful completion of Geometry. The main audience are students who have successfully completed Introduction to Engineering Design. Engineering Physics will be their second Engineering course of the three required for program completion. For students not completing the Engineering program, Engineering Physics will be viewed as a Physics lab course.

V. RESOURCES – specific texts, materials, equipment needed

[CIM Custom Kits](#)

[CIM Custom Upgrade Kits](#)

[Engineering Consumables](#)

[VEX V5 POE/CIM Custom Kit](#)

VI. OUTCOME – evaluation of course effectiveness

Engineering Physics would provide increased Technical Skills Assessment (TSA) scores for the Engineering program, due to the standards that will be covered, which were previously missed in the other two courses. This course would also provide a wider range of students with exposure to various disciplines of engineering. This class would provide equitable exposure to a diverse population of students.

VII. IMPLEMENTATION – timeline to include pilot phase and annual evaluation of proposed course

Pilot Phase of Engineering Physics:

One period of Engineering Physics at each school consisting of students from Introduction to Engineering Design and students interested in project-based physics.

Annual Evaluation:

An annual evaluation of Engineering Physics will take place through Technical Skills Assessment data analysis.

VIII. PROCESS – how teachers, parents, and students (when appropriate) were included in the decision making process

Parents, students, and teachers have requested this course for several years because they want students to have access to engineering for a full three years, in preparation for college coursework.

Students have advocated for an engineering honors option and have expressed they will enroll if this is available.

APPROVAL: _____ -  _____ **11.29.2023**
Principal date Superintendent Designee date

(NOTE: Must be submitted for Governing Board approval prior to the end of the current school year for implementation during the following school year.)

Amphitheater School District COURSE REQUEST FORM

I. Rationale: justification of need citing data

REACH HONORS ELA 11: Gifted students have exceptional intellectual, academic, and social-emotional needs that may not be met within Honors (AP) English and on-level English courses. Specifically, an estimated 40% of gifted students have been placed at the secondary level due to a visual-spatial reasoning score, with average to below average scores in verbal and/or quantitative reasoning. Gifted visual-spatial learners can access above grade level content and products through visual-spatial content, processes, and products. Therefore, gifted visual-spatial learners may need an alternative approach to traditional English curriculum. Currently, gifted services at the secondary level are delivered through REACH Honors ELA 9 and 10 courses, Honors Seminar, and college & career advocacy. In the second year of the REACH Honors ELA pilot, students and families are reporting beneficial aspects of the programming, including student-centered learning environments, gifted cohorts (i.e. intellectual peer groups), rigorous learning targets supported by student differentiation and flexible practices (e.g. due dates, student choices, visual-spatial strategies, accommodations built into the classroom practices, etc.). Due to the positive feedback and requests for the REACH ELA programming to extend beyond grade 10, REACH Honors ELA 11 presents a suitable option for our existing gifted cohorts to be served according to their unique academic and social-emotional needs. [Related aspects of Gifted Education law in Arizona have been highlighted in passages below.]

Article 4.1 Gifted Education for Gifted Children 15-779.01

A. Because it is in the public interest to support unique opportunities for high achieving and underachieving pupils who are identified as gifted, the governing board of each school district shall provide gifted education to gifted pupils identified as provided in this article.

B. The governing board shall modify the course of study and adapt teaching methods, materials and techniques to provide educationally for those pupils who are gifted and possess superior intellect or advanced learning ability, or both, but may have an educational disadvantage resulting from a disability or a difficulty in writing, speaking or understanding the English language due to an environmental background in which a language other than English is primarily or exclusively spoken. Identification of gifted pupils as provided in this subsection shall be based on tests or subtests that are demonstrated to be effective with special populations including those with a disability or difficulty with the English language.

C. If a pupil who was previously identified as a gifted pupil by a school district or charter school transfers into another school district, the school district into which the pupil transferred shall determine in a timely manner whether the pupil shall be identified as a gifted pupil in that school district. The school district into which the pupil transferred shall provide gifted education to transfer pupils who are identified as gifted without unreasonable delay.

A.R.S. § 15-779.02

A. The governing board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials. Programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day.

Amphitheater School District COURSE REQUEST FORM

The scope and the sequence shall:

1. Provide routine screening for gifted pupils using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 15, and section 15-779.01. School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the state board of education.
2. Include an explanation of how gifted education for gifted pupils differs from regular education in such areas as:
 - (a) Content, including a broad-based interdisciplinary curriculum.
 - (b) Process, including higher level thinking skills.
 - (c) Product, including variety and complexity.
 - (d) Learning environment, including flexibility.

Current English 11 courses do not address NAGC standards for the needs of gifted students, nor do they fully meet the expectations with AR 15-779. Therefore, an English class pathway designed to meet the needs of gifted visual-spatial learners would more fully support their intellectual curiosity, academic talents and social-emotional needs for validation and belonging. Overall, a English class pathway designed for gifted students would extend the student-centered model, meeting the needs of at least 40% of gifted secondary students. Of particular note is the 2E (twice-exceptional) gifted students with needs in visual-spatial learning, gifted students with two or more exceptions, as noted in an IEP, 504 Plan, and /or parent documentation. The REACH ELA programming intuitively accommodates neurodiverse students at the earliest opportunity. A student-centered model would provide more opportunities for growth and success. The 2E population is estimated at 10% of the gifted population.

II. Description: course goals, objective, format, prerequisites

Course title: REACH Honors ELA 11 -- Weighted Grade

Course Prerequisites: Gifted Services placement or teacher recommendation

Course description: REACH Honors ELA 11 course designed to complement ELA 11 and AP Language & Composition, featuring rigorous critical thinking, creative problem-solving, and collaborative learning, including a visual-spatial platform; writing emphasis to support college preparation in terms of content, structure, and style. REACH Honors ELA 11 offers curricular experiences in American Literature & Composition as a suitable companion to existing ELA 11 options (i.e., ELA 11, AP Language & Composition). REACH Honors ELA 11 is distinguished for gifted learners:

- Collaborative learning through varied discussion strategies, collaborative assignments, and project-based learning.
- Reading through text, film, music, media, and art, (i.e., audiobooks, graphic novels encouraged).
- Student choices in learning products support students to advocate for demonstrating their ability to meet standards.
- Demonstration of student learning through oral, written, and visual products.
- Accommodations are built-in for neurodiverse students who are not supported by an IEP or 504 Plan. (i.e., ‘best practices in gifted education’).

Amphitheater School District COURSE REQUEST FORM

- The course refrains from rote memorization, timed tasks, comprehensive testing instruments in favor of process-based learning (i.e., student-centered learning, critical thinking, creative problem solving, and collaborative learning).

Course objective: REACH Honors ELA 11 supports gifted students in a pathway to college and career readiness through REACH Honors ELA programming by employing student-centered practices, self-advocacy, emphasis on critical thinking, creative problem-solving, and collaborative learning.

Course format:

Q1: Early American Experience

- European and American myth
- The American Wilderness (Native Americans, the Explorers)
- The American Journey (Settlers, Protestant colonies, Salem Witch Trials)
- Featured literature: *The Crucible* by Arthur Miller (example of text)

Q2: American Gothic

- Dark Romanticism (i.e., Nathaniel Hawthorne, Washington Irving, Edgar Allan Poe, Joyce Carol Oates, etc.)
- Literature & Issues of the Day

Q3: Bright America: Transcendentalism

- The Transcendentalists in literature, poetry, and informational texts (i.e., R.W. Emerson, H.D. Thoreau, Louisa May Alcott, etc.)
- Featured literature: *The Great Gatsby* by F. Scott Fitzgerald and/or *Little Women* by Louisa May Alcott (example of text)

Q4: The American Dream

- Speeches, letters, informational texts
- The American 'Hero' (i.e., emerging archetype)
- Featured literature: *A Raisin in the Sun* by Lorraine Hansberry (example text)

Course techniques: REACH Honors ELA 11 employs various gifted teaching strategies including: Theory of Knowledge style discussions and applications, Creative Problem-Solving, Depth & Complexity, Personalized Learning Model (Student-Centered Learning), Analogies, Overarching Questions, Art & Thinking, Thinking like a Historian, Interdisciplinary Thinking, & Project-Based Learning.

III. ARTICULATION – reference to state standards, specific skills sets, and articulation with other courses

NAGC Pre-K-Grade 12 Gifted Programming Standards Programming -

Standard 3: Curriculum Planning and Instruction

Introduction: Educators need to develop and use a comprehensive and cohesive curriculum that is aligned with local, state, and national standards, then differentiate, accelerate, and/or expand it. Curriculum must emphasize advanced, conceptually challenging, in-depth, and complex content. Educators need to possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop students' talents, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the

Amphitheater School District COURSE REQUEST FORM

tools to contribute to a diverse and global society. The curriculum, instructional strategies, and materials and resources must engage a variety of gifted learners using practices that are responsive to diversity.

Standard 3: Curriculum Planning and Instruction

Description: Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth.

Student Outcomes Evidence-Based Practices

3.1. Curriculum Planning. Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year. Educators use local, state, and national content and technology standards to align, expand, enrich, and/or accelerate curriculum and instructional plans.

3.1.2. Educators design a comprehensive and cohesive curriculum and use learning progressions to develop differentiated plans for Pre-K through grade 12 students with gifts and talents.

3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and needs of students with gifts and talents and those with special needs such as twice exceptional, highly gifted, and English language learners.

3.1.4. Educators design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents.

3.1.5. Educators regularly use pre-assessments, formative assessments, and summative assessments to identify students' strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring.

3.1.6. Educators pace instruction based on the learning rates of students with gifts and talents and compact, deepen, and accelerate curriculum as appropriate.

3.1.7. Educators integrate a variety of technologies for students to construct knowledge, solve problems, communicate and express themselves creatively, and collaborate with others in teams locally and globally.

3.1.8. Educators consider accommodations and/or assistive technologies to provide equal access to learning opportunities with twice-exceptional learners and other students with developmental differences.

3.2. Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.

3.2.1. As they plan curriculum, educators include components that address goal setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making.

3.2.2. Educators design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development.

3.3. Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.

Amphitheater School District COURSE REQUEST FORM

3.3.1. Educators develop and use curriculum that is responsive and relevant to diversity that connects to students' real-life experiences and communities and includes multiple voices and perspectives.

3.3.2. Educators encourage students to connect to others' experiences, examine their own perspectives and biases, and develop a critical consciousness.

3.3.3. Educators use high-quality, appropriately challenging materials that include multiple perspectives.

3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.

3.4.1. Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.

3.4.2. Educators provide opportunities for students with gifts and talents to explore, develop, or research in existing domain(s) of talent and/or in new areas of interest.

3.4.3. Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent, both to reveal and address the needs of students with gifts and talents.

3.5. Instructional Strategies. Students with gifts and talents become independent investigators.

3.5.1. Educators model and teach metacognitive models to meet the needs of students with gifts and talents such as self-assessment, goal setting, and monitoring of learning.

3.5.2. Educators model and teach cognitive learning strategies such as rehearsal, organization, and elaboration.

3.5.3. Educators scaffold independent research skills within students' domain(s) of talent.

3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.

3.6.1. Educators use current, evidence-based curricular resources that are effective with students with gifts and talents.

3.6.2. Educators use school and community resources to support differentiation and advanced instruction appropriate to students' interests, strengths, and academic learning needs.

IV. AUDIENCE – student group (school, grade, discipline) to be served:

Gifted and Talented 9 - 12 grade students

V. RESOURCES – specific texts, materials, equipment needed:

Specific resources need to be determined in a collaborative process; sample ideas are provided here for REACH Honors ELA 11 course:

Sample Texts:

Q1: *The Crucible* by Arthur Miller – provides student reading aloud (in parts), listening experiences, graphic novel adaptation, and film adapted to the play.

Q2: Works of Edgar Allan Poe – adapted in text, graphic novel, film, art, music, media.

Q3: *The Great Gatsby* by F. Scott Fitzgerald and *Little Women* by Louisa May Alcott adapted in text, graphic novel, film, art, and media.

Q4: *A Raisin in the Sun* by Lorraine Hansberry - provides student reading aloud (in parts), listening experiences, graphic novel adaptation, and film adapted to the play.

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Sample Materials:

Film, video essays, art, music, media, headphones, audio-with-text books, classroom sets of selected texts, art supplies.

Sample Techniques:

Kaplan’s Depth & Complexity prompts, visual notes, visual-linguistic ‘writing,’ varied discussion techniques (i.e., Socratic Seminar, Think-Pair-Share, etc.), film and media analysis, student choice boards, alternative learning products, a learning management system where all materials are posted and available, and recorded lectures (as needed).

VI. OUTCOME – evaluation of course effectiveness

- Students access Honors/AP literary sources and demonstrate learning through a variety of critical thinking, creative problem-solving, and collaborative learning strategies, complemented by visual-spatial and prose products.
- Variety of student learning products within specified objectives
- Student and family feedback surveys
- Student enrollment – students will self-select this course over other options.

VII. IMPLEMENTATION – timeline to include pilot phase and annual evaluation of proposed course

Stage of Development	Timeline	Details
Research & Development	SY 2023-2024 Summer 2024	Develop REACH Honors ELA 11 framework with REACH ELA team members from all 3 secondary sites
Pilot	SY 2024-2025	Implement REACH Honors ELA 11 at all 3 secondary sites: development team meetings once per quarter
Evaluation & Revisions	Summer 2025	REACH Honors ELA 11 team confers with REACH Coordinator to evaluate the course’s success and growth needs
Full Implementation	SY 2025-2026	REACH Honors ELA 11 team refines programing at all 3 secondary sites
Evaluation & Revisions	Summer 2026	REACH Honors ELA 11 team confers with REACH Coordinator to evaluate the course’s success and growth needs

**Amphitheater School District
COURSE REQUEST FORM**

VIII. PROCESS – how teachers, parents, and students (when appropriate) were included in the decision-making process.

The preliminary proposal has been developed by:

Vanessa Hill: Gifted Education Coordinator, Amphitheater Public Schools

Sally Miller: REACH teacher at Ironwood Ridge High School

Parent, teacher, student committee members:

A diverse and collaborative team complements REACH Honors ELA 11 development:

- Family feedback surveys and feedback loop (SY 2023-2024)
- Student surveys in terms of course preferences for ELA 11 (SY 2023-2024)
- Collaboration with REACH ELA teachers (SY 2023-2024)
- Consultation with site administrators and academic counselors (SY 2023-2024)

APPROVAL: _____

Principal

date

Superintendent Designee

date

(NOTE: Must be submitted for Governing Board approval prior to the end of the current school year for implementation during the following school year.)



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

DATE OF MEETING: December 5, 2023

TITLE: Approval of 2024-2025 Governing Board Meeting Schedule

BACKGROUND:

Meeting dates of the Amphitheater Governing Board typically are held the second and fourth Tuesday of each month during the regular school year, however the first meetings of October and May are scheduled for the first Tuesday of the month to accommodate Fall Break and Graduation. These meetings include regular and special meetings as noted on the attachment. The 2024-2025 Governing Board meeting schedule for the Amphitheater School District is presented to the Board for approval.

RECOMMENDATION:

The Administration recommends that the 2024-2025 meeting schedule for the Amphitheater Governing Board be approved as presented.

INITIATED BY:


Jen Anderson, Executive Assistant to the
Superintendent and Governing Board

Date: November 28, 2023


Todd A. Jaeger, J.D., Superintendent

Amphitheater Governing Board 2024-2025 Meeting Schedule

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

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

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

<u>2024-2025</u>	<u>TYPE OF MEETING</u>
Tuesday, July 9, 2024 Tuesday, July 23, 2024	Regular Public Meeting Special Public Meeting
Tuesday, August 13, 2024 Tuesday, August 27, 2024	Regular Public Meeting Special Public Meeting
Tuesday, September 10, 2024 Tuesday, September 24, 2024	Regular Public Meeting Special Public Meeting
Tuesday, October 1, 2024 Tuesday, October 22, 2024	Regular Public Meeting Special Public Meeting
Tuesday, November 12, 2024 *	Regular Public Meeting
Tuesday, December 10, 2024 *	Regular Public Meeting
Tuesday, January 14, 2025 Tuesday, January 28, 2025	Organizational Public Meeting Special Public Meeting
Tuesday, February 11, 2025 Tuesday, February 25, 2025	Regular Public Meeting Special Public Meeting
Tuesday, March 11, 2025 Tuesday, March 25, 2025	Regular Public Meeting Special Public Meeting
Tuesday, April 8, 2025 Tuesday, April 22, 2025	Regular Public Meeting Special Public Meeting
Tuesday, May 6, 2025 Tuesday, May 27, 2025	Regular Public Meeting Special Public Meeting
Tuesday, June 10, 2025 Tuesday, June 24, 2025	Regular Public Meeting Special Public Meeting

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

For Governing Board approval 12-5-2023



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

DATE OF MEETING: December 5, 2023

TITLE: Approval of Arizona Department of Administration School Facilities Division Building Renewal Grants

BACKGROUND:

The District submitted Building Renewal Grant (BRG) Applications to the Arizona Department of Administration School Facilities Division (SFD) to correct Minimum Adequacy Guideline deficiencies at District locations.

The SFD approved the following BRG Application with Phase Grant funding to be awarded for each BRG:

- IRHS Classroom A133 Damaged Carpet Replacement BRG-005371

The Governing Board is required to approve SFD Terms and Conditions for each BRG Application to accept the awards.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board accepts the SFD Building Renewal Grants and authorize the Governing Board President to sign the attached Terms and Conditions.

INITIATED BY:

Richard C. La Nasa, Executive Manager, Operational Support

Date: November 30, 2023

Todd A. Jaeger, J.D., Superintendent

SCHOOL FACILITIES DIVISION

Adopted: December 4, 2008

Modified: November 4, 2009, June 23, 2010, July 11, 2012, October 9, 2013, April 6, 2016, December 8, 2016, October 4, 2017, July 11, 2018, January 8, 2020, May 6, 2020, May 4, 2022, April 5, 2023

TERMS AND CONDITIONS FOR ACCEPTANCE OF MONIES FROM BUILDING RENEWAL GRANT FUND

School District: _____

School: _____

BRG Project Number: _____

Project Title: _____

1. PURPOSE OF TERMS AND CONDITIONS

These Terms and Conditions apply to the distribution of monies by the School Facilities Division (SFD, or "Division") from the Building Renewal Grant Fund ("Fund") pursuant to Arizona Revised Statutes, ("A.R.S.") §41-5732, §41-5701, and §41-5702.

These monies are being awarded to the District for the purpose of maintaining the adequacy of existing school facilities owned by school districts that are required to meet the minimum adequacy standards for student capacity and that fall below the minimum school facility guidelines found in A.A.C. Title 7, sections R7-6-101 through R7-6-276. Districts are prohibited from using monies from the Fund awarded pursuant to these Terms and Conditions on any project that is in a building, or part of a building, that is being leased to another entity. All monies used must be in compliance with the statutory requirements found in A.R.S. §41-5732, A.A.C. Title 7 section R7-1-101, and the Building Renewal Grant Policy adopted on October 2, 2008 and as subsequently amended, as well as any applicable session law.

2. TERM OF TERMS AND CONDITIONS

The term of these Terms and Conditions shall begin on the initial date of the performance period and shall continue until the project is closed, pursuant to Paragraph 4.2. A project shall be complete within 12 months per A.R.S. §41-5732.

2.1 ABANDONMENT OF THE PROJECT

A Project or phase grant may be considered to be abandoned if the acceptance process, including, the submittal of the purchase order(s) has not been completed by the District within four months of award of funding or the project has had no activity in over a 6 month period. In such an instance, the project or phase grant may be subject to administrative closeout and any monies awarded may be de-obligated from the project or phase grant and returned to the fund. Abandonment of a project does not relieve a District of its obligation to correct the deficiency and

maintain compliance with Minimum Adequacy Guidelines.

3. FINANCIAL CONDITIONS

The District will accept a grant from the Fund in accordance with all applicable state statutes and rules, and will expend the funds in compliance with all provisions of such statutes and rules, including but not limited to, the following:

- 3.1. Use of fiscal control and fund accounting procedures as prescribed in the Uniform System of Financial Records, which will ensure proper disbursement of, and accounting for, monies paid to the District from the Fund;
- 3.2. Compliance with the School District Procurement Rules adopted by the Arizona State Board of Education, the USFR purchasing guidelines;
- 3.3. Compliance with all applicable state, federal, and local codes and laws related to buildings and building access, including permitting requirements of the Department of Environmental Quality for any construction project;
- 3.4. Compliance with any applicable federal, state and local health or safety requirements;
- 3.5. Compliance with any applicable Division of School Facilities Performance Specifications;
- 3.6. The Division of School Facilities will require Design Scope Development meetings with the selected architect before any funding is made available for Construction phase grant. School district non-compliance with these Terms and Conditions may result in the delay of phase grant awards in Procurement and/or Construction;
- 3.7. Professional services deliverables will be submitted to the Division of School Facilities via activity reports before project and phase grant closeout to verify deliverables were successfully funded by the Building Renewal Grant Program.
- 3.8. Further requests for funds in the form of subsequent phases, change orders, supplemental funding requests, and other requests outside of the project scope as described in the Terms and Conditions may be deemed ineligible upon review by the Division staff. These determinations are appealable as authorized in A.R.S. § 41-5702 (A) (5) (i). Staff will provide guidance and technical assistance to the district in meeting program requirements. The final determination of the SFD or the Board are appealable agency actions as detailed in § 41-5702 (A)(5) (i) and subsection and 8. of these Terms and Conditions.
- 3.9. Failure to comply with any term or condition required by this Agreement may result in a delay in the processing of payment applications and change orders.

3.1 UNIFORM SYSTEM OF FINANCIAL RECORDS

The District will maintain records as required by the Uniform System of Financial Records and provide access to those records to the SFD as necessary to perform its duties. The District will cooperate with the SFD or the Auditor General or any of their authorized representatives when

audits are conducted as authorized by law. This cooperation includes access without unreasonable restrictions to the District's records and personnel for the purpose of obtaining relevant information.

3.2 SURPLUS FUNDS

If the final cost of the Project or the phase grant is less than the amount awarded by the SFD, the SFD shall de-obligate the remaining monies from the project or phase grant at closeout.

3.3 SCOPE OF WORK / UNFORESEEN CONDITIONS

The District shall notify the DSF if any unforeseen conditions arise during project implementation. The SFD will direct the District on how to proceed. The District must submit an executable Change Order which includes the signature of the District Representative, Architect, and contractor prior to receiving written approval from the Division to proceed. The Change Order is not considered executed until signed by the SFD. The Change Order will also indicate any changes to the contract value, contract schedule, and contract scope. No work shall proceed without a fully executed Change Order. Any work the school district approves prior to the executed change order is the financial responsibility of the school district.

Pursuant to A.R.S. §41-5701.02.I.2., if a school district approves (If the District issues a purchase order or authorizes start of the work) work referenced in a change order before the SFD approves the Change Order, the school district is responsible for the cost and construction of the project ('The Project' is defined for the purposes of the Change Order as the work defined in the Change Order).

3.4 LOCAL FUNDS

If the District intends to supplement the Project or phase grant with additional funds, the District shall provide to the SFD an itemized purchase order signed by a District representative authorized to make the expenditure. The District's purchase order shall clearly indicate the funding source and the amount being committed in each project or phase grant.

Elective upgrades to facilities, excluded spaces in excess of 10%, district administrative spaces, grade configuration updates of facilities, or program changes limited by "built as designed" plans are ineligible for BRG funds, notwithstanding campus-wide and/or multi-building building systems, such as, but not limited to fire alarms, intercoms, central plants, wastewater treatment plants and wells.

3.5 DISBURSED FUNDS

Any work the school district approves prior to receiving an award notice or an executed change order is the financial responsibility of the school district. The District shall return any disbursed monies to the SFD, and reimburse the Fund for monies spent without proper authorization from the SFD within thirty (30) days of being notified by the SFD.

3.6 FUTURE REPAIRS – THIS SECTION SURVIVES THE TERMINATION OF THIS AGREEMENT

To the extent allowed by law, if the District has contributed local funds to pay for an upgrade of the Project beyond that required by the minimum school facilities guidelines; any increase in the cost of a future repair or replacement shall be paid for proportionally according to the original cost sharing.

4. REPORTING REQUIREMENTS

The District will make reports to the SFD as requested, and will cooperate with any evaluation of the grant and/or project as required by the SFD. All expenditures and projects are subject to audit. All construction and related contracts entered into by the District shall contain a clause that will permit the SFD and/or the District to audit the contract.

4.1 PUBLIC RECORD

Any application, report or plan, including school designs or architectural drawings relating to the funded Project in the possession of the District or its agents or designees is deemed a public record as defined by Arizona law.

4.2 FINANCIAL REPORT AND PROJECT / PHASE GRANT CLOSEOUT

The District shall complete a final financial report in each phase grant before initiating an application for subsequent phase grants. The project closeout shall be completed upon submission of the final project payment request.

The District shall maintain records for five years following the completion of the project, which show:

- a. The amounts received from the Fund;
- b. How the District spent the monies received from the Fund;
- c. The total cost of the project and each phase grant;
- d. The share of the total cost provided from other sources;
- e. A list of all change orders that were approved and denied for each phase grant.

5. INSURANCE REQUIREMENTS

For all construction projects, the District agrees to secure insurance coverage for purposes of general liability, property damage and workers' compensation and secure performance and payment bonds. Projects as a result of weather-related or other insurable incidences shall be initiated by an insurance claim and partnerships reported.

6. AUDIT OF RECORDS

Pursuant to A.R.S. §§ 35-214 and 35-215, the District shall retain and shall contractually require

each subcontractor to retain all data, books and other records ("records") relating to these Terms and Conditions for a period of five years after completion of these Terms and Conditions. All records shall be subject to inspection and audit by the State for five years after the termination of these Terms and Conditions.

7. AVAILABILITY OF FUNDS

Every payment obligation of the State under these Terms and Conditions is conditioned upon the availability of funds allocated for the payment of such obligations. If funds are not allocated and available for the continuance of the Project or phase grant, these Terms and Conditions may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to the State in the event this provision is exercised, and the State shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

8. APPEALABLE AGENCY ACTION

Pursuant to 41-5702 (A)(5) (i) and subsection P, Building Renewal Grant requests are an appealable agency action.

SFD Staff shall notify a school district in writing that the proposed project does not meet eligibility criteria. The written notification shall include documentation to support the staff's determination that the proposed project does not meet the eligibility criteria. The SFD will send written notification to the school district after the final decision that the school district is not eligible. The school district may directly appeal the staff's determination of ineligibility to the director or designee. The school district may directly appeal the director's determination of ineligibility to the board.

A school district may appeal the denial of a request for monies or any other appealable Division action pursuant to title 41, chapter 6, article 10. For the purposes of this subsection, "appealable agency action" has the same meaning prescribed in section 41-1092.

8. RESOLUTION OF DISPUTES

The Parties to these Terms and Conditions agree to resolve all disputes arising out of or relating to these Terms and Conditions through arbitration, after exhausting applicable administrative review (pursuant to Title 41, Chapter 6, Article 10), to the extent required by A.R.S. § 12-1518, except as may be required by other applicable statutes.

9. NON-DISCRIMINATION

The Parties shall comply with Executive Order 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities and all other applicable State and Federal employment laws, rules, and regulations, including the Americans with Disabilities Act. The Parties shall take affirmative action to ensure that Districts for employment and employees are not discriminated against due to race, creed, color, religion, sex, national origin or disability. However, Tribal Nations are exempt from the definition of employer for both Federal and State Civil Rights Act.

10. TERMINATION

Each party shall have the right to terminate this Agreement by notifying the other party in writing of the termination at least thirty (30) days prior to the effective date of said termination. If the Agreement is terminated by the - SFD, the District shall be paid for all allowable costs incurred prior to the date of termination, and the cost determined appropriate by the SFD to de-mobilize the contractor from the work site, if applicable.

The payment of costs are subject to audit verification by the SFD or its duly authorized representative.

If the Agreement is terminated by the District, the District is still responsible for correcting the deficiency and maintaining compliance with Minimum Adequacy Guidelines.

11. ASSIGNMENT AND DELEGATION

Neither party may assign any rights hereunder without the express, prior written consent of both parties.

12. CANCELLATION FOR CONFLICT OF INTEREST

The parties acknowledge that these Terms and Conditions are subject to the cancellation provisions set forth in A.R.S. §38-511.

13. ENTIRE AGREEMENT

These Terms and Conditions contain the entire understanding of the parties hereto. There are no representations or provisions other than those contained herein. Any amendment or modification of these Terms and Conditions shall be consistent with Section 1 of these Terms and Conditions.

14. APPLICABLE LAW

These Terms and Conditions shall be governed and interpreted by the laws of the State of Arizona.

15. THIRD PARTY ANTITRUST VIOLATIONS

The District assigns to the State any claim for overcharges resulting from antitrust violations to the extent that such violations concern materials or services supplied by third parties to the District toward fulfillment of these Terms and Conditions.

16. PROGRAM REVIEW AND SITE VISITS

The SFD has the right to make site visits at reasonable intervals for purposes of review of Project accomplishments and management control systems and to provide technical assistance, if required. The District will provide reasonable access to facilities, office space, resources, and assistance for the safety and convenience to the SFD in the performance of their duties. All site visits and evaluations must be performed in a manner that does not unduly interfere with or delay the work.

17. RIGHT TO USE, DUPLICATE AND DISCLOSE

The SFD may duplicate, use, and disclose in any manner and for any purpose whatsoever, within the limits established by Federal and State laws and regulations, all information relating to these Terms and Conditions.

The District agrees that any negotiations, agreements, and/or contracts between the District and Architect(s) for the design of the Project shall provide that the SFD retains the right to use design documents limited to Site Plan, Exterior Elevations, Floor Plans, models, photographs, and renderings for the following, restricted purposes:

- a) To acknowledge Architects and their school designs successfully funded by the Board;
- b) To create a resource collection of promotional architectural designs for elementary, middle and high schools that will be available to other school districts to use as a school design resource.

It is understood that other school districts cannot use the District's design plans as their own as mandated by Code and Rules under the Arizona State Board of Technical Registration. Artistic representations shall not contain confidential or proprietary information, but shall include professional credit for the architect and engineers of the successful project.

18. FEDERAL IMMIGRATION AND NATIONALITY ACT

By entering into the Contract, the District warrants compliance with the Federal Immigration and Nationality Act (FINA) and all other Federal immigration laws and regulations related to the immigration status of its employees. The District shall obtain statements from its contractors and its subcontractors certifying compliance and shall furnish the statements to the Board upon request. These warranties shall remain in effect through the term of the Terms and Conditions. The District and its contractor and its subcontractors shall also maintain Employment Eligibility Verification forms (I-9) as required by the U.S. Department of Labor's Immigration and Control Act, for all employees performing work under the Contract. I-9 forms are available for download at USCIS.GOV.

The State may request verification of compliance for any of the District's contractors or subcontractors performing work under these Terms and Conditions. Should the State suspect or find that the District or its contractor or any of its subcontractors are not in compliance, the State may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Terms and Conditions for default, and suspension and/or debarment of the contractor. All costs necessary to verify compliance are the responsibility of the contractor.

19. E-VERIFY REQUIREMENTS PURSUANT TO A.R.S. § 41-4401

19.1 WARRANT COMPLIANCE

The District's contractors must warrant compliance with all Federal immigration laws and regulations relating to employees and warrant its compliance with A.R.S. § 23-214(A). (That subsection reads: After December 31, 2007, each employer, after hiring an employee, shall verify the employment eligibility of the employee through the E-verify program.)

19.2 BREACH OF WARRANTY

A breach of warranty regarding compliance with immigration laws and regulations shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.

19.3 FAILURE TO COMPLY

Failure to comply with a SFD audit process to randomly verify the employment of contractors and subcontractors shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.

19.4 INSPECTION

The SFD retains the legal right to inspect the papers of any employee who works on the Project to ensure that the contractor or subcontractor is complying with the warranty under Paragraph 19.1.

20. REIMBURSEMENTS FOR INVESTIGATIONS, ASSESSMENTS, REPAIRS AND REPLACEMENTS.

The SFD may enter into additional agreements with the District that authorize the District to utilize SFD funded investigations, assessments, repairs or replacements for construction defect litigation. This agreement may require the District to reimburse the SFD an agreed upon amount for the expenses incurred in obtaining those investigations, repairs or replacements if, upon the completion of the legal action, the District receives damages.

21. PROHIBITED BEHAVIOR-BOYCOTT OF ISRAEL

The District warrants that its contractors are not engaged in a boycott of Israel as defined by A.R.S. §35-393.01.

22. FLOW-DOWN REQUIREMENTS

The District shall comply with requirements of applicable Federal, State and local laws, regulations, policy and guidance, and shall flow down the requirements of applicable Federal, State, and local laws, regulations, policy and guidance to contractors and subcontractors at any

tier to the extent necessary to ensure compliance with the requirements.

The District shall comply with all laws, statutes, ordinances, rules, codes, and regulations applicable to any school district.

23. CERTIFICATION / AUTHORIZATION

These Terms and Conditions must be signed by the President of the Governing Board, Superintendent and the CFO/Business Manager of the District and certifies that he or she has read these Terms and Conditions and represents and warrants that he or she is duly authorized to agree and accept and therefore sign these Terms and Conditions on behalf of the District.

BRG Project Number: _____

Governing Board President (signature)

Date

Name (printed/typed)

School District

Superintendent (signature)

Date

Name (printed/typed)

CFO/Business Manager (signature)

Date

Name (printed/typed)



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

DATE OF MEETING: December 5, 2023

TITLE: Approval of Out of State Travel

BACKGROUND:

STAFF

Scott Little requests permission to attend Association of Governmental Risk Pools – Governance Conference on March 4-8, 2024 in Nashville, Tennessee. The cost of travel will be paid using Arizona School Risk Retention Trust funds. Five school days will be missed, and no substitutes are required.

RECOMMENDATION:

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

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: November 27, 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): Scott Little _____

SCHOOL: District Offices
Department (opt.): Finance
DATE(S): 3/4/24 - 3/8/24

ACTIVITY/EVENT: Association of Governmental Risk Pools - Governance Conference
LOCATION: Nashville, TN

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>\$0</u>	_____
Transportation	<u>\$0</u> Mode _____	_____
Rental Car	<u>n/a</u>	_____
Meals	<u>\$0</u> _____	_____
Lodging	<u>\$0</u> _____	_____
Substitutes	<u>n/a</u>	_____
TOTAL	<u>\$</u>	_____

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

Purpose of travel: Governance Conference - Participation with the Arizona School Risk Retention Trust

Outcomes and academic benefits to students and staff: The training will benefit the District/State by providing information on crucial issues relating to risk mangement. All costs to be paid for by the Arizona School Risk Retention Trust.

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

Submitted by: [Signature] _____ 11/27/23
Signature Date

Principal/Supervisor _____ Date
[Signature] 109 12-27-23
Associate Superintendent/Supervisor Date



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

DATE OF MEETING: **December 5, 2023**

TITLE: **Approval to Increase Pay Rates for Classified Employees Effective January 1, 2024 for Compliance with Arizona’s Minimum Wage Laws**

BACKGROUND:

On November 8, 2016, Arizona voters approved Proposition 206, which created Arizona’s Fair Wages and Healthy Families Act (codified at A.R.S. § 23-362 et seq.) and raised Arizona’s minimum wage to \$10.00 per hour effective January 1, 2017. Section 23-363 of the Act requires subsequent annual increases to Arizona’s minimum wage pursuant to the below schedule:

- \$10.50 per hour on January 1, 2018
- \$11.00 per hour on January 1, 2019
- \$12.00 per hour on January 1, 2020
- Inflationary increases on January 1, 2021 and annually thereafter.

Arizona’s minimum wage law currently requires minimum wage increases annually that align with inflationary changes measured each August. As a result, Arizona’s mandatory minimum wage will increase \$0.50 on January 1, 2024 to \$14.35 per hour.

To comply with the Arizona mandatory minimum wage change, starting pay for Levels 1-3 on the support staff placement schedule, as well as the hourly wage of all classified employees currently earning below the state’s mandatory minimum wage, must be increased to at least \$14.35 no later than January 1, 2024. Yet, doing this alone, without accounting for differentials between the different pay levels and/or employee experience in the affected classifications, will put the District back into the same “wage compression” situation that it experienced between 2017 and 2021. It will also negate the work that the Governing Board did on December 7, 2021 to re-establish wage differentials.

In effort to maintain wage differentials between pay levels on the Support Staff Placement schedule, Administration recommends increasing all pay levels by \$0.50 and applying the same wage increase (\$0.50 per hour) to all currently employed classified/support staff to become effective January 1, 2024:

Level	Current Minimum	Recommended Increase	New Minimum
1	\$14.00	\$0.50	\$14.50
2	\$14.15	\$0.50	\$14.65
3	\$14.30	\$0.50	\$14.80
4	\$14.45	\$0.50	\$14.95
5	\$14.70	\$0.50	\$15.20
6	\$15.00	\$0.50	\$15.50
7	\$15.55	\$0.50	\$16.05
8	\$15.85	\$0.50	\$16.35

9	\$16.25	\$0.50	\$16.75
10	\$16.95	\$0.50	\$17.45
11	\$17.25	\$0.50	\$17.75
12	\$18.41	\$0.50	\$18.91
13	\$20.03	\$0.50	\$20.53
14	\$21.96	\$0.50	\$22.46

Moreover, since the new year starts in the middle of pay period 14 (December 24, 2023 to January 6, 2024), Administration recommends that the Governing Board approve these wage increases to begin at the start of pay period 14, rather than waiting until January 1, 2024. Pay adjustment in the middle of a pay period are already tedious for the Payroll Department, but adjustments over the winter break will be even more difficult.

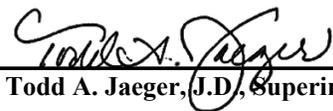
RECOMMENDATION:

Administration recommends that the Governing Board approve the proposed increase to base wages for eligible classified (hourly) employees to become effective at the beginning of pay period 14, which starts December 24, 2023.

INITIATED BY:


 John Hastings, Director of Human Resources

Date: November 28, 2023


 Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: December 5, 2023

TITLE: Adoption of the Fiscal Year 2023-2024 Expenditure Budget Revision 1

BACKGROUND:

Arizona Revised Statutes 15-905(E) requires governing boards to revise their budgets by December 15th when the adopted budget exceeds the projected budget by greater than 1%.

Current enrollment projections show a significant reduction in Group B student counts. A preliminary review of these enrolment reductions appears to be related to the Empowerment Scholarship Accounts (ESA). In addition, the District is experiencing a drop in the number of students classified as PSD (preschool programs for children with disabilities). The District served approximately 87 students in the PSD classification during the previous school year. Current enrollment in the PSD classification is 52 students. The projected impact of these enrollment declines is estimated at \$2 million dollars.

In addition, the budget was adjusted for actual carryforward amounts.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve this revision of the 2023-2024 Expenditure Budget.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: November 29, 2023

Todd A. Jaeger, J.D., Superintendent



FY 2024
STATE OF ARIZONA
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
DISTRICTWIDE BUDGET

Adopted

Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2024 was

Table with 2 columns: Action (Proposed, Adopted, Revised) and Date (6/28/2023, 7/11/2023, 12/05/2023)

SIGNED _____ SIGNED _____

The FY 2024 budget file for the version described above will be uploaded via the School Finance Budget System on ADE's website by 12/06/2023. Type the Date as MM/DD/YYYY

Superintendent Signature _____ Business Manager Signature _____

Todd Jaeger _____ Scott Little _____
Superintendent Name (Typed Name) Business Manager Name (Typed Name)

District Contact Employee: _____ Scott Little

Telephone: (520) 696-5077 Email: slittle@amphi.com

REVENUES AND PROPERTY TAXATION

Table showing Total Budgeted Revenues for Fiscal Year 2023 (\$110,000,000) and Estimated Revenues by Source for Fiscal Year 2024 (Local, Intermediate, State, Federal, TOTAL)

District Tax Rates for Prior and Budget Fiscal Years (A.R.S. §15-903.D.4)

Table comparing Primary Tax Rate, Secondary Tax Rates (M&O Override, Special Program Override, Capital Override, Class A Bonds, Class B Bonds, CTED, Desegregation, Total Secondary Tax Rate) for Prior FY 2023 and Est. Budget FY 2024

TOTAL BUDGETED EXPENDITURES AND AGGREGATE SCHOOL DISTRICT BUDGET LIMIT (A.R.S. §15-905.H)

Table showing Budgeted Expenditures and Budget Limit for Maintenance and Operation Fund, Unrestricted Capital Fund, Federal Projects, and Total Aggregate School District Budget Limit

AVERAGE TEACHER SALARIES (A.R.S. §15-903.E)

Table showing Average salary of all teachers employed in FY 2024 (budget year), Average salary of all teachers employed in FY 2023 (prior year), Increase in average teacher salary from the prior year, and Percentage increase (3%)

Comments on average salary calculation (Optional):

Check this box if your district has no teachers (transporting districts and some CTEDs).

FUND 001 (M&O)

MAINTENANCE AND OPERATION (M&O) FUND

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease	
	Prior FY	Budget FY						Prior FY 2023	Budget FY 2024		
	100 Regular Education										
1000 Instruction	1.	528.83	189.43	28,823,551	7,577,376	948,147	194,600	364,420	37,366,910	37,908,094	1.4%
2000 Support Services											
2100 Students	2.	71.07	104.95	2,593,160	777,948	87,167	22,877	1,690	3,302,659	3,482,842	5.5%
2200 Instructional Staff	3.	49.71	89.66	1,979,420	472,082	235,996	63,298	10,968	2,436,981	2,761,764	13.3%
2300 General Administration	4.	11.25	12.60	1,118,486	250,530	204,413	21,206	47,648	1,707,355	1,642,283	-3.8%
2400 School Administration	5.	89.10	112.00	4,925,519	1,477,656	102,112	23,285	657	6,445,174	6,529,229	1.3%
2500 Central Services	6.	52.30	85.40	2,364,102	616,880	969,883	167,944	203,645	4,311,143	4,322,454	0.3%
2600 Operation & Maintenance of Plant	7.	227.81	394.99	6,537,367	2,139,691	6,442,298	5,603,228	21,497	16,954,279	20,744,081	22.4%
2900 Other	8.	0.00	0.00						0	0	0.0%
3000 Operation of Noninstructional Services	9.	7.50	16.00	244,803	62,558		250,000		606,996	557,361	-8.2%
610 School-Sponsored Cocurricular Activities	10.	25.00	42.50	135,686	37,398	1,112		71,352	229,998	245,548	6.8%
620 School-Sponsored Athletics	11.	6.00	25.00	847,948	180,784	266,780	253,720	38,005	1,761,697	1,587,237	-9.9%
630 Other Instructional Programs	12.	0.00	0.00						0	0	0.0%
700, 800, 900 Other Programs	13.	0.00	0.00						0	0	0.0%
Regular Education Subsection Subtotal (lines 1-13)	14.	1,068.57	1,072.53	49,570,042	13,592,903	9,257,908	6,600,158	759,882	75,123,192	79,780,893	6.2%
200 and 300 Special Education											
1000 Instruction	15.	337.49	394.59	10,259,371	2,244,735	392,751	16,722	4,299	13,223,629	12,917,878	-2.3%
2000 Support Services											
2100 Students	16.	55.60	73.80	3,492,302	1,047,691	1,198,696	78,578	1,839	5,831,455	5,819,106	-0.2%
2200 Instructional Staff	17.	0.00	38.70	734,531	203,995	80,657	1,063	2,401	990,593	1,022,647	3.2%
2300 General Administration	18.	21.85	3.00	157,425	38,317	838			197,438	196,580	-0.4%
2400 School Administration	19.	2.00	2.30	37,508	7,977				18,254	45,485	149.2%
2500 Central Services	20.	0.15	0.00			15,368	467		2,359	15,835	571.3%
2600 Operation & Maintenance of Plant	21.	0.00	5.00	36,283	7,891	14,652	1,870	1,230	41,372	61,926	49.7%
2900 Other	22.	2.00	0.00						0	0	0.0%
3000 Operation of Noninstructional Services	23.	0.00	0.00						0	0	0.0%
Subtotal (lines 15-23)	24.	419.09	517.39	14,717,420	3,550,606	1,702,962	98,700	9,769	20,305,100	20,079,457	-1.1%
400 Pupil Transportation	25.	115.75	189.88	2,842,187	885,240	3,645,233	895,536	2,046	7,699,958	8,270,242	7.4%
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	75.68	83.35	3,061,447	747,635	211,197	4,721	0	4,025,000	4,025,000	0.0%
530 Dropout Prevention Programs	27.	1.75	0.75	103,000	20,600	5,812			129,412	129,412	0.0%
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	29.	7.00	7.00	424,384	105,356				514,640	529,740	2.9%
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	1,687.84	1,870.90	70,718,480	18,902,340	14,823,112	7,599,115	771,697	107,797,302	112,814,744	4.7%

The district has budgeted an amount in the M and O Fund equal to the General Budget Limit as calculated on page 7 of 8.

SPECIAL EDUCATION PROGRAMS BY TYPE (M&O Fund Programs 200 and 300)

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total All Disability Classifications	18,107,000	17,826,522	1.
2. Gifted Education	1,198,100	1,286,790	2.
3. Remedial Education	0		3.
4. ELL Incremental Costs	0		4.
5. ELL Compensatory Instruction	0		5.
6. Vocational and Technical Education (non-CTED)	0		6.
7. Career Education (non-CTED)	0		7.
8. Career Technical Education (CTED)	1,000,000	966,145	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	20,305,100	20,079,457	9.
10. IEP required pupil transportation costs coded within Program 400	775,000	775,000	10.

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 18
 Staff-Pupil 1 to 27

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

Number of FTE - Certified Employees

Number of FTE - Certified Purchased Services Personnel

Prior FY	Budget FY
908.28	908.00
	0.00

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	6350	51,250
All Funds - Federal	6330	<u>4,000</u>

FY 2024 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component _____

Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) \$ 225,000
 (This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

FUND 010 (CSF)

CLASSROOM SITE FUND (CSF) AND CSF BUDGET LIMIT (A.R.S. §§ 15-977 and 15-978)

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Debt Service and Miscellaneous 6800	Totals		% Increase/ Decrease
								Prior FY 2023	Budget FY 2024	
1000 Instruction	1.	14,644,003	3,504,577					14,122,781	18,148,580	28.5%
2100 Support Services - Students	2.	311,230	77,807					381,696	389,037	1.9%
2200 Support Services - Instructional Staff	3.	143,645	35,912					176,168	179,557	1.9%
2300 Support Services - General Administration	4.							0	0	0.0%
2500 Central Services	5.							0	0	0.0%
3300 Community Services Operations	6.							0	0	0.0%
4000 Facilities Acquisition and Constructor	7.							0	0	
5000 Debt Service	8.							0	0	
Total Expenditures (lines 1-8)	9.	15,098,878	3,618,296	0	0	0	0	14,680,645	18,717,174	27.5%

The district has budgeted an amount in Fund 010 equal to the Classroom Site Fund Budget Limit as calculated below.

Classroom Site Fund Budget Limit Calculation

FY 2023 Classroom Site Fund Budget Limit (from FY 2023 latest revised Budget, page 3, line 16)	10.	14,680,645
FY 2023 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	11.	6,639,014
Unexpended Budget Balance (line 10 minus 11)	12.	8,041,631
Interest Earned in the Classroom Site Fund in FY 2023	13.	392,363
FY 2024 Classroom Site Fund Allocation (provided by ADE, based on \$758)	14.	10,283,180
Adjustments to FY 2024 Classroom Site Fund Budget Limit (1)	15.	
FY 2024 Classroom Site Fund Budget Limit (Sum of lines 10 through 15) (2)	16.	18,717,174

(1) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.

(2) The amounts budgeted on line 7 cannot exceed the respective amounts on this line.

FUND 610 (UCO)

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures	Rentals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Short-term Noninstructional Software Subscription 6655	Property (2) 6700	Redemption of Principal (3) 6831, 6832, 6833	Interest (4) 6841, 6842, 6843, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
								Prior FY 2023	Budget FY 2024	
Unrestricted Capital Outlay Override (1)	1.							0	0	0.0%
Unrestricted Capital Outlay Fund 610 (6)	2.									
1000 Instruction	2.	6,000,000		300,000			1,500	4,301,500	6,301,500	46.5%
2000 Support Services										
2100, 2200 Students and Instructional Staff	3.	400,000		575,000				975,000	975,000	0.0%
2300, 2400, 2500, 2900 Administration	4.		27,000	5,910,870				5,611,874	5,937,870	5.8%
2600 Operation & Maintenance of Plant	5.		1,100	35,000				35,000	36,100	3.1%
2700 Student Transportation	6.			25,000				25,000	25,000	0.0%
3000 Operation of Noninstructional Services (5)	7.							0	0	0.0%
4000 Facilities Acquisition and Construction	8.			1,000,000				1,021,000	1,000,000	-2.1%
5000 Debt Service	9.							0	0	0.0%
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	6,400,000	28,100	7,845,870	0	0	11,969,374	14,275,470	19.3%

The district has budgeted an amount in the UCO Fund equal to the Unrestricted Capital Budget Limit as calculated on Page 8 of 8.

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the Budget Year Total Column.

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) Fund for Food Service

Enter the amount budgeted in UCO for Food Service [Amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(a)]

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 400,000
6642 Textbooks	5,500,000
6643 Instructional Aids	500,000
673X Furniture and Equipment	510,000
673X Vehicles	3,000,000
673X Tech Hardware & Software	6,819,882

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211.

(3) Includes principal on Capital Equity Fund loans of _____, principal on leases of _____, and principal on bonds of _____.

(4) Includes interest on Capital Equity Fund loans of _____, interest on leases of _____, and interest on bonds of _____.

OTHER FUNDS—REQUIRED CAPITAL EXPENDITURE DETAIL [(A.R.S. §15-904.(B))]

Expenditures		UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES		ADJACENT WAYS		
		Fund 610		Fund 630		Fund 695		Fund 620 (2)		
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
Total Fund Expenditures	1.	11,969,374	14,275,470	9,942,925	17,162,217	0		793,980	901,032	1.
Select Object Codes Detail (1)										
6150 Classified Salaries	2.	0		0		0		0		2.
6200 Employee Benefits	3.	0		0		0		0		3.
6450 Construction Services	4.	0		0		0		0		4.
6710 Land and Improvements	5.	0		0		0		793,980	901,032	5.
6720 Buildings and Improvements	6.	0		9,942,925	8,900,000	0		0		6.
673X Furniture and Equipment	7.	510,000	510,000	0		0		0		7.
673X Vehicles	8.	3,000,000	3,000,000	0	1,600,000	0		0		8.
673X Technology Hardware & Software	9.	4,419,867	6,819,882	0	6,662,217	0		0		9.
6831, 6832, 6833 Redemption of Principal	10.	0		0		0		0		10.
6841, 6842, 6843, 6850, 6860 Interest and Debt-Issuance Costs	11.	0		0		0		0		11.
Total (lines 2-11)	12.	7,929,867	10,329,882	9,942,925	17,162,217	0	0	793,980	901,032	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	50,000	50,000	9,942,925	17,162,217			0		13.
New Construction	14.	0		0		0		793,980	901,032	14.
Other	15.	7,879,867	10,279,882	0		0		0		15.
Total (lines 13-15, must equal line 12)	16.	7,929,867	10,329,882	9,942,925	17,162,217	0	0	793,980	901,032	16.

(1) Lines 2-11 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2024 \$ 350,000

Districts that are levying any amount for adjacent ways must fill in the Truth in Taxation Worksheet and follow the requirements of A.R.S. Sec. 15-905.01. The amount reported in footnote 2 above pulls to the Truth in Taxation Worksheet, Li

SPECIAL PROJECTS

FEDERAL PROJECTS FTE & EXPENDITURES

1.	100-130 ESEA Title I - Helping Disadvantaged Children	40.35	35	4,518,348	4,431,318
2.	140-150 ESEA Title II - Prof. Dev. and Technology	4.74	6	696,956	963,827
3.	160 ESEA Title IV - 21st Century Schools	0.15	1	503,220	495,533
4.	170-180 ESEA Title V - Promote Informed Parent Choice	0.00		0	
5.	190 ESEA Title III - Limited Eng. & Immigrant Students	1.60	2	122,955	178,757
6.	200 ESEA Title VII - Indian Education	1.33	1	15,663	15,663
7.	210 ESEA Title VI - Flexibility and Accountability	0.00		0	
8.	220 IDEA Part B	52.90	16	2,037,195	3,121,365
9.	230 Johnson-O'Malley	0.45	1	48,885	48,428
10.	240 Workforce Investment Act	0.00		0	0
11.	250 AEA - Adult Education	0.00		0	0
12.	260-270 Vocational Education - Basic Grants	1.00	3	340,010	344,062
13.	280 ESEA Title X - Homeless Education	0.00		0	0
14.	290 Medicaid Reimbursement	0.00		2,127,511	2,168,504
15.	374 E-Rate	0.00		500,000	500,000
16.	378 Impact Aid	0.00		0	0
17.	300-399 Other Federal Projects (Besides E-Rate & Impact Aid)	56.83	60	43,612,689	43,659,945
18.	Total Federal Project Funds (lines 1-17)	159.35	125	54,523,432	55,927,402

STATE PROJECTS FTE & EXPENDITURES

19.	400 Vocational Education	0.00	4	107,598	114,437
20.	410 Early Childhood Block Grant	0.00		0	0
21.	420 Ext. School Yr. - Pupils with Disabilities	0.00		0	0
22.	425 Adult Basic Education	0.00		0	0
23.	430 Chemical Abuse Prevention Programs	0.00		0	0
24.	435 Academic Contests	0.00		0	0
25.	450 Gifted Education	0.00		0	0
26.	456 College Credit Exam Incentives	0.00		350,000	350,000
27.	460 Environmental Special Plate	0.00		0	0
28.	Other State Projects	0.00	19	679,142	574,602
29.	Total State Project Funds (lines 19-28)	0.00	23	1,136,740	1,039,039
30.	Total Special Projects (lines 18 and 29)	159.35	148	55,660,172	56,966,441

INSTRUCTIONAL IMPROVEMENT FUND EXPENDITURES (020)

1.	Teacher Compensation Increases	125,000	125,000
2.	Class Size Reduction	175,000	175,000
3.	Dropout Prevention Programs (M&O purposes)	298,000	159,924
4.	Instructional Improvement Programs (M&O purposes)	57,710	0
5.	Total Instructional Improvement Fund (lines 1-4)	655,710	459,924

FTE		TOTAL ALL FUNCTIONS	
Prior FY	Budget FY	Prior FY	Budget FY
40.35	35	4,518,348	4,431,318
4.74	6	696,956	963,827
0.15	1	503,220	495,533
0.00		0	
1.60	2	122,955	178,757
1.33	1	15,663	15,663
0.00		0	
52.90	16	2,037,195	3,121,365
0.45	1	48,885	48,428
0.00		0	0
0.00		0	0
1.00	3	340,010	344,062
0.00		0	0
0.00		2,127,511	2,168,504
0.00		500,000	500,000
0.00		0	0
56.83	60	43,612,689	43,659,945
159.35	125	54,523,432	55,927,402
0.00	4	107,598	114,437
0.00		0	0
0.00		0	0
0.00		0	0
0.00		0	0
0.00		0	0
0.00		350,000	350,000
0.00		0	0
0.00	19	679,142	574,602
0.00	23	1,136,740	1,039,039
159.35	148	55,660,172	56,966,441

Prior FY	Budget FY
125,000	125,000
175,000	175,000
298,000	159,924
57,710	0
655,710	459,924

OTHER FUNDS EXPENDITURES

1.	050 County, City, and Town Grants	0	
2.	071 English Language Learner (1)	0	0
3.	072 Compensatory Instruction (1)	0	0
4.	500 School Plant (2)	2,505,511	2,759,765
5.	510 Food Service	6,000,000	6,000,000
6.	515 Civic Center	611,000	850,909
7.	520 Community School	136,043	135,686
8.	525 Auxiliary Operations	2,100,000	2,100,000
9.	526 Extracurricular Activities Fees Tax Credit	2,000,000	2,000,000
10.	530 Gifts and Donations	1,990,047	1,915,990
11.	535 Career & Technical Education Projects	50,000	10,005
12.	540 Fingerprint	15,000	15,000
13.	545 School Opening	0	0
14.	550 Insurance Proceeds	257,631	376,500
15.	555 Textbooks	67,984	74,492
16.	565 Litigation Recovery	135,467	137,258
17.	570 Indirect Costs	917,804	1,021,388
18.	575 Unemployment Insurance	20,000	10,748
19.	580 Teacherage	0	0
20.	585 Insurance Refund	24,152	24,663
21.	590 Grants and Gifts to Teachers	0	0
22.	595 Advertisement	0	0
23.	596 Career Technical Education	1,385,973	1,422,448
24.	597 Arizona Industry Credentials Incentive	65,000	65,000
25.	639 Impact Aid Revenue Bond Building	0	0
26.	650 Gifts and Donations-Capital	425,110	455,986
27.	660 Condemnation	4,292	4,383
28.	665 Energy and Water Savings	0	0
29.	686 Emergency Deficiencies Correction	0	0
30.	691 Building Renewal Grant	7,000,000	7,000,000
31.	700 Debt Service	16,000,000	16,000,000
32.	720 Impact Aid Revenue Bond Debt Service	0	0
33.	850 Student Activities	1,000,000	1,000,000
34.	Other 855 Empl Ins	8,500,000	7,538,175

INTERNAL SERVICE FUNDS 950-989

1.	9__ Self-Insurance	0	
2.	955 Intergovernmental Agreements	100,000	100,000
3.	9__ OPEB	100,000	100,000
4.	9__ _____	500,000	500,000

Prior FY	Budget FY
0	
0	0
0	0
2,505,511	2,759,765
6,000,000	6,000,000
611,000	850,909
136,043	135,686
2,100,000	2,100,000
2,000,000	2,000,000
1,990,047	1,915,990
50,000	10,005
15,000	15,000
0	0
257,631	376,500
67,984	74,492
135,467	137,258
917,804	1,021,388
20,000	10,748
0	0
24,152	24,663
0	0
0	0
1,385,973	1,422,448
65,000	65,000
0	0
425,110	455,986
4,292	4,383
0	0
0	0
7,000,000	7,000,000
16,000,000	16,000,000
0	0
1,000,000	1,000,000
8,500,000	7,538,175

(1) From Supplement, line 10 and line 20, respectively.
 (2) Indicate amount budgeted in Fund 500 for M&O purposes

**CALCULATION OF FY 2024 GENERAL BUDGET LIMIT
(A.R.S. §15-947.C)**

		A. Maintenance and Operation	B. Unrestricted Capital Outlay
*1. FY 2024 Revenue Control Limit (RCL) (from BSA55 tab, page 3)	\$ 85,204,328	\$ 85,204,328	\$ 0
*2. (a) FY 2024 District Additional Assistance (DAA) (from BSA55 tab, page 4)	\$ 6,789,284		
(b) DAA Adjustment (from BSA55 tab, page 4)	\$ 0		
(c) Total DAA (line 2.a plus 2.b)	\$ 6,789,284		6,789,284
*3. FY 2024 Override Authorization (A.R.S. §§15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Calculations page, Calculation of Maximum Override for a District No Longer Eligible for a Small School Adjustment, line 6 and Calculation of Small School Adjustment Phase Down Limit, line 6)			
(a) Maintenance and Operation		8,520,433	
(b) Unrestricted Capital Outlay			
(c) Special Program		2,556,130	
*4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (Up to \$50,000 if no election is chosen for phase down, see Calculations page, Calculation of Small School Adjustment Phase Down Limit, line 6)			
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824) (Do not include full-day kindergarten or summer school tuition)			
(a) Individuals and Other Private Sources			
(b) Other Arizona Districts		40,000	
(c) Out-of-State Districts and Other Governments			
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)			
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)			
*7. Increase Authorized by County School Superintendent for Accommodation Schools [not to exceed amount on Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 15(e)] (A.R.S. §15-974.B)			
8. Budget Increase for:			
(a) Desegregation Expenditures (A.R.S. §15-910.G-K)		4,025,000	
* Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 13) (A.R.S. §15-943.01)		8,522,552	
(c) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)		129,412	
(d) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2022 (A.R.S. §15-910.N, as amended by Laws 2022, Ch. 285, §3)			
* (e) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (f) FY 2023 Performance Pay Unexpended Budget Carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.f) (A.R.S. §15-920)		0	
(g) Excessive Property Tax Assessed Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (h) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)			
*9. Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.			
(a) Prior Year Over Expenditures/Resolutions:			
(b) Decrease for Transfer from M&O to Energy and Water Savings Fund			
(c) Increase for Energy and Water Savings Fund Transfer to M&O			
(d) Noncompliance Adjustment			
(e) ADM/Transportation Audit Adjustment			
(f) Other: <u>Student Attendance Audit</u>		(152,861)	
*10. Estimated Allocation of Additional Funding (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)		793,950	
*11. Estimated Allocation of Onetime State Aid Supplement (Laws 2023, Ch. 133, §31)		3,175,800	
12. FY 2024 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)		\$ 112,814,744	
13. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line 11)			\$ 6,789,284

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

**CALCULATION OF FY 2024 UNRESTRICTED CAPITAL BUDGET LIMIT
(A.R.S. §15-947.D)**

UNRESTRICTED CAPITAL BUDGET LIMIT

1. FY 2023 Unrestricted Capital Budget Limit (UCBL) (from FY 2023 latest revised Budget, page 8, line 12)	\$ <u>11,969,374</u>
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$ _____
3. Adjusted Amount Available for FY 2023 Capital Expenditures (line 1 + 2)	\$ <u>11,969,374</u>
4. Amount Budgeted in Fund 610 in FY 2023 (from FY 2023 latest revised Budget, page 4, line 10)	\$ <u>11,969,374</u>
5. Lesser of line 3 or the sum of line 4 and any positive adjustment on line 2	\$ <u>11,969,374</u>
6. FY 2023 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ <u>1,897,150</u>
7. Unexpended Budget Balance in Fund 610 (line 5 minus 6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ <u>7,486,186</u>
8. Interest Earned in Fund 610 in FY 2023	\$ _____
9. Monies deposited in Fund 610 from Division of School Facilities for donated land (A.R.S. §41-5741.F)	\$ _____
10. Adjustment to UCBL for FY 2024 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable. (a) Prior Year Over Expenditures/Resolutions: _____	\$ _____
(b) ADM/Transportation Audit Adjustment	\$ _____
(c) Other: _____	\$ _____
11. Amount to be Used for Capital Expenditures (from page 7, line 12)	\$ <u>6,789,284</u>
12. FY 2024 Unrestricted Capital Budget Limit (lines 7 through 11) (1)	\$ <u><u>14,275,470</u></u>

(1) The amount budgeted on page 4, line 10 cannot exceed this amount.

SUPPLEMENT TO SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET FOR DISTRICTS THAT BUDGET FOR ENGLISH LANGUAGE LEARNERS (A.R.S. §§15-756.04 and 15-756.11)

English Language Learners Supplement	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY							Prior FY 2023	Budget FY 2024	
Expenditures											
English Language Learner Fund 071 (A.R.S. §15-756.04)											
1000 Instruction 1.	0.00								0	0	0.0%
2000 Support Services											
2100 Students 2.	0.00								0	0	0.0%
2200 Instructional Staff 3.	0.00								0	0	0.0%
2300 General Administration 4.	0.00								0	0	0.0%
2400 School Administration 5.	0.00								0	0	0.0%
2500 Central Services 6.	0.00								0	0	0.0%
2600 Operation & Maintenance of Plant 7.	0.00								0	0	0.0%
2700 Student Transportation 8.	0.00								0	0	0.0%
2900 Other 9.	0.00								0	0	0.0%
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2) 10.	0.00	0.00	0	0	0	0		0	0	0	0.0%
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)											
1000 Instruction 11.	0.00								0	0	0.0%
2000 Support Services											
2100 Students 12.	0.00								0	0	0.0%
2200 Instructional Staff 13.	0.00								0	0	0.0%
2300 General Administration 14.	0.00								0	0	0.0%
2400 School Administration 15.	0.00								0	0	0.0%
2500 Central Services 16.	0.00								0	0	0.0%
2600 Operation & Maintenance of Plant 17.	0.00								0	0	0.0%
2700 Student Transportation 18.	0.00								0	0	0.0%
2900 Other 19.	0.00								0	0	0.0%
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3) 20.	0.00	0.00	0	0	0	0		0	0	0	0.0%