Flowing Wells Schools
Study Session Agenda

6:00 PM **November 24, 2026**
Doors Open 30 Minutes Prior To Meeting

District Administration Center
1556 West Prince Road
Tucson, Arizona 85705

A. **Opening of Meeting**
   1. Call to Order
   2. Pledge of Allegiance

B. **Student Report**
   1. Report from Flowing Wells Junior High School Student Representatives
      a. Student representatives will provide a review of events and activities at Flowing Wells Junior High School in academics, sports, and other extracurricular programs. 4
   2. Report from Sentinel Peak High School and Flowing Wells Digital Campus Student Representatives
      a. Student representatives will provide a review of events and activities at Sentinel Peak High School and Flowing Wells Digital Campus in academics, sports, and other extracurricular programs. 5

C. **Superintendent's Report**
   1. Recognition of FWHS Fall Sports State Qualifiers
      a. Superintendent Dr. Kevin Stoltzfus and Athletic Director Mark Brunenkant will recognize coaches and athletes from fall sports teams that qualified for state playoff competitions. 6
   2. Update on District Events and Activities
      a. Superintendent Dr. Kevin Stoltzfus will provide an update on Flowing Wells School District Events and Activities. 7

      BREAK- The brief break provides an opportunity for families and friends to leave the meeting.

D. **Public Comments** **8**

Flowing Wells School District welcomes public comment. As outlined in A.R.S. §38-431.02, no action will be taken on issues raised in Public Comments unless items are found on agenda below. Other than this, the response to public comments will be limited to directing staff to study the matter or scheduling the matter as a future agenda item.

E. **Consent Agenda**

These items of Board business that are addressed routinely at every meeting are presented as a Consent Agenda. The Board may elect to take action on all items collectively in one motion or may individually consider any item(s) as separate agenda subjects for action.

   1. Approval of Agenda for this Meeting
      a. Request approval for the adoption of the agenda for this meeting, November 24, 2026 . 9
   2. Approval of Minutes of Governing Board Meetings

Names, dates and documents relevant to the agenda items are available on the District's website or at the Superintendent's office during normal business hours.

a. The following Governing Board meeting minutes are presented for Governing Board approval: November 10, 2026 (Open Session Minutes). 13

3. Approval of District Expense and Payroll Vouchers
   a. Sign vouchers #7231-27 - 7240-27 for upcoming check batches (to be reviewed at the next Board Meeting). Expense and payroll vouchers are presented for Board approval: Expense vouchers #7225-27 and 7227-27 and Payroll voucher #2810. 18
4. Approval of Requests for Use of District Facilities
   a. None for this meeting.
5. Approval of Requests for Open Enrollment Students
   a. None for this meeting.
6. Approval of Requests for Student Trips
   a. Student trip requests are submitted for approval. 22
7. Approval of Requests for Staff Travel
   a. None for this meeting.
8. Approval of Personnel Actions
   a. Personnel Actions are submitted for approval. 81
9. Approval of Asset Retirement and Disposals
   a. None for this meeting.

F. **New Business**

1. Recommend Approval to Table Regular, Resource, and Honors English Grade 10 Curriculum
   a. District administration recommends approval to table the adoption of revised and updated English Grade 10 Curriculum. This request encompasses frameworks for three distinct sophomore courses: regular English 10, Resource English 10, and Honors English 10. These curricula have been revised and developed by Ms. Caitlyn Ferell and Mr. Ashton Gildea, FWHS English teachers, with feedback and support from Ms. Jennifer DeFilippis, District Reading Specialist. The curriculum updates will use novels that are already Board adopted along with openly available connected texts and multimedia resources. Pending Board approval, each four-unit curriculum framework would be tabled for a sixty-day period for public review and comment. 98
2. Recommend Approval of Field Placement Agreement with Ottawa University
   a. District administration recommends approval to establish a Field Placement Agreement with Ottawa University, which would facilitate a "contract" for student teaching, practicums, and internships of Ottawa University students in the Flowing Wells District. This agreement would be valid through 2031. 145
3. Discussion of 2028-2029 Draft Calendar
   a. District administration presents for discussion a draft of the 2028-2029 school year calendar. The draft calendar has been reviewed by parent and employee advisory groups and by site administrators, and it is posted on the District website with information about how to submit questions or feedback. No action will be taken regarding this item during the current Board Meeting to allow public review and comment prior to a request for approval in January. 148

G. **Business and Finance**

1. Recommend Approval to Distribute Instructional Improvement Funds

a. District administration recommends approval for the December 2026 teacher compensation payment in the amount of $270 from the Instructional Improvement Fund, which derives from the voter-approved funding source that was passed in 2002 and is known as the Proposition 202 Indian Gaming Preservation and Self Reliance Act. 150

2. Recommend Approval to Purchase Six Laptops

a. District administration recommends approval to purchase six laptops from Dell at a total cost of approximately $9,235.15. These devices would be used by employees in professional development, special education, and technology departments. This purchase would utilize state contract pricing under State Contract CTR068890. Governing Board approval is necessary as the District has exceeded the $100,000 spending threshold with this vendor this fiscal year. We have evaluated pricing for comparable products from other vendors and found Dell's pricing to be fair and reasonable. FY2027 District Additional Assistance funding would be utilized for the purchase. 152

H. **Adjourn**

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

B-1	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Report from Flowing Wells Junior High School Student Representatives

Submitted By: Dr. Kevin Stoltzfus Date: November 18, 2026

Will Be Presented By: Flowing Wells Junior High School Student Representatives

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Student representatives will provide a review of events and activities at Flowing Wells Junior High School in academics, sports, and other extracurricular programs.

Estimated Cost $ _____ ☐ See Additional Information Attached

Recommended Action:

☐ Approve ☐ Disapprove ☐ Table ☒ No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

B-2	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Report from Sentinel Peak High School and Flowing Wells Digital Campus Student Representatives

Submitted By: Dr. Kevin Stoltzfus Date: November 18, 2026

Will Be Presented By: Sentinel Peak High School and Flowing Wells Digital Campus Student Representatives

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Student representatives will provide a review of events and activities at Sentinel Peak High School and Flowing Wells Digital Campus in academics, sports, and other extracurricular programs.

Estimated Cost $ _____ ☐ See Additional Information Attached

Recommended Action:

☐ Approve ☐ Disapprove ☐ Table ☒ No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

C-1	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Recognition of FWHS Spring Sports State Qualifiers

Submitted By: Dr. Kevin Stoltzfus Date: November 18, 2026

Will Be Presented By: Dr. Kevin Stoltzfus

Superintendent Dr. Kevin Stoltzfus and Athletic Director Mark Brunenkant will recognize coaches and athletes from fall sports teams that qualified for state playoff competitions.

Estimated Cost $ _____ ☐ See Additional Information Attached

Recommended Action:

☐ Approve ☐ Disapprove ☐ Table ☒ No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

C-2
Agenda Item Number

November 24, 2026
Board Meeting Date

Item: Update on District Events and Activities

Submitted By: Dr. Kevin Stoltzfus Date: November 18, 2026

Will Be Presented By: Dr. Kevin Stoltzfus

Superintendent Dr. Kevin Stoltzfus will provide an update on Flowing Wells School District events and activities.

Estimated Cost $ _____ ☐ See Additional Information Attached

Recommended Action:

☐ Approve ☐ Disapprove ☐ Table ☒ No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

D	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Public Comments

Submitted By: Dr. Kevin Stoltzfus Date: November 18, 2026

Will Be Presented By: Dr. Kevin Stoltzfus

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Estimated Cost $ _____ ☐ See Additional Information Attached

Recommended Action:

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Division Head: _____ Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

E-1	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Approval of Agenda for this Meeting

Submitted By: Dr. Kevin Stoltzfus Date: November 18, 2026

Will Be Presented By: Dr. Kevin Stoltzfus

Request approval for adoption of the agenda for this meeting, November 24, 2026.

Estimated Cost $ _____ ☒ See Additional Information Attached

Recommended Action:

☒ Approve ☐ Disapprove ☐ Table ☐ No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

Flowing Wells Schools
Regular Agenda

6:00 PM **November 24, 2026**
Doors Open 30 Minutes Prior To Meeting

District Administration Center
1556 West Prince Road
Tucson, Arizona 85705

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H. **Adjourn**

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

E-2	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Approval of Minutes of Governing Board Meetings

Submitted By: Dr. Kevin Stoltzfus Date: November 18, 2026

Will Be Presented By: Dr. Kevin Stoltzfus

The following Governing Board meeting minutes are presented for Governing Board approval: November 10, 2026 (Open Session Minutes).

Estimated Cost $ _____ ☒ See Additional Information Attached

Recommended Action:

☒ Approve ☐ Disapprove ☐ Table ☐ No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

Flowing Wells Unified School District
Governing Board Meeting Minutes

6:00 p.m. **November 10, 2026**

District Administration Center
1556 West Prince Road
Tucson, Arizona 85705

Attendance

Governing Board Members:	Administrative Personnel:
Kevin Daily, President	Dr. Kevin Stoltzfus, Superintendent
Wendy Effing, Clerk - Absent	Dr. Tabetha Finchum, Associate Superintendent
Brianna Hamilton	Dr. Tamára McAllister, Assistant Superintendent
Stephanie Miller	Ms. Monique Mata, Chief Financial Officer
Arlene Ochoa	

80 additional staff members and guests were in attendance.

A. Opening of Meeting

A-1. Governing Board President Kevin Daily called the meeting to order at 6:00 PM.

A-2. The Pledge of Allegiance was observed.

B. Student Report

B-1. Report from Flowing Wells High School Student Representatives
No Flowing Wells High School student representatives were present. A video from Flowing Wells High School featuring first quarter assembly, CTSO training, and career fair was played.

C. Superintendent's Report

C-1. Recognition of September Building Blocks for Character Students
Superintendent Dr. Kevin Stoltzfus recognized the November Building Blocks for Character Students from each school: EMELC: Cyrus Parenteau, Centennial Elementary: Baylee Murray, Homer Davis Elementary: Kamila Valenzuela Villa, Douglas Elementary: Carlos Lopez Herrera, Hendricks Elementary: Jhoel Bonillas, Laguna Elementary: Keissy Ortega Mairena, Richardson Elementary: Amilia Laborin and Emilia Laborin, Flowing Wells Junior High: Ruby Lopez, Flowing Wells High School: Darcy Linker, Sentinel Peak High School: Harmony Minor.

C-2. Recognition of Support Staff Employee of the Year
Superintendent Dr. Kevin Stoltzfus recognized the Flowing Wells Junior High School Employee of the Year, Dylan Bravin.

C-3. Recognition of Teacher of the Year
Superintendent Dr. Kevin Stoltzfus recognized the Flowing Wells Junior High School Teacher of the Year, Emily Godlove.

C-4. Update on District Events and Activities
Superintendent Dr. Kevin Stoltzfus provided an update on the following current district events and activities:

- Veterans Day on Wednesday;
- Governing Board Luncheon on Thursday;
- Band Day on November 17th;
- Orchestra Day on November 18th;
- Elementary Cross Country Championships on November 19th;
- Stand Up 4 Teachers 2026 was on November fifth;
- District letter grades, all A's and B's.

D. Public Comments

Cary Kelly, Flowing Wells High School English teacher and FWEA President, shared FWEA updates.FWEA members visited the Maintenance and Transportation facility to provide treats and show support. FWEA will have a dinner to celebrate national ESP Day on November 18th. Many teachers have been asking Mr. Kelly about what the election results might mean for the district.

E. Consent Agenda

The following items were reviewed and approved as recommended with one motion.
Motion by Miller; second by Hamilton; 4 ayes; motion carried.

E-1. Approval of Agenda for this Meeting
Approved November 10, 2026 meeting agenda.

E-2. Approval of Minutes of Governing Board Meeting
Approved minutes of the Governing Board meeting: October 27, 2026 (Open Session Minutes and Executive Session Minutes).

E-3. Approval of District Expense and Payroll Vouchers
Approved expense vouchers #7222-27 - 7224-27 and 7226-27 and Payroll voucher # 2809.

E-4. Approval of Requests for Use of District Facilities
No facilities requests for this meeting.

E-5. Approval of Requests for Student Trips
No student trip requests for this meeting.

E-6. Approval of Requests for Staff Travel
No staff travel requests for this meeting.

E-7. Approval of Personnel Actions
Approved as recommended personnel actions.

E-8. Acceptance of Gifts and Donations
No gifts and donations for this meeting.

E-9. Review of District Financial Statements
Reviewed Student Activity Balance Sheets and Auxiliary Operations Year-to-Date Budget Reports as of October 31, 2026.

E-10. Approval of Asset Retirement and Disposals
Approved as recommended asset retirement and disposals.

F. New Business

F-1. Information and Discussion regarding School and District Letter Grades

Dr Tabetha Finchum shared district letter grade data, including 6 schools earned an A, and 4 schools earned a B, and the District earned an A for the 2025-2026 school year. Dr. Finchum also shared some assessment and letter grade changes being contemplated by the State Board and the legislature. All present participated in a discussion of what the changes may entail.

No action taken.

F-2. Information and Discussion regarding Elementary SEAS Program at Richardson

Director of Special Education Jacqueline Camacho, Richardson Principal Henry Linker, and SEAS Head Teacher Maya Fukutomi shared what they have learned and adaptations they have made for the students; including hiring more staff for the classrooms, and how the new building will be able to handle some of the needs the students have. Mr. Linker shared his gratitude towards the administration and everything they have done to help in the classrooms. All present participated in a discussion of how grateful they are with the work the team has put in, and how they can see the positive outcomes for the students.

No action taken.

G. Unfinished Business

G-1. Information and Discussion regarding Proposed Policy Revisions

Approved as recommended the proposed policy revisions which were brought for discussion and review during the October 27, 2026 meeting. There have been no comments or concerns.

Motion by Hamilton; second by Miller, 4 ayes; motion carried

Adjourn

Meeting was adjourned at 7:29 p.m.

Motion by Ochoa; second by Hamilton; 4 ayes; motion carried.

Signatures:

Kevin Daily, President	Wendy Effing, Clerk
Brianna Hamilton	Stephanie Miller
Arlene Ochoa	

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

E-3	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Approval of District Expense and Payroll Vouchers

Submitted By: Patricia Forgach/Monique Mata Date: November 18, 2026

Will Be Presented By: Dr. Kevin Stoltzfus/ Monique Mata

Sign vouchers for upcoming check batches (to be reviewed at next Board Meeting).

Expense Vouchers . . . . . 7231-27 – 7240-27

The following Expense and Payroll vouchers are presented for Board Approval.

Expense Voucher 7225-27 $ 114,495.01
Expense Voucher 7227-27 $ 606,857.89

Payroll Voucher 2810 $1,927,014.92

Estimated Cost $ _____ ☒ See Additional Information Attached

Recommended Action:

☒ Approve ☐ Disapprove ☐ Table ☐ No Action Required

Division Head: Monique Mata Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

11/10/2026

VOUCHER #7225-27

ONE HUNDRED FOURTEEN THOUSAND FOUR HUNDRED NINETY-FIVE DOLLARS & 01/100	$114,495.01

0010		$10,356.72
	FEDERAL AND STATE PROJECTS	
1127	2027 TITLE I	$274.76
1657	2027 21ST CENTURY LAGNA/JH	$115.59
1667	2027 21ST CENTURY YR3 CENT/DAV	$289.53
2827	ED FOR HMELESS CHLDRN & YTH	$2,166.43
3842	PIMA EARLY EDUCATION PROGRAM	$101.42
	OTHER	
5100	FOOD SERVICE	$77,203.16
5112	FS FRESH FRUITS/VEGETABLE P2	$1,912.71
5150	CIVIC CENTER	$323.80
5300	GIFTS AND DONATIONS	$5,100.82
5310	FAMILY RESOURCE CENTER	$806.36
5960	CTED	$15,381.71
6100	UNRESTRICTED CAPITAL OUTLAY	$462.00

11/16/2026

VOUCHER #7227-27

SIX HUNDRED SIX THOUSAND EIGHT HUNDRED FIFTY SEVEN DOLLARS & 89/100	$606,857.89

0010		$193,562.18
	FEDERAL AND STATE PROJECTS	
0506	UNITED WAY CRADLE TO CAREER	$2,388.00
1127	2027 TITLE I	$1,104.58
1657	2027 21ST CENTURY LAGUNA/JH	$2,650.00
1667	2027 21ST CENTURY YR3 CENT/DAV	$2,000.00
1687	21ST CENTURY DOUGLAS	$1,000.00
3740	E RATE	$547.85
3842	PIMA EARLY EDUCATION PROGRAM	$140.26
	OTHER	
5100	FOOD SERVICE	$210.86
5300	GIFTS AND DONATIONS	$19.75
5960	CTED	$2,986.68
6100	UNRESTRICTED CAPITAL OUTLAY	$17,631.61
6350	BOND PROCEEDS 2025	$382,616.12

11/10/2026

One Million Nine Hundred Twenty Seven Thousand Fourteen Dollars and Ninety Two Cents 1,927,014.92

10/25/2026 11/7/2026

00100	Regular Ed Programs	1,435,556.23
	301 FUNDS	
0100	Regular Education	
01100	301 Base Pay	142,221.24
01300	Prop 301 Menu	9,934.49
	FEDERAL AND STATE PROJECTS	
02000	Prop 202	6,734.88
05020	Pima Early Education Program	4,920.09
05040	STEMAZING Teacher Leader Pro	
07100	SEI Structured English ELD	
1127	2027 TITLE I	85,880.32
1657	Regular Education	6,852.91
1667	21st Century Cont	6,159.58
1687	21st Century Cont	3,165.43
1917	TITLE III- Bilingual Education	1,688.44
2227	Special Education	56,032.86
2247	Special Education	1,339.50
2627	JTED	4,180.45
2827	Regular Education	277.53
29000	Medicaid Reimbursement	23,722.46
29100	Medicaid Special Education Admin	12,032.15
31000	JROTC Instruction	3,697.39
3417	Special Education	7,372.79
3507	2017 CDBG	2,932.30
3557	Community Services	2,629.01
38420	Pima Early Education Program	22,826.22
4570	Bilingual Education	5,923.69
4627	FTF Pre-K Scholarship	6,133.55
4687	Early Literacy Grant [2026]	6,548.38
	OTHER	
51000	Food Service	2,317.81
5150	Civic Center	
52000	Community Services	28,079.21
53000	G&D PDG FY20	1,837.81
53100	Family Resource District	118.86
57000	Indirect Cost	24,329.70
59600	JTED	11,569.64

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

E-6	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Approval of Request for Student Trips

Submitted By: Karen Gusk/Monique Mata Date: November 18, 2026

Will Be Presented By: Dr. Kevin Stoltzfus/Monique Mata

Student trip requests are submitted for approval.

Estimated Cost $ _____ ☒ See Additional Information Attached

Recommended Action:

☒ Approve ☐ Disapprove ☐ Table ☐ No Action Required

Division Head: Monique Mata Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

FLOWING WELLS SCHOOL DISTRICT

OVERNIGHT/OUT OF STATE
TRIP REQUEST FORM

This form is designed to provide the basis for Board consideration and should be submitted ***AT LEAST 30 DAYS PRIOR TO THE PROPOSED DEPARTURE DATE or BEFORE ANY FUNDRAISING OR FEE COLLECTION IS DONE.*** Additional information regarding this trip should be submitted to your building principal according to established procedures. A representative shall be present at the Board meeting where this matter is considered in order to answer questions and provide any subsequent information. Upon approval of the request, please submit a Pupil Transportation Request Form, if applicable.

SCHOOL: Flowing Wells HS DATE OF REQUEST: 11-02-26

NAME OF GROUP: Student Council SPONSOR: Lillian Easter

PURPOSE OF TRIP: attend AASC Spirit Convention

OF STUDENTS PARTICIPATING: 10 DESTINATION(S): Cibola HS - Yuma, AZ

DEPARTURE DATE & TIME: 01/28 11:00am ESTIMATED TIME OF ARRIVAL: 3:00pm

RETURN DEPARTURE DATE & TIME: 01/30 12:30pm ESTIMATED TIME OF RETURN: 5:00pm

PRELIMINARY ROOM ASSIGNMENTS FOR STUDENTS, COACHES, AND CHAPERONES:
(Attach a list if necessary)
5 rooms: 2 rooms with 4 girls each
1 room with 2 boys
2 advisor rooms

Attach all trip protocols including dining & bed check, curfew times, and other pertinent supervisory procedures.

TOTAL NUMBER OF SCHOOL EMPLOYEES SERVING AS CHAPERONE AND LIST THEIR NAMES:
(Attach a list if necessary)

2: Lillian Easter and Parker Fowler

NAMES OF NON-SCHOOL PEOPLE SERVING AS CHAPERONE:
(Attach a list if necessary)

COST PAID BY EACH STUDENT: $415 OTHER SOURCE: _____

TRANSPORTATION: (please check)

_____ District Bus
X District Van
_____ District Car
_____ Private Vehicle
_____ Other (explain) _____

PROCUREMENT COMPLIANCE: Prior approval by the Director of Business and Finance is required for procurement compliance. Please attach itemized expenditure list by type and/or vendor including total cost and quotations obtained. Please note that expenditures over $100,000 per vendor require a formal bid/RFP, which could take up to 2 months.

OVERNIGHT/OUT OF STATE TRIP REQUEST FORM – page 2

EMERGENCY CONTACTS:
(List telephone numbers & lodging locations, as well as cell phone numbers if available)

1. Best Western - Yuma Mall 928-783-8341
2. Cibola High School 928-502-5700
3. Lillian Easter 520-471-4837

Attach trip itinerary to include departure times and schedule of events for each day of the activity. Be specific about lodging and the location of meals. It is recognized that some details of the itinerary may change and that those changes will be submitted in writing for approval prior to departure. ***THE FINAL ITINERARY MUST BE STRICTLY ADHERED TO.***

Lillian Easter — Signature of Person Making Request — 11-02-26 — Date

[signature] — Signature of Principal (approval) — 11/5/26 — Date

[signature] — Signature of Chief Financial Officer (approval) — 11/9/26 — Date

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BOARD ACTION:

APPROVED: _____ DISAPPROVED: _____ DATE: _____

_____ Signature of Transportation Director _____ Date

Overnight Field Trip Budget

Purpose of Trip: Attend AASC Spirit Convention

Dates: 01/28 - 01/30

Number of Students 10

Number of Adults 2

Cost per Person $415

Total Cost of Trip $4,150

List Vendors and Totals by Vendor

#	Vendor	Total	Procurement Type: Verbal, Written, Bid or State/SAVE Contract	Copies Attached: Y or N
1	AASC	1,200		
2	Transportation	1,650		
3	Hotel	1,300		
4				
5				
	Total	4,150		

Funding Source:

#	Fund	Amount
1	Student Accts	4,150
2		
3		
	Total	4,150

Procurement Requirements:

$10,000 - $50,000 cumulative total (all district expenditures) to a vendor requires three verbal quotes.
$50,000 - $100,000 cumulative total (all district expenditures) to a vendor requires three written quotes.
$100,000 & above requires formal Bids/RFPs (Contact the Business Office).
Sole Source determinations must be approved by the Business Office.
State/SAVE Contracts requires due diligence - contact Business Office.
Business Office will assist with the budget and procurement. Please contact Stacy Trueblood or Mark Vannatta.

Approval Process:

1 - School Administration Approval
2 - Business Office Procurement Approval
3 - Board Approval
4 - Complete required purchase orders prior to securing reservations

Proposed Field Trip Itinerary

Thursday 01/28:

- 11:00am: depart from FWHS
- 2:30pm: hotel check in
- 3:00pm: lunch near hotel
- 5:00pm: arrive at event
- 10:00pm: leave event and return to hotel

Friday 01/29:

- 7:30am: depart hotel for event
- 5:00pm-7:00pm: dinner with council
- 7:00pm: return to event
- 11:00pm: leave event and return to hotel

Saturday 01/30:

- 8:30am: depart hotel for event
- 12:30pm: depart event for FWHS
    - Stop for lunch and restroom on way back home

SATURDAY 27

8:30 a.m. - 9:00 a.m. - Grab & Go Continental Breakfast

9:00 a.m. - 12:00 p.m. - General Session, Awards, & Closing

FRIDAY

8:00 a.m. - 8:30 a.m. - Grab & Go Continental Breakfast
8:30 a.m. - 9 a.m. - General Session
9:15 a.m. - 1:00 p.m. - 45 Minute Rotations

- President Speeches
- Workshop
- Workshop
- Vendors

1:00 p.m. - 2:30 p.m. - Lunch & Advisor Workshop
2:45 p.m. - 4:30 p.m. - General Session
4:40 p.m. - 7:15 p.m. - Dinner on your own
7:30 p.m. - 9:00 p.m. - General Session & Candlelighting
9:00 p.m. - 11:00 p.m. - Dance & Alternate Entertainment

SATURDAY

8:30 a.m. - 9:00 a.m. - Grab & Go Continental Breakfast

9:00 a.m. - 12:00 p.m. - General Session, Awards, & Closing

FLOWING WELLS SCHOOL DISTRICT

REQUEST TO TRAVEL

IMPORTANT: This form must be properly completed and in the Business Office NOT LESS THAN 10 days before date of departure. **PLEASE READ AND COMPLETE ALL SECTIONS.**

Date: 11-02-26 Travel will be: In-state (outside Pima Co.) ☒ Out-of-state ☐

Name: Lillian Easter Title: StuCo Advisor

School/Dept. FWHS-StuCo Total No. of days away: 3 Days absent from job: 2

Dates and **time** away: From: Jan. 28, 2027 To: Jan. 30, 2027

PURPOSE (Attach copy of Agenda if available)

CHECK ONE: (Nature of Trip)

☒ PROFESSIONAL: Student Council

☐ PERSONAL: _____

☐ OTHER: _____

TO ATTEND: AASC Spirit Convention

LOCATION: Cibola High School - Yuma, Az

SPECIFIC BENEFITS TO DISTRICT: building community while gaining knowledge of leadership skills

REQUESTED BY: Lillian Easter
TRAVELER'S SIGNATURE

RECOMMENDED BY: _____
PRINCIPAL OR DIV. HEAD

TRANSPORTATION SENT: _____

REQUISITION # _____

PURCHASE ORDER # _____

PAYROLL

SUBSTITUTE WILL BE EMPLOYED: Yes ☒ No ☐

TRAVELER'S REGULAR PAY:

☒ Will continue -- School business
☐ Will continue -- Vacation
☐ Will be deducted -- Personal business

Other _____

ESTIMATED COST

TRAVEL WILL BE BY:

☐ Plane ☒ District vehicle No. 2
☐ Train ☐ Private Car
☐ Bus ☐ Rented Car

AUTO CREDIT CARD REQUESTED: _____

COST OF TRANSPORTATION 1,650

MEALS AND LODGING 1,300

BUS - TAXI - RENTED CAR _____

REGISTRATION FEE 1,200

TOTAL 4,150

TRAVEL FINANCED BY:

STUDENT FUNDS ACCT # 4,150

DIST/ FED TRAVEL ACCT # _____

REGISTRATION FEE ACCT# _____

BUSINESS OFFICE

FUNDS AVAILABLE _____

FOR OFFICE USE ONLY:

(If deducted: Substitute Pay for _____ days.
Full Pay _____ days)

☐ **APPROVED** ☐ **DISAPPROVED**

_____
SUPERINTENDENT SIGNATURE

NOTE: If no reimbursement is to be claimed, send direct to the Superintendent's office. If reimbursement is to be claimed, send direct to the Business Office for availability of funds. The Superintendent will take final action on all requests.

Rev. 2/2011 Copy 1: Business Office Copy 2: Human Resource Copy 3: Transportation Copy 4: Individual **9-FW40050**

Gibula High School
4100 W 20th St, Yuma, AZ 85364
January 28th - 30th, 2027

The State Convention is our premier event of the year where we celebrate the amazing accomplishments of our Student Councils, Students, Advisors, Administrations, and so much more throughout the prior school year. It's also an opportunity for every Student Council across the state to represent, converse, and hopefully share amazing ideas to bring back to their schools and communities.

AASC Business also occurs in which our newest AASC State Presidents are elected as well as our AASC Executive Board.

OFFICIAL 2027 State Convention Website

Includes all info on Dress Up Days, Schedule, etc.

Registration is $110 per person (goes up to $120 after Nov 27th) - with a max 12 delegates (NOT including Advisors).

YOU MUST BE A PAID MEMBER OF THE ASSOCIATION TO ATTEND!

General Outline

Thursday - 5PM to 10PM
Friday - 8AM to 11PM
Saturday - 9AM to Noon

Keynotes

Thursday - Kate Garnes
Friday - Drum Café
Saturday - Dr. Laura Rizo

FLOWING WELLS SCHOOL DISTRICT

OVERNIGHT/OUT OF STATE
TRIP REQUEST FORM

This form is designed to provide the basis for Board consideration and should be submitted ***AT LEAST 30 DAYS PRIOR TO THE PROPOSED DEPARTURE DATE or BEFORE ANY FUNDRAISING OR FEE COLLECTION IS DONE.*** Additional information regarding this trip should be submitted to your building principal according to established procedures. A representative shall be present at the Board meeting where this matter is considered in order to answer questions and provide any subsequent information. Upon approval of the request, please submit a Pupil Transportation Request Form, if applicable.

SCHOOL: Flowing Wells High School DATE OF REQUEST: 11/6/26

NAME OF GROUP: Cross Country SPONSOR: Kent Walker

PURPOSE OF TRIP: AZ Cross Country State Championships - Division II

OF STUDENTS PARTICIPATING: 2 to 4 DESTINATION(S): Cave Creek Golf Course

DEPARTURE DATE & TIME: 11/13 at 4pm ESTIMATED TIME OF ARRIVAL: 6:30pm

RETURN DEPARTURE DATE & TIME: 11/14 at11am ESTIMATED TIME OF RETURN: 2pm

PRELIMINARY ROOM ASSIGNMENTS FOR STUDENTS, COACHES, AND CHAPERONES:
(Attach a list if necessary)
Room 1: Coach Kent Walker
Room 2: Bryan Gamino, Noel Carrillo, and potentially Jaime Gamino and Diego Velazquez)

Attach all trip protocols including dining & bed check, curfew times, and other pertinent supervisory procedures.

TOTAL NUMBER OF SCHOOL EMPLOYEES SERVING AS CHAPERONE AND LIST THEIR NAMES:
(Attach a list if necessary)

1. Coach Kent Walker

NAMES OF NON-SCHOOL PEOPLE SERVING AS CHAPERONE:
(Attach a list if necessary)

None

COST PAID BY EACH STUDENT: None OTHER SOURCE: FWHS Athletics

TRANSPORTATION: (please check)

_____ District Bus
_X_ District Van
_____ District Car
__ _ Private Vehicle
_____ Other (explain) _____

PROCUREMENT COMPLIANCE: Prior approval by the Director of Business and Finance is required for procurement compliance. Please attach itemized expenditure list by type and/or vendor including total cost and quotations obtained. Please note that expenditures over $100,000 per vendor require a formal bid/RFP, which could take up to 2 months.

OVERNIGHT/OUT OF STATE TRIP REQUEST FORM – page 2

EMERGENCY CONTACTS:
(List telephone numbers & lodging locations, as well as cell phone numbers if available)

1. Coach Kent Walker — (520) 979-5990
2. Mark Brunenkant — (520) 306-7953
3. Hotel (TBD)

Attach trip itinerary to include departure times and schedule of events for each day of the activity. Be specific about lodging and the location of meals. It is recognized that some details of the itinerary may change and that those changes will be submitted in writing for approval prior to departure. ***THE FINAL ITINERARY MUST BE STRICTLY ADHERED TO***.

Kent Walker — Signature of Person Making Request — 11/6/26 — Date

Signature of Principal (approval) — 11/6/26 — Date

M. Mata — Signature of Chief Financial Officer (approval) — 11/9/24 — Date

---

BOARD ACTION:

APPROVED: _____ DISAPPROVED: _____ DATE: _____

_____ Signature of Transportation Director — _____ Date

Overnight Field Trip Budget

Purpose of Trip: AZ Cross Country State Championships - Division II

Dates: 11/13 - 11/14

Number of Students 2 to 4

Number of Adults 1

Cost per Person ~$117.00 / person

Total Cost of Trip ~~$350.00~~ 430.00

List Vendors and Totals by Vendor

#	Vendor	Total	Procurement Type: Written, Bid or State/SAVE Contract	Copies Attached: Y or N
1	Raising Cane's	~~$45.00~~ 90.00		
2	Raising Canes	~~$45.00~~ 90.00		
3	Hotel	250.00		
4				
5				
	Total	430.00		

Funding Source:

#	Fund	Amount
1	FWHS Athletics	
2		
3		
	Total	430.00

2510 W. Greenway
Wyndham (Travelodge Wyndham Property) North
115.00 / night / room
↳ standard rate

2
Dinner: 3

~~X~~ Red Roof Inn Phx N-th
17272 N. Black Canyon
111.60 / night / rm

Lunch:

45.00

Procurement Requirements:

$10,000 - $100,000 cumulative total (all district exper
$100,000 & above requires formal Bids/RFPs (Contac
Sole Source determinations must be approved by the
State/SAVE Contracts requires due diligence - contac
Business Office will assist with the budget and procur

Approval Process:

1 - School Administration Approval
2 - Business Office Procurement Approval
3 - Board Approval
4 - Complete required purchase orders prior to securing reservations

Red Roof

Book

WHERE TO?

Phoenix North - I-17 at Bell Rd

DATES

Fri Nov 13, 2026 - Sat Nov 14, 2026

Rooms and Guests

2 Rooms, 5 Guests

Special Rate

Government/Military

Use RediPoints

No

EDIT

Filter

Sort

Pricing - Low To High

Red Roof Inn

Phoenix North - I-17 at Bell Rd

17222 N Black Cyn Hwy, Phoenix, AZ, 85053

1-937-328-1593

Select Room #1 with 1 Adult and 0 Kids



Superior King Non-Smoking

Sleeps 2 guests

Government/Military Rate

Rate for government, federal or military travel, must present valid ID at check-in.

Room Amenities

- Clock Radio
- Granite Counter Tops
- Hairdryer
- In-Room Coffee
- Iron & Ironing Board

More

~~124.00~~ USD/night

111.60 USD/night

Cost with taxes & fees 126.18 USD

BOOK NOW 1 OF 2

Member Flexible Rate

Our most flexible rate with easy options for change if you need it plus other member perks.

~~124.00~~ USD/night

109.12 USD/night

Cost with taxes & fees 123.38 USD

Sign in or Join to book this Member rate.

BOOK NOW 1 OF 2

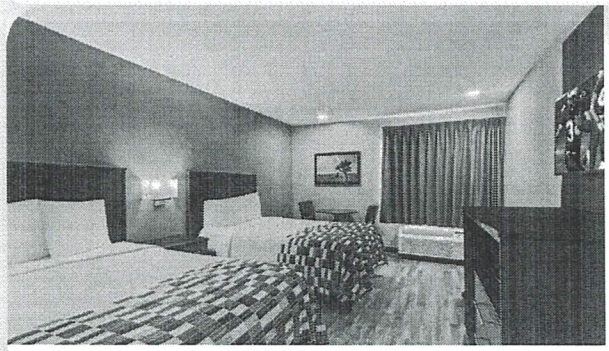
Flexible Rate

Our most flexible rate with easy options for change if you need it.

124.00 USD/night

Cost with taxes & fees 140.20 USD

BOOK NOW 1 OF 2



Deluxe 2 Full Beds Non-Smoking

Sleeps 4 guests

Government/Military Rate

Rate for government, federal or military travel, must present valid ID at check-in.

Room Amenities

- Clock Radio

- Granite Counter Tops
- Large Flat-Screen TV
- Microwave
- Mini Refrigerator

More

~~126.00~~ USD/night

113.40 USD/night

Cost with taxes & fees 128.22 USD

BOOK NOW 1 OF 2

Member Flexible Rate

Our most flexible rate with easy options for change if you need it plus other member perks.

~~126.00~~ USD/night

110.88 USD/night

Cost with taxes & fees 125.37 USD

Sign in or Join to book this Member rate.

BOOK NOW 1 OF 2

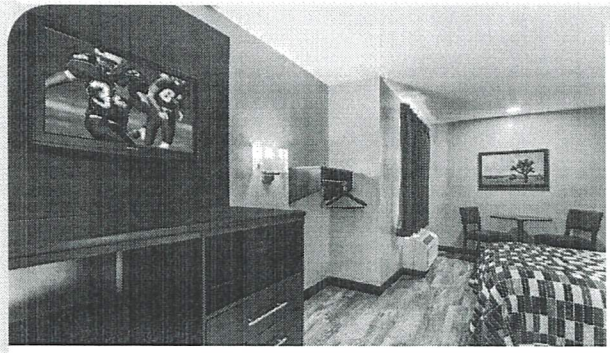
Flexible Rate

Our most flexible rate with easy options for change if you need it.

126.00 USD/night

Cost with taxes & fees 142.47 USD

BOOK NOW 1 OF 2



ADA Accessible Deluxe 2 Full Beds Non-Smoking

Sleeps 4 guests

Government/Military Rate

Rate for government, federal or military travel, must present valid ID

Room Amenities

- Clock Radio

SPECIAL OFFER: $0 Introductory Annual Fee + Earn up to 90,000 Bonu
Subject to Offer Terms https://www.wyndhamrewa

Travelodge by Wyndham Phoenix North (https://www.wyndhamhotels.com/travelodge/phoenix-arizona/travelodge-phoenix-north/overview)

2510 West Greenway Road, Phoenix, Arizona 85023
$USD

CHECK IN	CHECKOUT	$USD
FRI, NOV 13 2026	SAT, NOV 14 2026	
2 ROOMS, 4 GUESTS PER R	RATE APPLIED	UPDATE

The rate you requested is not available. Please see available rooms and rates below.

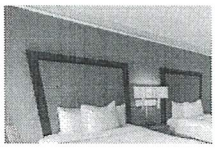
Refine Results

VIEW RESULTS BY

- ○ Price
- ○ Wyndham Rewards Points

BED TYPE

- ☐ Double (2)

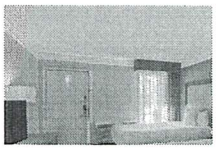


2 Double Beds, Standard Room, Non-Smoking

Free high-speed WiFi, service animals welcome, self-controlled temperature, bathtub/shower, coffee/tea maker, hair dryer, HDTV, adjoining rooms, crib available, bathroom amenities, alarm clock, desk with electrical outlet, iron
Room Details

Standard Rate Rate Details • Total for Stay	**$110 00** USD/NIGHT or from $17 USD/MO	BOOK & PAY LATER
JOIN FOR FREE DURING BOOKING! **Wyndham Rewards Rate** Rate Details • Total for Stay	**$107 80** USD/NIGHT or from $16 USD/MO	BOOK & PAY LATER
Wyndham Rewards Double Points Rate Rate Details • Total for Stay	**$116 60** USD/NIGHT or from $18 USD/MO	BOOK & PAY LATER

Feedback



2 Double Beds, Non-Smoking

Free high-speed WiFi, service animals welcome, self-controlled temperature, bathtub/shower, coffee/tea maker, hair dryer, HDTV, adjoining rooms, crib available, bathroom amenities, alarm clock, desk with electrical outlet, iron

Room Details

Standard Rate Rate Details • Total for Stay	$115.00 USD/NIGHT or from $18 USD/MO	BOOK & PAY LATER
JOIN FOR FREE DURING BOOKING! **Wyndham Rewards Rate** Rate Details • Total for Stay	$112.70 USD/NIGHT or from $17 USD/MO	BOOK & PAY LATER
Wyndham Rewards Double Points Rate Rate Details • Total for Stay	$121.90 USD/NIGHT or from $19 USD/MO	BOOK & PAY LATER

FLOWING WELLS SCHOOL DISTRICT

OVERNIGHT/OUT OF STATE
TRIP REQUEST FORM

This form is designed to provide the basis for Board consideration and should be submitted ***AT LEAST 30 DAYS PRIOR TO THE PROPOSED DEPARTURE DATE or BEFORE ANY FUNDRAISING OR FEE COLLECTION IS DONE.*** Additional information regarding this trip should be submitted to your building principal according to established procedures. A representative shall be present at the Board meeting where this matter is considered in order to answer questions and provide any subsequent information. Upon approval of the request, please submit a Pupil Transportation Request Form, if applicable.

SCHOOL: Flowing Wells High School DATE OF REQUEST: 10/22/26

NAME OF GROUP: Chess SPONSOR: _____

PURPOSE OF TRIP: State Individual Championship

OF STUDENTS PARTICIPATING: 2-4 DESTINATION(S): Yuma, AZ

DEPARTURE DATE & TIME: Nov. 20, 12:00pm ESTIMATED TIME OF ARRIVAL: ~4pm

RETURN DEPARTURE DATE & TIME: Nov. 21 5:00pm ESTIMATED TIME OF RETURN: ~10pm

PRELIMINARY ROOM ASSIGNMENTS FOR STUDENTS, COACHES, AND CHAPERONES:
(Attach a list if necessary)
Room 1: Coach, Mr. Thompson
Room 2: Students 1-3

Attach all trip protocols including dining & bed check, curfew times, and other pertinent supervisory procedures.

TOTAL NUMBER OF SCHOOL EMPLOYEES SERVING AS CHAPERONE AND LIST THEIR NAMES:
(Attach a list if necessary)
Adam Thompson

NAMES OF NON-SCHOOL PEOPLE SERVING AS CHAPERONE:
(Attach a list if necessary)
None

COST PAID BY EACH STUDENT: _____ OTHER SOURCE: _____

TRANSPORTATION: (please check)

_____ District Bus _____ Private Vehicle
__X__ District Van _____ Other (explain) _____
_____ District Car

PROCUREMENT COMPLIANCE: Prior approval by the Director of Business and Finance is required for procurement compliance. Please attach itemized expenditure list by type and/or vendor including total cost and quotations obtained. Please note that expenditures over $100,000 per vendor require a formal bid/RFP, which could take up to 2 months.

OVERNIGHT/OUT OF STATE TRIP REQUEST FORM – page 2

EMERGENCY CONTACTS:
(List telephone numbers & lodging locations, as well as cell phone numbers if available)

1. Adam Thompson - 520.258.2278 — Adam Thompson
2. _____ — _____
3. _____ — _____

Attach trip itinerary to include departure times and schedule of events for each day of the activity. Be specific about lodging and the location of meals. It is recognized that some details of the itinerary may change and that those changes will be submitted in writing for approval prior to departure. ***THE FINAL ITINERARY MUST BE STRICTLY ADHERED TO.***

Signature of Person Making Request — 10/27/26 Date

Signature of Principal (approval) — 11/16/26 Date

M. Mata — Signature of Chief Financial Officer (approval) — 11/17/26 Date

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BOARD ACTION:

APPROVED: _____ DISAPPROVED: _____ DATE: _____

Signature of Transportation Director — Date

Overnight Field Trip Budget

Purpose of Trip: Chess Individual State Championship

Dates: Nov. 20-21 2026

Number of Students 1-3

Number of Adults 1

Cost per Person

Total Cost of Trip

List Vendors and Totals by Vendor

#	Vendor	Total	Procurement Type: Verbal, Written, Bid or State/SAVE Contract	Copies Attached: Y or N
1	Homewood Suites	299.84		
2	Travel FWTrans	750.00		
3	food	176.00		
4				
5				
	Total	1,225.84		

Funding Source:

#	Fund	Amount
1	Athletics	1225.84
2		
3		
	Total	1,225.84

Procurement Requirements:

$10,000 - $50,000 cumulative total (all district expenditures) to a vendor requires three verbal quotes.
$50,000 - $100,000 cumulative total (all district expenditures) to a vendor requires three written quotes.
$100,000 & above requires formal Bids/RFPs (Contact the Business Office).
Sole Source determinations must be approved by the Business Office.
State/SAVE Contracts requires due diligence - contact Business Office.
Business Office will assist with the budget and procurement. Please contact Stacy Trueblood or Mark Vannatta.

Approval Process:

1 - School Administration Approval
2 - Business Office Procurement Approval
3 - Board Approval
4 - Complete required purchase orders prior to securing reservations

Chess State Itinerary
Dates: 20-21 November 2026

20 November 2026

- 1200pm: Depart Flowing Wells High School
- 400pm: Arrive at Yuma High School
- 900pm: Dinner at Autentico Sapore Italiano
    - 201 N 4th Ave, Yuma, AZ 85364
- 1030pm: Arrive at Hotel
    - Lights out

21 November 2026

- 800am: Breakfast at Hotel
- 845am: Arrive at Yuma High School
- 1200pm: Pizza Lunch
- ~400pm: Depart Yuma High School
- ~900pm: Arrive at Flowing Wells High School

Outlook

Guest Reservations - Reservation Confirmation #R6681162210

From confirmations@travel.guestreservations.com <confirmations@travel.guestreservations.com>
Date Fri 11/13/2026 10:03 AM
To Zavala, Jacqueline <Jacqueline.Zavala@fwusd.org>

Caution! This message was sent from outside your organization. Report

Guest Reservations

FWHS athletics, your reservation has been prepaid and is fully guaranteed.

TRAVEL DETAILS

Homewood Suites By Hilton Yuma

Cindy

1955 East 16th Street Yuma, AZ 85365

Check-in: Friday, Nov 20, 2026

Check-out: Saturday, Nov 21, 2026

1 Night

1 Adult

getaroom.c
om

Booking Ref. # 1077580414
Booking Confirmation # R6681162210

ROOM & GUEST DETAILS

getaroom.c
Rooms (1)
Studio 1 King Bed Suite

getaroom.c
Guests (1)
Adam Thompson 2

Included With Your Booking:

Free Breakfast

CHECK-IN DETAILS

getaroom.c
Check-in Time: 3:00 PM
getaroom.c
Check-out Time: 11:00 AM

The guest checking in will need a valid photo ID and a major credit card for incidentals.

Due to COVID-19 it is recommended that you review the local health and safety ordinances before you travel. As requirements and restrictions continue to change your travel may be impacted, as well as your ability to check-in to your reserved accommodation. Please consider checking the Hilton global website or contacting the hotel directly prior to arrival for the most up-to-date information.

If you are arriving after 9pm on the day of check-in, contact the hotel directly or your reservation may result in cancellation.

Manage Your Reservation

CUSTOMER & PAYMENT DETAILS

FWHS athletics Flowing wells unifie
+1 5206968019
jacqueline.zavala@fwusd.org

Visa:** 1583

Nov 20 Fri	US$102.90
Subtotal	US$102.90
Tax Recovery Charges & Service Fees (See Details Below)	US$46.53
Amount Paid	**US$149.43**

CC Disclaimer - This payment will be processed in the United States and will appear on your statement as "GuestRs*HomewoodSu".

Terms - By booking this reservation you have accepted the Terms and Conditions.

*This charge includes the estimated amount we pay the hotel for occupancy related taxes owed by the hotel and any amounts charged to us for resort fees, cleaning fees, and other fees. The balance of the charge is a fee we, the hotel supplier and/or the website you booked on, retain as part of the compensation for our and/or their services which varies based on factors such as location, the amount, and how you booked.

CANCELLATION POLICY

Each room in this reservation is subject to the following cancellation policy: This reservation is non-refundable. There is no refund for no-shows or early checkouts.

Need Help with Your Reservation?

Outlook

Guest Reservations - Reservation Confirmation #R6681159312

From confirmations@travel.guestreservations.com <confirmations@travel.guestreservations.com>
Date Fri 11/13/2026 10:02 AM
To Zavala, Jacqueline <Jacqueline.Zavala@fwusd.org>

Caution! This message was sent from outside your organization. Report

Guest Reservations™

FWHS athletics, your reservation has been prepaid and is fully guaranteed.

TRAVEL DETAILS

Homewood Suites By Hilton Yuma

1955 East 16th Street Yuma, AZ 85365

Check-in: Friday, Nov 20, 2026
Check-out: Saturday, Nov 21, 2026
1 Night
1 Adult
0 Children

Booking Ref. # 1077579986
Booking Confirmation # R6681159312

ROOM & GUEST DETAILS

Rooms (1)
Studio 1 King Bed Suite

Guests (1)
Adam Thompson

Included With Your Booking:

Free Breakfast

CHECK-IN DETAILS

Check-in Time: 3:00 PM
Check-out Time: 11:00 AM

The guest checking in will need a valid photo ID and a major credit card for incidentals.

Due to COVID-19 it is recommended that you review the local health and safety ordinances before you travel. As requirements and restrictions continue to change your travel may be impacted, as well as your ability to check-in to your reserved accommodation. Please consider checking the Hilton global website or contacting the hotel directly prior to arrival for the most up-to-date information.

If you are arriving after 9pm on the day of check-in, contact the hotel directly or your reservation may result in cancellation.

Manage Your Reservation

CUSTOMER & PAYMENT DETAILS

FWHS athletics Flowing wells unifie
+1 5206968019
jacqueline.zavala@fwusd.org 48

Visa:**** 1583

Nov 20 Fri	US$102.90
Subtotal	US$102.90
Tax Recovery Charges & Service Fees (See Details Below)	US$46.53
Amount Paid	**US$149.43**

CC Disclaimer - This payment will be processed in the United States and will appear on your statement as "GuestRs*HomewoodSu".

Terms - By booking this reservation you have accepted the Terms and Conditions.

*This charge includes the estimated amount we pay the hotel for occupancy related taxes owed by the hotel and any amounts charged to us for resort fees, cleaning fees, and other fees. The balance of the charge is a fee we, the hotel supplier and/or the website you booked on, retain as part of the compensation for our and/or their services which varies based on factors such as location, the amount, and how you booked.

CANCELLATION POLICY

Each room in this reservation is subject to the following cancellation policy: This reservation is non-refundable. There is no refund for no-shows or early checkouts.

Need Help with Your Reservation?

US toll-free 1 (866) 913-0695

International 1 (214) 960-2646

Booking Ref. # 1077579986

Guest Reservations™

IMC NAME _____ NO PO M+O Chess Steele

DATE _____ REF# _____

FLOWING WELLS PUBLIC SCHOOLS
PUPIL TRANSPORTATION REQUEST
(Educational Field Trips, Athletics, Special Trips, Etc.)

School: Flowing Wells High School Today's Date: 08/18/2026

INSTRUCTIONS: This form is to be completed in triplicate and signed by the Requester and Principal. A Purchase Order must be issued by the Business Office BEFORE the request can be sent to the Transportation Office for vehicle assignment. The completed Pupil Transportation Request should be submitted at least 2 weeks prior to the date of any trip.

DATE TRANSPORTATION NEEDED: 20 November 2026 DATE RETURNING: 21 November 2026

LOAD TIME: 1200 (AM) (PM) DEPART TIME: 1230 PM

RETURN LOAD TIME: 330 (AM) (PM) ARRIVAL BACK AT SCHOOL: 800 PM

NUMBER OF PUPILS: 5-10 NUMBER OF CHAPERONES 1 GRADE LEVEL: 9-12

TYPE AND NUMBER OF VEHICLES REQUESTED:

X MINI VAN (7 PASSENGER) ___ BUS (56/84 PASSENGER)

X VAN (10 PASSENGER) ___ W/C BUS (2 w/c + 24 PASSENGER)

PLACE FOR PICKING UP STUDENTS AT THE SCHOOL (IF BUS IS REQUESTED): N/A

DESTINATION #1: Yuma High School 400 S. 6th Ave Yuma, AZ 85364
NAME ADDRESS

ADDITIONAL STOPS: (i.e. PARK, MEALS, ETC.) Restaurant for dinner / Hotel

PURPOSE OF TRIP: State Chess Individual Championship

Adam Thompson
PERSON MAKING REQUEST

(APPROVAL) PRINCIPAL

(APPROVAL) TRANSPORTATION DIRECTOR

PLEASE PRINT NAME AND PHONE #: Adam Thompson 520.258.2278

ACCOUNT NAME: _____ PO NUMBER: _____

DISTRICT USE ONLY:

MILEAGE CHARGE 250 X 500 X 1.5 $ 750.00

ESTIMATED DRIVER CHARGE $ _____

ESTIMATED TOTAL CHARGES $ _____

ACCOUNT CHARGED $ 750.00

REVISED: 12/2018

WHITE: TRANSPORTATION * YELLOW: BUSINESS OFFICE *

* Please press firmly, you are making 2 copies*

FLOWING WELLS SCHOOL DISTRICT

OVERNIGHT/OUT OF STATE
TRIP REQUEST FORM

This form is designed to provide the basis for Board consideration and should be submitted ***AT LEAST 30 DAYS PRIOR TO THE PROPOSED DEPARTURE DATE or BEFORE ANY FUNDRAISING OR FEE COLLECTION IS DONE.*** Additional information regarding this trip should be submitted to your building principal according to established procedures. A representative shall be present at the Board meeting where this matter is considered in order to answer questions and provide any subsequent information. Upon approval of the request, please submit a Pupil Transportation Request Form, if applicable.

SCHOOL: FWHS DATE OF REQUEST: 11/9/2026

NAME OF GROUP: Flowing Wells Cheerleading Team SPONSOR: Anna Verdiguel Gillet

PURPOSE OF TRIP: Compete at USA Spirit Nationals.

OF STUDENTS PARTICIPATING: 20 DESTINATION(S): Anaheim, CA

DEPARTURE DATE & TIME: 2/18/2027 7:00 AM ESTIMATED TIME OF ARRIVAL: 4:00 PM

RETURN DEPARTURE DATE & TIME: 2/22/2027 7:00 AM ESTIMATED TIME OF RETURN: 4:00 PM

PRELIMINARY ROOM ASSIGNMENTS FOR STUDENTS, COACHES, AND CHAPERONES:
(Attach a list if necessary)
*List attached

Attach all trip protocols including dining & bed check, curfew times, and other pertinent supervisory procedures.

TOTAL NUMBER OF SCHOOL EMPLOYEES SERVING AS CHAPERONE AND LIST THEIR NAMES:
(Attach a list if necessary)

3: Anna Verdiguel Gillet, Danielle Madrid-Sharff, Kayla Molina

NAMES OF NON-SCHOOL PEOPLE SERVING AS CHAPERONE:
(Attach a list if necessary)

COST PAID BY EACH STUDENT: 650.25 OTHER SOURCE: Athletics ($523.23/athlete)

TRANSPORTATION: (please check)

_____ District Bus
___ District Van
_____ District Car
___ Private Vehicle
__X__ Other (explain) Rental vans

PROCUREMENT COMPLIANCE: Prior approval by the Director of Business and Finance is required for procurement compliance. Please attach itemized expenditure list by type and/or vendor including total cost and quotations obtained. Please note that expenditures over $100,000 per vendor require a formal bid/RFP, which could take up to 2 months.

Overnight Field Trip Budget

Purpose of Trip: Compete at USA Spirit Nationals to provide our athletes an opportunity to compete at a rigorous level.

Dates:

Number of Students 20

Number of Adults 3

Cost per Person $1173.48

Total Cost of Trip $25,035.60

List Vendors and Totals by Vendor

#	Vendor	Total	Procurement Type: Written, Bid or State/SAVE Contract	Copies Attached: Y or N
1	See attached list			
2				
3				
4				
5				
	Total			

Funding Source:

#	Fund	Amount
1	Student fees	$14,355
2	Athletics	$10,680.60
3		
	Total	$25,035.60

Procurement Requirements:

$10,000 - $100,000 cumulative total (all district expenditures) to a vendor requires three written quotes.
$100,000 & above requires formal Bids/RFPs (Contact the Business Office).
Sole Source determinations must be approved by the Business Office.
State/SAVE Contracts requires due diligence - contact Business Office.
Business Office will assist with the budget and procurement.

Approval Process:

1 - School Administration Approval
2 - Business Office Procurement Approval
3 - Board Approval
4 - Complete required purchase orders prior to securing reservations

Vendor List

#	Vendor	Cost per athlete	Total Cost	Procurement Type	Copies Attached: Y/N	Funding Source
1	Team Travel Source - Housing	$331.73	$6,634.60	Written	Y	Athletics
2	Sobro Transport	$99.50	$1,990.00	Written	Y (limited vendors)	Athletics
3	Gasoline (various vendors)	$20.00	$400.00	Verbal	N	Athletics
4	Lunches 5 days (various vendors)	$40.00	$920.00	Verbal	Planned locations attached	Athletics
5	Lunches 5 days (various vendors)	$55.00	$1,265.00	Verbal	"	Fees
6	Dinner 4 days (various vendors)	$32.00	$736.00	Verbal	"	Athletics
7	Dinner 4 days (varuoisu vendors)	$136.00	$3,128.00	Verbal	"	Fees
8	Parking - Various Vendors	$15.00	$300.00	Verbal	N	Fees
9	Disney Tickets	$259.00	$5,957.00	Only one available vendor	Y	Fees
10	United Spirit Association - registration	$185.25	$3,705.00	Only one available vendor	Y	Fees
	TOTALS	$1,173.48	$25,035.60		*Copies Attached: Y/N*	
	Paid with fees	$650.25	$14,355.00		*Copies Attached: Y/N*	
	Paid by athletics	$523.23	$10,680.60		*Copies Attached: Y/N*	

Location	Details	Date	Departure time	Arrival time	Notes
Flowing Wells High School	Departure	2/18/2027	6:00:00 AM	8:00:00 AM	*Notes*
1419 Jackrabbit Trail	Potty stop	2/18/2027	8:15:00 AM	11:30:00 AM	*Notes*
78611 CA-111	Lunch stop - In n out	2/18/2027	12:30:00 PM	2:30:00 PM	*Notes*
Anaheim Portofino Inn & Suites	Practice	2/18/2027	4:00:00 PM	5:00:00 PM	Run through sharp
11757 Harbor Blvd	Team Dinner - Buca di Beppo	2/18/2027	6:30:00 PM	8:30:00 PM	*Notes*
Anaheim Convention Center	Practice	2/19/2027	7:00:00 AM	9:00:00 AM	*Notes*
Place	Lunch catering - Jersey Mike's	2/19/2027	10:00:00 AM	10:30:00 AM	*Notes*
Place	Huntington Beach	2/19/2027	11:00:00 AM	2:00:00 PM	*Notes*
1198 W Ball Rd	Dinner - Chipotle	2/19/2027	6:00:00 PM	7:00:00 PM	*Notes*
Anaheim Convention Center	Competition	2/19/2027	6:30:00 PM	11:00:00 PM	*Notes*
Anaheim Convention Center	Finals competition	2/20/2027	*xx:xx*	*xx:xx*	Box lunch
SCHEDULE CONDITIONAL ON	QUALIFICATION FOR FINALS		*xx:xx*	*xx:xx*	*Notes*
321 W Katella Ave	Lunch takeout - P.F. Changs	2/20/2027	12:00:00 PM	12:30:00 PM	*Notes*
460 The City Dr S	Team Dinner - BJs	2/20/2027	*xx:xx*	*xx:xx*	Time TBD on award
Disney California Adventure P...	Full Day Park Hopper	2/21/2027	9:00:00 AM	8:00:00 PM	*Notes*
Place	Lunch - in Disney park	2/21/2027	12:00:00 PM	12:30:00 PM	*Notes*
Place	Dinner - in Disney park	2/21/2027	6:00:00 PM	7:00:00 PM	*Notes*
Anaheim Portofino Inn & Suites	Departure	2/22/2027	8:00:00 AM	8:30:00 AM	*Notes*
78-271 CA-111	Lunch stop - in n out	2/22/2027	12:00:00 PM	12:30:00 PM	Take lunch to go
1850 S Miller Rd	Potty stop	2/22/2027	12:30:00 PM	4:00:00 PM	Quick Trip
Flowing Wells High School	Return	2/22/2027	4:30:00 PM	6:30:00 PM	*Notes*

Itinerary

Rooming List + Procedures

	1	2	3	4	5	6
Girls	Anabel	Azucena	Delilah	Evelyn		
Girls	Harloh	Jackie	Karla	Katya		
Girls	Nicole	Sophia	Makayla	Faith		
Boys	Diego	Martin	William	Zach		
Advisor	Anna	Danielle				
		Darcy				
		Kaia				
		Penelope				
		Max				
		Kayla				

Dining protocol: We will eat all meals together at designated locations. Meals will be covered by student fees and ahtletis contributions. Adults only may handle the money for meals.

Bed check proto Bed checks will happen 15 minutes before lights out. Students are expected to be ready for bed at that time.

Curfew times: Lights out will be determined once competition schedule is released.

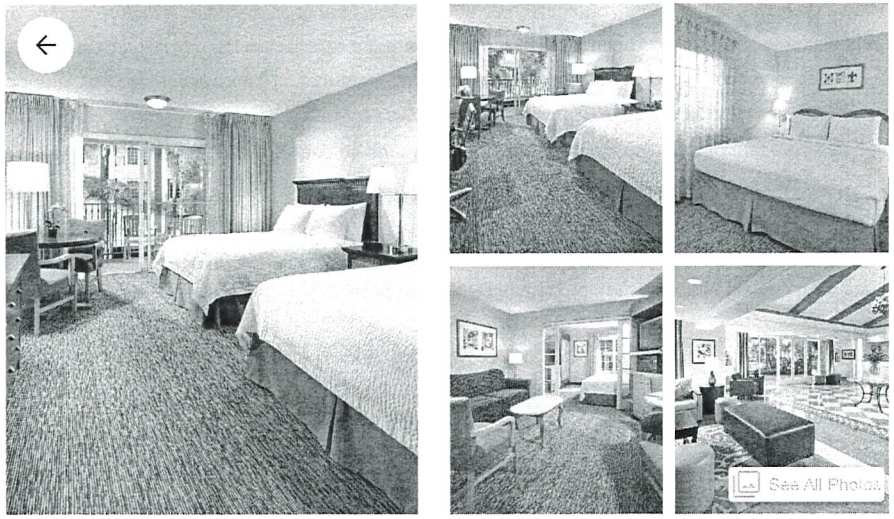
TEAM TRAVEL SOURCE

Contact us | Manage Booking

Check-in - Check-out
Thu, 2/18/2027 - Mon, 2/22/2027

5 Travelers, 5 Rooms

SEARCH



Anaheim Resort Portofino Inn & Suites

★★★½

Preferred Hotel | Low Rate Guarantee

About this property

Stay Smart

School Check Eligible - 21 Days Prior to Arrival with Credit Card for Guarantee Only

A stay at Anaheim Portofino Inn and Suites places you in the heart of Anaheim, within a 15-minute walk of Anaheim Convention Center and Disneyland® Resort. This family-friendly hotel is 0.3 mi (0.5 km) from Anaheim GardenWalk and 1.5 mi (2.4 km) from Disney California Adventure® Park.

In-room Refrigerator

Laundry Services (fee)

Outdoor Pool

See All Amenities >

Check In 4:00 PM

Check Out 11:00 AM

Overview | About | Rooms | Policies



View Map

1831 S Harbor Blvd, Anaheim, CA, 92802

0.35 miles from Anaheim Convention Center

Select Your Room

1 King Bed, 1 Twin Bunk Bed and 1 Double Sleeper Sofa - Family Suite

Stretch out in our spacious Family Suite, offering 410 sq. ft. of comfort designed with families in mind. The suite sleeps up to 6 guests, with a private bedroom featuring a king bed, plus a separate kids' area with bunk beds and a pull-out sofa bed—perfect for everyone to have their own space. Enjoy added privacy with closing French doors, and unwind with a TV in each room.

Vendor #1

56

Price Details

5 Rooms x 4 Nights

Thu, 2/18/2027	$1,370.00
Fri, 2/19/2027	$1,370.00
Sat, 2/20/2027	$1,370.00
Sun, 2/21/2027	$1,370.00
Secondary Fee	$200.00
Taxes	$954.60
Total Cost (USD)	**$6,634.60**

Reserve 5 Rooms

↳ $274 /room /night

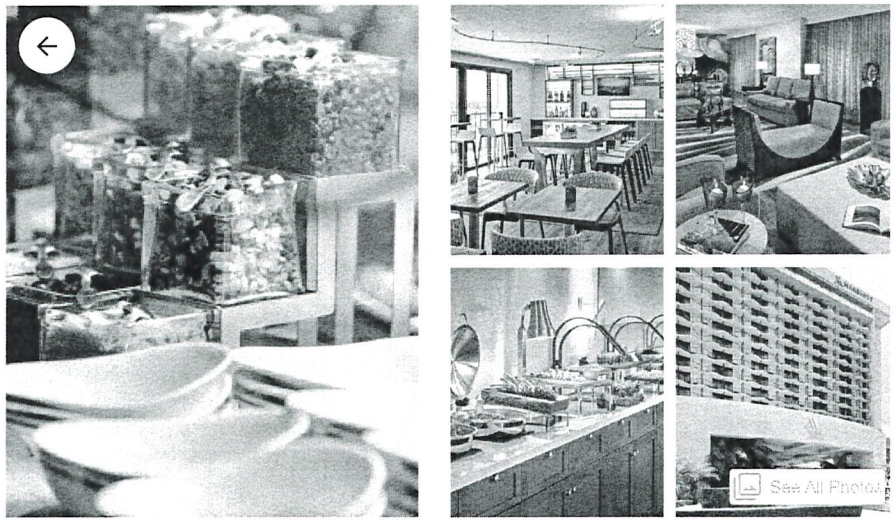
TEAM TRAVEL SOURCE

Contact us | Manage Booking

Check-in - Check-out
Thu, 2/18/2027 - Mon, 2/22/2027

1 Traveler, 1 Room

SEARCH



Marriott Anaheim Hotel

★★★★

Host Hotel | Low Rate Guarantee

About this property

Stay Smart

Premier Property. Additional non-refundable cancellation fees will apply. School Check Eligible - 21 days prior to arrival

Anaheim Marriott Hotel is centrally located in Anaheim, a 3-minute walk from Anaheim Convention Center and 13 minutes by foot from Anaheim GardenWalk. This hotel is 1.3 mi (2.1 km) from Disney California Adventure® Park and 1.5 mi (2.4 km) from Disneyland® Resort.

100% Smoke-Free Hotel

Breakfast (fee $)

Outdoor Pool

Restaurant On Site

Overview About Rooms Policies

Check In
4:00 PM

Check Out
11:00 AM



View Map

700 W Convention Way, Anaheim, CA, 92802

0.18 miles from Anaheim Convention Center

Select Your Room

Two Double Beds - Standard

Guest room, 2 Double, Mini fridge, Living/sitting area, Wireless internet, for a fee, Wired internet, for a fee, Coffee/tea maker

Max Occupancy: 4

Nights

Thu, 2/18/2027 Waitlist

Fri, 2/19/2027 38 rooms left

58

Vendor #1 9 vote

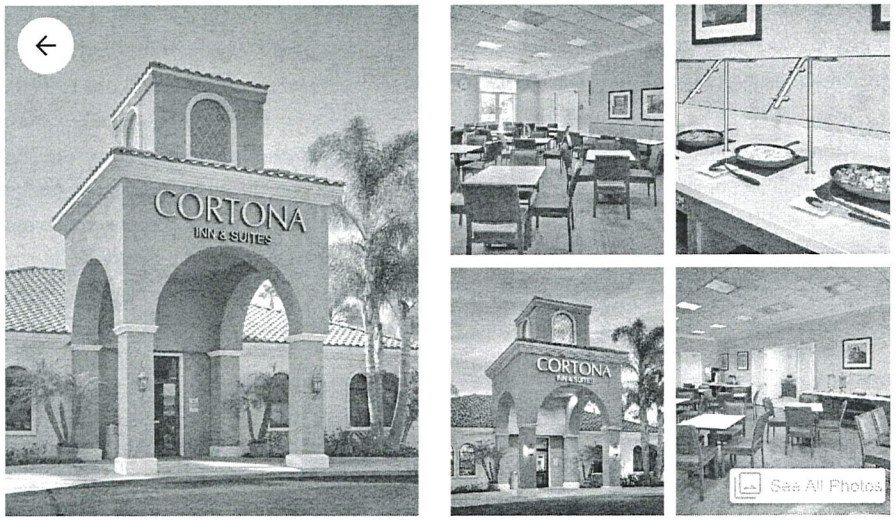
TEAM TRAVEL SOURCE

Contact us | Manage Booking

Check-in - Check-out
Thu, 2/18/2027 - Mon, 2/22/2027

1 Traveler, 1 Room

SEARCH



Cortona Inn & Suites Anaheim Resort

★★★★

Preferred Hotel | Low Rate Guarantee

About this property

Stay Smart

School Check Eligible - 30 Days Prior to Arrival

A stay at Cortona Inn & Suites Anaheim Resort places you in the heart of Anaheim, within a 15-minute walk of Anaheim Convention Center and Anaheim GardenWalk. This hotel is 1.7 mi (2.8 km) from Disneyland® Resort and 1.7 mi (2.8 km) from Disney California Adventure® Park.

- 100% Smoke-Free Hotel
- EV Charging
- Exterior Corridors
- Free Breakfast
- Handicap Accessible
- In-room Refrigerator

See All Amenities >

Check In 3:00 PM

Check Out 11:00 AM



Overview | About | Rooms | Policies



View Map

2029 South Harbor Boulevard, Anaheim, CA, 92802

0.29 miles from Anaheim Convention Center

Select Your Room

Two Queen Beds

Bright and spacious, our Double Queen guest room is an oasis of comfort. Nothing is more important than unwinding after a day of fun and adventure. That's why our modern guest rooms and suites feature all the cozy essentials for a restful stay.

Max Occupancy: 4

59

Vendor #1 9 vote

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TOTALS : $0.00

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CALL US (520)372-2063 (TEL:+15203722063)

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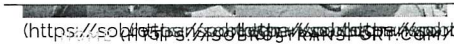
15 PASSENGER VAN TRANSIT #1501

$199.00/Day

Currently, you can pick up/return the van from 8:00 a.m. to 4:00 p.m. If you need to pick up/return it later than that, you have to call us at (520) 372-2063 (tel:+15203722063) to make arrangements.

venolia #2

(https://sobro5transport.com/)



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Roadside Service (https://sobro5transport.com/Roadside-Assistance.pdf) at no extra cost.

Pricing Info

Pickup Location

850 E Ohio St Suite 22 Tucson AZ 85714

Pickup Date & Time

02/17/2027 16:00

Return Date & Time

02/23/2027 08:00

60

Quantity

1

Add-ons

Car seat	$10.00 - Per Day

Duration Cost [5 days 16 hours]	$995.00
Pickup Location Cost	$0.00
Instant Pay Amount	$995.00

(https://sobro5transport.com/)

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BOOK NOW (HTTPS://SOBRO5TRANSPORT.COM/#RENTNOW)

My Van BLOG LOGIN SEARCH LOCATIONS. CALL US

← Back

WHEN & WHERE
Tucson · Wed, Feb 17 12:00 → Tue, Feb 23 12:00 Edit

YOUR VEHICLE
FORD TRANSIT LOW ROOF 12-PASSENGER View details



PICKUP OR DELIVERY

Pick up at our location · Free | Deliver to my address · $250.00 | Airport delivery · $225.00

Pickup locations vary by vehicle and are located within 5 miles of the airport. Your exact pickup location will be provided once your vehicle is assigned to your reservation.

☐ **ONE-WAY RENTAL — RETURNING TO A DIFFERENT CITY**
Leave unchecked if you're returning the van to Tucson.

ADD-ONS

Optional extras — adjust anytime before pickup.

VEHICLE WITH TOW HITCH $31/day SELECT
Reserve a vehicle equipped with a tow hitch for trailers or bike racks.

PREPAY FUEL — RETURN EMPTY $160 SELECT
Skip the gas station on the way back. Return the van at any fuel level.

EXACT COLOR MATCH $35/day
Guarantee the exterior color of your van. Available for all vehicles — billed per rental day.

No preference | Black | White | Brown | Blue | Green

INSURANCE COVERAGE Optional - waivable with your own coverage

PURCHASE INSURANCE? CHANGE
Selected — click to purchase coverage instead.

Looking for something? Ask me anything. ×

My Van BLOG LOGIN CALL US

Estimate total miles you'll drive during the rental — helps us prepare the van.

1,500 miles included with your rental.

☐ Add unlimited miles — $100/day × 6 days = $600



LOW ROOF
FORD TRANSIT LOW ROOF 12-PASSENGER
Tucson · 12 passengers

PICKUP
Wed, Feb 17, 2027 · 12:00
Less than 5 miles from Tucson airport

RETURN
Tue, Feb 23, 2027 · 12:00
Less than 5 miles from Tucson airport

Rental rate 6 days at $218.55/day	$1,311.30
Sales Tax (Tucson, AZ)	$114.08
RESERVATION TOTAL	**$1,425.38**
CHARGED TODAY 20% DEPOSIT — NON-REFUNDABLE	$285.08
If you cancel within 30 days of pickup.	
Balance due 2 days before pickup	$1,140.30
Mileage included	1,500 miles (250/day × 6 days)
Extra miles	$0.54/mile

Cancel 30 or more days before pickup and your 20% deposit is fully refunded. Cancel within 30 days of pickup (including reservations made less than 30 days out) and the 20% deposit is non-refundable.

RESERVE FOR 20%

SEND QUOTE

You'll be asked for your info in the next step. No charge for quotes.

Luxury sprinter, transit, and minivan rentals nationwide. Church groups, school trips, corporate events, and family travel.

(858) 246-4581

vendor #2 quote

62

sprinter-rentals.com

Van & Dates · **Your info** (2) · Reserve van (3) · Online Check-in due later · Upload Docs (4) · Inivite Drivers (5) · E-sign (6) · Payment (7) · Pickup info & keys

Your details

First name
Type first name

Last name
Type last name

Email TIP: Check for correctness
Type email

Phone
I consent to receive texts & calls about this reservation
Type phone

How many in your group?
Including the person driving

Business/org name
Leave blank if N/A

Invite drivers for free at a later step

Note
Type us a note

Booking

AZ - Tucson
Feb 17, 2027, 10:00 AM
Feb 23, 2027, 10:00 AM

You can pick your van 24/7 with a reservation.

15 Seats Mercedes Sprinter Van & 3x5' trunk $161	$299.00/day
Van Relocation Fee Van relocation between locations	$0.00
Booking & Preparation Preparing the van for you	$100.00
Credit Card Processing Fee	$56.82
Free Additional Drivers Add up to 5 drivers to your trip for free —no counter visit needed.	$0.00
$10 Tolls Credit Extra tolls + $2 each toll billed to card (up to 4w after).	$0.00
Free 24H Roadside Assistance	$0.00

Total incl. all fees / taxes $1,950.82

$390.16

Refundable down payment to reserve your van

Applied towards your rental.

Back | Book Refundable (or get quote)

Vendor #9

Reserve Your Ticket Date

Select the date you plan to use your ticket. A theme park reservation will be made for the date and park selected at time of purchase. With a Park Hopper ticket, you'll only need a reservation for the first park you'd like to explore that day. You'll be able to go back and forth between the parks, subject to park capacity limitations.

View by: Prices Parks

Help

1-Day Tier 3 Park Hopper Ticket Edit

1 x Ages 10+

Subtotal: $259.00

January 2027

S	M	T	W	T	F	S
					1 $319	2 $319
3 $294	4 $214	5 $214	6 $214	7 $179	8 $259	9 $279
10 $279	11 $179	12 $179	13 $179	14 $179	15 $259	16 $279
17 $279	18 $259	19 $179	20 $179	21 $179	22 $259	23 $259
24 $259	25 $179	26 $179	27 $179	28 $179	29 $259	30 $279
31 $259						

1-Day Tier 3 Park Hopper Ticket

1 x Ages 10+ (Change) Total: $259.00

Prices displayed are per adult Park Hopper ticket.

$ Lowest-price tickets for the month shown

Select Your Starting Park

With a Park Hopper ticket, you can go back and forth between the parks, subject to park capacity limitations.

Sun Feb 21

Disney California Adventure Park

Disneyland Park

Important Details

Requirements for Theme Park Entry

To enter a theme park, Guests (ages 3 and older) need both valid admission and a theme park reservation for the same day and same park they want to visit.

▶ See More Details

Continue

One-day tickets that are purchased through Disneyland.com or the Disneyland app today are valid now until December 30, 2027.

Multi-day tickets purchased through Disneyland.com or the Disneyland app today must be used within 13 days of first use or by January 12, 2028, whichever occurs first.

Unless otherwise specifically stated, the amount paid for any wholly unused, expired Disneyland Resort theme park ticket, except for special event tickets, may be applied towards the purchase of a new theme park ticket at the current price so long as the new ticket purchase price is equal to or greater than the amount paid for the original ticket.

All tickets, and associated features and entitlements such as the Park Hopper or Lightning Lane Multi Pass entitlement, are nonrefundable, nontransferable, revocable, and may not be redeemed for cash. Tickets may not be sold or transferred for commercial use, and exclude activities/events separately priced or not open to the general public. Other restrictions apply.

Parks, attractions, services, experiences, products, and other offerings are subject to modifications, availability, capacity, closures and change or cancellation without notice or liability. Park admission and offerings are not guaranteed.

To enter a park, both a valid theme park admission and reservation for the same park on the same date are required for each Guest age 3 and older. Park reservations are limited in number, and subject to the availability of park reservations allocated to park tickets as determined by Disney, and theme park capacity. Park reservation availability can change until the park reservation is confirmed. For multi-day tickets, a theme park reservation must be made for each valid day of the ticket. Park reservations are not guaranteed. Admission to a park is subject to operational hours, closures and other restrictions, and a ticket does not guarantee park entry, even on dates when a ticket is not blocked out.

Guests with Park Hopper tickets and appropriate park reservations may cross over and switch between parks on the same day (subject to availability). Please check the Park Hours calendar and the Disneyland app for the most up-to-date Park Hopper hours, as they could change, depending on the day and park. At this time, a park reservation is not required for the other park after visiting the first park; however, reservation requirements are subject to change. Please note that the ability to visit the other park will be subject to that park's capacity limitations, operational hours, closures and other restrictions, and is not guaranteed.

After purchasing Lightning Lane Multi Pass and upon entering a theme park with the ticket that has Lightning Lane Multi Pass, the Disneyland Resort Guest can start enjoying its features, including unlimited Disney PhotoPass digital photo downloads from the day. Access to Disney PhotoPass digital photo downloads will expire at the end of the last day for which their ticket with Lightning Lane Multi Pass was purchased. The Guest will even have access to a collection of **Disney PhotoPass Lenses** via a special AR (augmented reality) camera when using the Disneyland app on their mobile device. Except for select lenses that may be accessed only within designated locations at Disneyland Resort, access to the lenses begins when the Guest enters a theme park and lasts until 5:59 AM on the 45th day after the last day of the Guest's ticket entitlement. Many Disney PhotoPass Lenses use technology that detects the coordinates of key points on a Guest's face and/or hands and may be used only by Guests 18 years of age or older who have consented to use of this technology. Therefore, Guests unable to provide such consent, as well as Guests under 18 years of age, will have fewer lenses available to use. To access Disney PhotoPass Lenses, an eligible mobile device with the Disneyland app with access to the device's camera and location is required. Disney PhotoPass Lenses and Disney PhotoPass service may be limited, and are subject to restrictions and the Disney PhotoPass Terms & Conditions and expiration policy. Lightning Lane Multi Pass is not valid for admission to any theme park, and is nonrefundable and nontransferable. Valid admission and theme park reservation for the same park and same date are required for the day and park that Lightning Lane Multi Pass selections are redeemed. Online registration required. Subject to restrictions and change or cancellation without notice.

vendor #9

1-Day Tier 3 Park Hopper Ticket Edit

1 x Ages 10+

Subtotal: **$259.00**

first park you'd like to explore that day. You'll be able to go back and forth between the parks, subject to park capacity limitations.

View by: Prices **Parks**

Help

vender #10

Remit Payment To:

United Spirit Association

PO Box 70157
Memphis, TN 38107

https://www.varsity.com/usa/

Quote

Quote #	REG-2026-68327
Date	11/08/2026
Cust #	50263500
Contact	Anna Verdiguel Gillet

Billed To:

Flowing Wells High School
3725 N Flowing Wells Rd
Tucson, AZ 85705-3099

Event Info:

USA Spirit Nationals, Dance Nationals and Collegiate Championships
800 W Katella Ave
Anaheim, CA 92802
02/18/2027 - 02/22/2027

The amount due is based on the enrollment/package details reflected below, and will be adjusted if your enrollment/package details change.

This quote is an estimate and not a final invoice.

Team Name	Division	Participants	Crossovers	Alternates	Total	Amount
Flowing Wells High School VA CH AL	Co-Ed Varsity Show Cheer Intermediate Non Tumbling	20	0	0	20	$3,680.00

PAYMENTS

Date	Type	Check # / CC #	Status	Amount	Confirmation #

	Rate	Count	Cost
Flowing Wells High School VA CH AL 1st Performance: Division: Co-Ed Varsity Show Cheer Intermediate Non Tumbling	$184.00	20	$3,680.00
Support Staff (1 Paid,2 Free):	$25.00	1	$25.00

Total Packages:	$3,705.00
Total AddOns:	$0.00
Total Due:	**$3,705.00**
Total Paid:	$0.00
Balance Due:	**$3,705.00**
Balance Due Date:	02/04/2027
Deposit Due:	$920.00
Deposit Due Date:	12/15/2026

Your registration is not finalized until full payment is received. Personal and/or Gym checks will not be accepted.

FLOWING WELLS SCHOOL DISTRICT

OVERNIGHT/OUT OF STATE
TRIP REQUEST FORM

This form is designed to provide the basis for Board consideration and should be submitted ***AT LEAST 30 DAYS PRIOR TO THE PROPOSED DEPARTURE DATE or BEFORE ANY FUNDRAISING OR FEE COLLECTION IS DONE.*** Additional information regarding this trip should be submitted to your building principal according to established procedures. A representative shall be present at the Board meeting where this matter is considered in order to answer questions and provide any subsequent information. Upon approval of the request, please submit a Pupil Transportation Request Form, if applicable.

SCHOOL: Flowing Wells Junior High DATE OF REQUEST: 11/19/2026

NAME OF GROUP: Clark's AZ Senators SPONSOR: Justin Lewis

PURPOSE OF TRIP: Educational Trip

OF STUDENTS PARTICIPATING: about 30 DESTINATION(S): Washington DC, Philadelphia, and New York City

DEPARTURE DATE & TIME: 1/14/27 7pm ESTIMATED TIME OF ARRIVAL: 5am next day

RETURN DEPARTURE DATE & TIME: 1/21/27 ESTIMATED TIME OF RETURN: 10pm

PRELIMINARY ROOM ASSIGNMENTS FOR STUDENTS, COACHES, AND CHAPERONES:
(Attach a list if necessary)
No room assignments yet as this is being submitted prior to registering students.
Room assignment will be sent approximately 60 day before departure

Attach all trip protocols including dining & bed check, curfew times, and other pertinent supervisory procedures.

TOTAL NUMBER OF SCHOOL EMPLOYEES SERVING AS CHAPERONE AND LIST THEIR NAMES:
(Attach a list if necessary)

2-3, Justin Lewis as Group Leader. Other chaperones TBD

NAMES OF NON-SCHOOL PEOPLE SERVING AS CHAPERONE:
(Attach a list if necessary)

None

COST PAID BY EACH STUDENT: $4886 OTHER SOURCE: _____

TRANSPORTATION: (please check)

_____ District Bus
__ _ Private Vehicle
__ _ District Van
_____ Other (explain) _____
_____ District Car

PROCUREMENT COMPLIANCE: Prior approval by the Director of Business and Finance is required for procurement compliance. Please attach itemized expenditure list by type and/or vendor including total cost and quotations obtained. Please note that expenditures over $100,000 per vendor require a formal bid/RFP, which could take up to 2 months.

EMERGENCY CONTACTS:
(List telephone numbers & lodging locations, as well as cell phone numbers if available)

1. Will submit once booked by EF Tours — about 60 days before departure
2. _____ — _____
3. _____ — _____

Attach trip itinerary to include departure times and schedule of events for each day of the activity. Be specific about lodging and the location of meals. It is recognized that some details of the itinerary may change and that those changes will be submitted in writing for approval prior to departure. ***THE FINAL ITINERARY MUST BE STRICTLY ADHERED TO.***

Justin Lewis — Signature of Person Making Request — 11/19/26 — Date

Erin Kearney — Signature of Principal (approval) — 11/19/2026 — Date

M. Matta — Signature of Chief Financial Officer (approval) — 11/19/26 — Date

BOARD ACTION:

APPROVED: _____ DISAPPROVED: _____ DATE: _____

_____ — Signature of Transportation Director — _____ — Date

Overnight Field Trip Budget

Purpose of Trip:	Educational Travel to Washington DC, Philadelphia, and New York City
Dates:	1/14/28 - 1/21/28
Number of Students	25-29
Number of Adults	2-3
Cost per Person	$4886 (1 free chaperone/10 students enrolled)
Total Cost of Trip	$122,150-$141,694

List Vendors and Totals by Vendor

#	Vendor	Total	Procurement Type: Written, Bid or State/SAVE Contract	Copies Attached: Y or N
1	EF Tours	$122,150-$141,694	SAVE Contract	Yes
2				
3				
4				
5				
	Total	$122,150-$141,694		

Funding Source:

#	Fund	Amount
1	Senators Fees	$85,505-$99,186
2	Tax Credits	$30,538-$35,423
3	Student Activities	$6,107 - $7,085
	Total	$122,150-$141,694

Procurement Requirements:

$10,000 - $100,000 cumulative total (all district expenditures) to a vendor requires three written quotes.
$100,000 & above requires formal Bids/RFPs (Contact the Business Office).
Sole Source determinations must be approved by the Business Office.
State/SAVE Contracts requires due diligence - contact Business Office.
Business Office will assist with the budget and procurement.

Approval Process:

1 - School Administration Approval
2 - Business Office Procurement Approval
3 - Board Approval
4 - Complete required purchase orders prior to securing reservations

Washington, D.C. and New York

Tour Dates: January 16 - January 22, 2027
Group Leader: Justin Lewis
Tour Director: Patrick Cymbalski

****THIS IS A TENTATIVE ITINERARY AND SUBJECT TO CHANGE****

Sat, Jan 16

	Breakfast: Tour Director distributes $15 per person	
9:45 AM	Mount Vernon Estate and Gardens	
	Lunch: Tour Director distributes $20 per person	
	Smithsonian Museums	
3:00 PM	Ford's Theatre	*Pending*
5:30 PM	Dinner: Potbelly - Litwin Building	
	Hotel: Fairfield Inn and Suites Alexandria 6421 Richmond Highway Alexandria VA 22306 US	

Sun, Jan 17

	Travel to Charlottesville	
10:00 AM	Monticello	*Pending*
1:00 PM	Lunch: Michie Tavern	
	Travel to Washington, D.C. (~2.5hr)	
	Steven F. Udvar-Hazy Center	
6:00 PM	Dinner: We the Pizza – Crystal City	*Pending*

Mon, Jan 18

	Group Leader-arranged Activity	
	Photo Stop at the Library of Congress and U.S. Supreme Court	
	Lunch: Tour Director distributes $20 per person	
1:00 PM	U.S. Holocaust Memorial Museum	
	Arlington National Cemetery	
4:15 PM	Wreath Laying Ceremony	
6:00 PM	Dinner: Nando's 18th Street	
	Guided Evening Sightseeing of Washington, D.C.	

Tue, Jan 19

	Guided Sightseeing of Washington, D.C.	
	Travel to Gettysburg (~2hr)	
	Lunch: Tour Director distributes $20 per person	

Washington, D.C. and New York

Tour Dates: January 16 - January 22, 2027
Group Leader: Justin Lewis
Tour Director: Patrick Cymbalski

****THIS IS A TENTATIVE ITINERARY AND SUBJECT TO CHANGE****

1:00 PM	Gettysburg Visitor Center	*Pending*
2:00 PM	Guided Tour of Gettysburg	
	Travel to Philadelphia	
6:00 PM	Dinner: Campo's Philly Cheesesteaks	*Pending*
	Evening Activity: Evening with Betsy	*Pending*
	Hotel: Hyatt Place Mt. Laurel 8000 Crawford Pl. Mt. Laurel Township NJ 08054 US	

Wed, Jan 20

	Explore Independence National Historical Park	
	Liberty Bell Center	
11:00 AM	Independence Hall (Guided Tour) (subject to availability)	*Pending*
	Lunch: Tour Director distributes $20 per person	
	Travel to New York City (~2.5hr)	
	Free Time at Your Hotel	
6:00 PM	Dinner: Chicken Guy	*Pending*
8:00 PM	Empire State Building Observatory	*Pending*
	Hotel: New York Marriott Marquis 1535 Broadway New York NY 10036 US	

Thu, Jan 21

10:00 AM	Statue of Liberty and Ellis Island	
	Lunch: Tour Director distributes $20 per person	
	National September 11 Memorial	
	Return to Hotel to Freshen Up	
5:00 PM	Dinner: Virgil's BBQ	*Pending*
7:00 PM	Broadway Show	*Pending*
10:00 PM	Professional Group Photo	

Fri, Jan 22

	Guided Tour of Midtown	
	Lunch: Tour Director distributes $20 per person	

****THIS IS A TENTATIVE ITINERARY AND SUBJECT TO CHANGE****

Dinner: Tour Director distributes $20 per person

Reminders

This is a tentative itinerary. Your final itinerary will be available via the EF Traveler app. Please reach out to your Tour Consultant for more information.

All tips and gratuities are included.

Breakfast excluded on day of arrival and dinner excluded on day of departure (unless otherwise noted).

We suggest $20-$30 a day for spending money on tour.

TOUR PRICE QUOTE

WASHINGTON, D.C. TO NEW YORK

PREPARED FOR
Justin Lewis

YOUR TOUR NUMBER
3116385XJ

YOUR TOUR WEBSITE
efexploreamerica.com/3116385XJ

ALL-INCLUSIVE PRICE

Based on a private tour with 25-29 paying travelers

Student	Adult
$4,536	**$5,236**

PRICE BREAKDOWN

Program Fee	$4,636
Early Enrollment Discount*	-$100

*Valid for two weeks following your enrollment meeting

NUMBER OF PAYING TRAVELERS	PRICE PER STUDENT	PRICE PER ADULT
35+	$4,121	$4,821
30 - 34	$4,296	$4,996
25 - 29	**$4,536**	**$5,236**
20 - 24	$4,911	$5,611
15 - 19	$5,566	$6,266

Your travelers are enrolled in the Travel Protection Plan for $119.

—

For every 10 paying travelers, 1 chaperone travels FREE

Adult supplement required for age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at www.EFExploreAmerica.com/Baggage. All prices subject to verification by an EA tour consultant. To view EA's Booking Conditions, visit EFExploreAmerica.com/BC.

Breakfast excluded on day of arrival, dinner excluded on day of departure (Unless otherwise noted)

* WE ADD ~~$400~~ $250 TO THE COST OF THE TRIP TO COVER LUGGAGE FEES, TIPS, JACKETS, SCARVES, AND BEANIES.

Your travel details

TOUR LENGTH
7 days

DEPARTING FROM
Phoenix

GUARANTEED TRAVEL DATES
Saturday, January 15, 2028 - Friday, January 21, 2028

Group will depart on a red-eye the night prior to tour start date

Your experience includes

AIRFARE AND TRANSPORTATION

HOTEL ACCOMMODATIONS

OVERNIGHT SECURITY

MEALS AS SPECIFIED

ALL GRATUITIES

GUIDED TOURS AND ACTIVITIES

ROUND-TRIP SCHOOL-TO-AIRPORT TRANSFER

FULL-TIME TOUR DIRECTOR
Your Tour Director stays with your group 24/7, providing local insight and knowledge, while handling every on-tour detail.

TRAINING AND SUPPORT
We prepare new Group Leaders on a free Training Tour, and provide personal support every step of the way.

TRAVELER RESOURCES
We offer travelers flexible payment options as well as a dedicated support team to manage finances and answer tour questions.

24-HOUR EMERGENCY SUPPORT
Travelers and their families can count on EF's dedicated emergency service team while on tour.

EXPERT TOUR PLANNING
Your dedicated EF team provides expertise every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

ILLNESS AND ACCIDENT COVERAGE
Rest easier knowing your travelers are covered on tour with EF's comprehensive coverage plan.

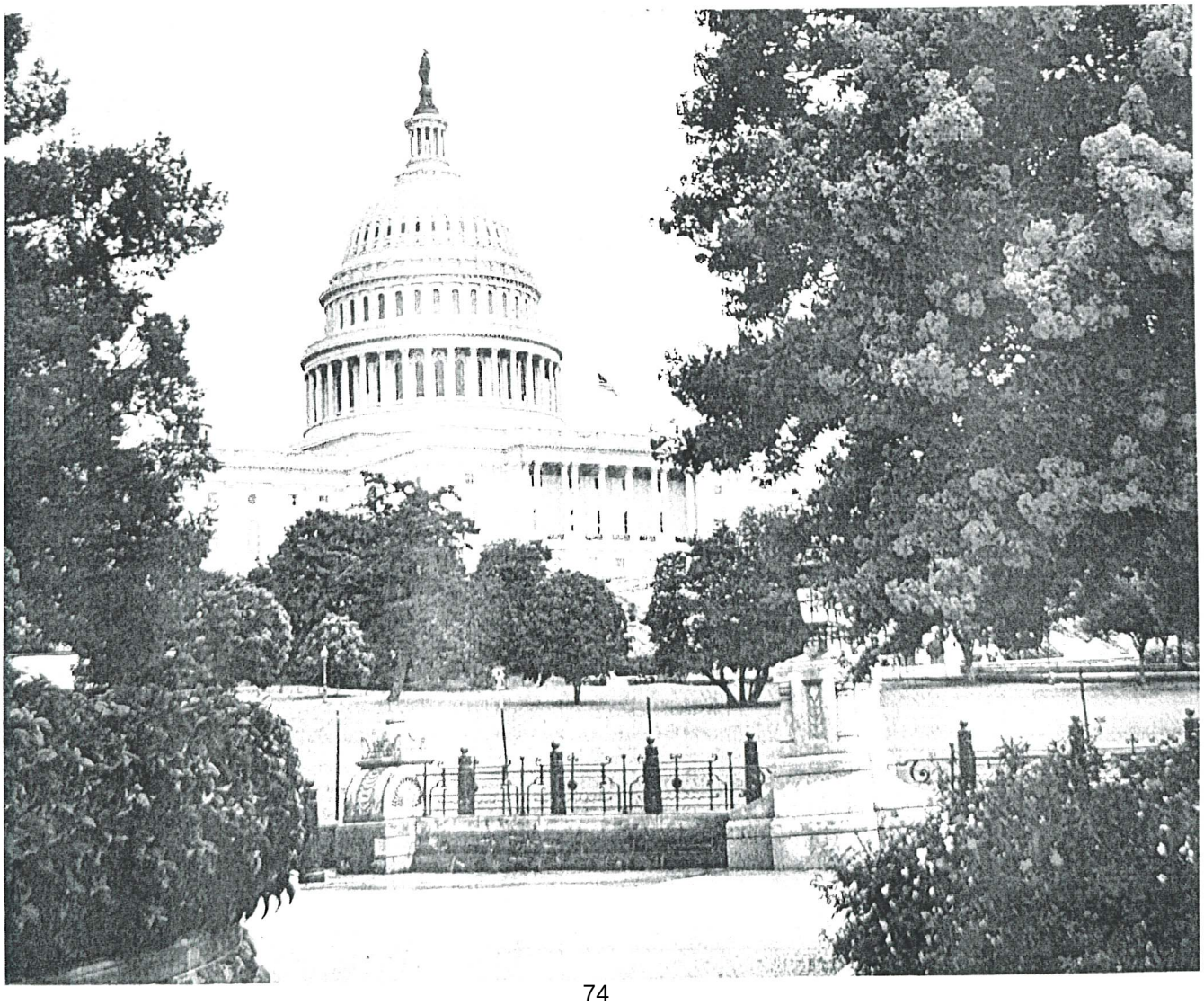
$50 MILLON LIABILITY POLICY
Group Leaders and schools are protected while on tour.

Education First

Explore America

WASHINGTON, D.C. TO NEW YORK

7 days | Washington, D.C. | Charlottesville | Gettysburg | Philadelphia | New York City



Your itinerary

Day 1

Welcome to Washington, D.C.!
Planned by Charles L'Enfant, Washington, D.C. has served as the seat of Congress since 1800. Upon arrival, meet your EF Explore America Tour Director, who will accompany you throughout your stay.

Breakfast Included
Tour Director distributes $15 each.

Excursion to Mount Vernon
Travel through the Virginia countryside to Mount Vernon, the lovely retreat overlooking the Potomac River where George and Martha Washington lived from 1754 to 1799. Explore the elegant estate's 500 acres of grounds and gardens, including the reconstructed slave quarters, Slave Memorial, and Washington's tomb.

Lunch Included
Tour Director distributes $20 each.

The Smithsonian Museums
Explore all that the Smithsonian's museums have to offer during a self-guided visit.

Ford's Theatre and Petersen House
Visit Ford's Theatre, where, on April 14, 1865, John Wilkes Booth shocked the nation by assassinating President Lincoln. The stricken president was carried across the street to the home of tailor William Petersen. At the historically preserved Petersen House, you'll see the room where a 23-year-old doctor worked unsuccessfully through the night to save the mortally wounded president.

Dinner in Washington
Enjoy your evening meal, provided by EF Explore America.

Hotel in Washington, D.C. area
Arrive and check into your hotel.

Overnight in Washington, D.C. area

Day 2

Breakfast in Washington, D.C.

Travel to Charlottesville

Visit to Monticello
Begun in 1770 and completely designed by Thomas Jefferson, the estate of Monticello was completed in 1809. The 35-room house was his home for 56 years and is now a national shrine. The brick mansion has a Greek portico and a Roman-style dome and is filled with innovations like a dumbwaiter to the wine cellar, an all-weather passage linking the kitchen and dining room, and an indoor compass to register wind direction via a rooftop weathervane. The president is buried in the family plot on the grounds.

Lunch at Michie Tavern Included

Travel to Washington, D.C.

Smithsonian National Air & Space Museum: Udvar-Hazy Center
The Steven F. Udvar-Hazy Center is the companion facility to the Smithsonian National Air and Space Museum on the National Mall, showcasing the largest collection of aviation and space artifacts in the world. Examine exciting aircraft from the early days of aviation to the space shuttle program while learning about changes in technology over time.

Dinner in Washington
Enjoy your evening meal, provided by EF Explore America.

Overnight in Washington, D.C. area

Day 3

Breakfast in Washington, D.C.

Free Time for a Group Leader Arranged Activity

Photo Stop at the Library of Congress and U.S. Supreme Court
Make a photo stop at the green-domed Library of Congress and the imposing white-marble Supreme Court building.

Lunch Included
Tour Director distributes $20 each.

U.S. Holocaust Memorial Museum Ticketed Exhibition
Starting January 2027 - 2029, the Permanent Exhibition will be under renovation, but groups will still be able view the temporary ticketed exhibition "Auschwitz. Not Long Ago. Not Far Away." This exhibit features 500 original artifacts, including personal belongings, documents, photographs, and rare objects from the Auschwitz-Birkenau Memorial and Museum and over 20 international collections. Tickets subject to availability.

Arlington National Cemetery
Observe the quiet dignity of Arlington National Cemetery, the final resting place of more than 200,000 veterans and their families. As you enter the Cemetery, you'll see the Women in Military Service for America Memorial, the only major national memorial honoring women who have served in the US Armed Forces. You'll also witness the changing of the guard at the Tomb of the Unknown Soldier.

Wreath for Wreath Laying Ceremony at Tomb of the Unknown Soldier
EF will provide a wreath with your school's name and colors for a wreath laying ceremony at the Tomb of the Unknown Soldier in Arlington Cemetery. Pending scheduling.

Dinner in Washington
Enjoy your evening meal, provided by EF Explore America.

Guided Evening Sightseeing of Washington, D.C.
These monuments are best seen at night. Floodlights transform marble and granite into glowing beacons across the darkened landscape, and the crowds that pack the National Mall during daylight hours thin to a quieter, more reflective presence. Depending on where the group ends their daytime sightseeing, the route typically begins at the Vietnam Veterans Memorial, where 58,000 names are etched into polished black granite that reflects both the monument and those who stand before it. The Lincoln Memorial rises next, its massive columns framing the seated figure of the sixteenth president, his gaze fixed eternally on the Reflecting Pool and the Washington Monument beyond. Across the Tidal Basin, the Korean War Memorial's nineteen stainless steel soldiers emerge from the shadows, forever on patrol through juniper bushes, their faces etched with exhaustion and determination. Tour directors weave history and context into each stop, then step back to give students time --time to read inscriptions, take photos, sit on the steps, and absorb the weight of what these places represent.

Overnight in Washington, D.C. area

Day 4

Breakfast in Washington, D.C.

Guided Sightseeing of Washington, D.C.
Your Tour Director, a licensed Washington, D.C. guide, introduces you to the sites where national policies and political reputations are formed and reformed daily. Take a photo in front of the White House, view the iconic Washington Monument from the grassy National Mall, look for your home state at the National WWII Memorial, and walk around the Tidal Basin to see some of the most impressive memorials in D.C.: the Jefferson Memorial, the Franklin Delano Roosevelt Memorial, and the Martin Luther King, Jr. National Memorial.

Travel to Gettysburg

Lunch Included
Tour Director distributes $20 each.

Gettysburg Visitor Center, Museum & Cyclorama Experience
Immerse yourself in the Battle of Gettysburg at the Cyclorama Experience. Start by seeing A New Birth of Freedom, a film that looks at the life and work of President Abraham Lincoln, particularly as he struggled to abolish slavery during the Civil War. Move on to the three-dimensional circular painting depicting the dramatic charge of the Confederate infantry led by General George Pickett.

Guided Sightseeing of Gettysburg
A licensed guide leads today's tour of Gettysburg National Military Park, where 170,000 fought and 51,000 died during the Civil War's bloodiest battle in July 1863. Four months later, President Lincoln delivered the Gettysburg Address where he exhorted Americans to remember the principles of the equality supported by the Declaration of Independence in the name of the slain soldiers.

Travel to Philadelphia

Dinner in Philadelphia

Evening Activity in Philadelphia
This evening, enjoy a special activity.

Hotel in Philadelphia area
Arrive and check into your hotel.

Overnight in Philadelphia area

Day 5

Breakfast in Philadelphia

Independence National Historical Park
Visit Independence National Historical Park, where you will Congress Hall, Carpenters' Hall and Franklin Court.

Visit to the Liberty Bell Center
The Liberty Bell Center is home to the Liberty Bell, the famously cracked 2,000-pound bell made of mainly copper and tin that was originally cast for the Pennsylvania State House.

Independence Hall (Guided Tour) (subject to availability)
A local guide shows you Independence Hall, a World Heritage Site where the Declaration of Independence was adopted and the U.S. Constitution was written. George Washington oversaw the debate of the Constitution here over a four-month period in 1787 before it was ratified by nine states, taking effect on June 21, 1788.

Lunch Included
Tour Director distributes $20 each.

Travel to New York City

Free Time at Your Hotel
Free time at your hotel in place of an evening activity in New York City.

New York City Subway Pass Included
Do as the locals do and hop on the subway for an unforgettable ride underneath Manhattan. Includes 4 subway rides.

Dinner in New York City
Enjoy your evening meal, provided by EF Explore America.

Empire State Building and Observatory
View the city from the Empire State Building's observation deck. Once the world's tallest building, the Empire State Building remains one of Manhattan's most elegant symbols.

Hotel in Times Square NYC
Arrive and check into your hotel.

Overnight in New York City

Day 6

Breakfast Included
Tour Director distributes $15 each.

Statue of Liberty and Ellis Island
Ferry to Liberty Island to marvel at the Statue of Liberty, a gift from France in honor of the French-U.S. alliance. Continue on to Ellis Island, which welcomed millions of immigrants to the New World around the turn of the century. Ellis Island is now the site of a museum chronicling the history of immigration. Subject to availability.

Lunch Included
Tour Director distributes $20 each.

National September 11 Memorial
The National September 11 Memorial is a tribute of remembrance and honor to the nearly 3,000 people killed in the terror attacks of September 11, 2001. The Memorial's twin reflecting pools sit within the footprints where the Twin Towers once stood and serve as a powerful reminder of the tragic loss of life.

Return to Hotel to Freshen Up

Dinner in New York City
Enjoy your evening meal, provided by EF Explore America.

Broadway Show
Enjoy your Broadway show, sure to be an unforgettable theater experience!

Professional Group Photo in New York City
Get a picture of your entire group for long-lasting memories of your trip to NYC.

Overnight in New York City

Day 7

Breakfast Included
Tour Director distributes $15 each.

Guided Sightseeing of Midtown
A licensed guide leads your sightseeing tour of Midtown. Begin your tour at the United Nations Headquarters, where more than 190 member-nations engage in international diplomacy. Pass through the soaring Main Concourse of Grand Central Terminal as you head towards Bryant Park and the New York Public Library, whose twin marble lions guard the second-largest collection in the country. Stroll down glamorous Fifth Avenue and marvel at the grandeur of St. Patrick's Cathedral, with its 26-foot-wide rose window and soaring Gothic spires. Finish your tour at the iconic Rockefeller Center.

Lunch Included
Tour Director distributes $20 each.

Dinner Included
Your Tour Director distributes $20 each.

Depart for Home!
Your tour director assists with your return home.

Abrams, Lillian (Lily)	Martinez Grijalva , Alma	CHAPERONES
Acosta, Elizabeth	Monarrez, Jaylani	Lewis, Justin
Anderson, Pioneer (Pi)	Payne, Taryn	McCann, Emily
Bernal, Gabriel	Perales, Aria	
Cadin, Cooper	Perea, Deakenn	
Castaneda Jr., Elias	Plumlee, Ian	
Clendenin, Tyler	Reyes Torres, Anyelin	
Eppley, Reiley	Sanchez, Briael	
Heyer, Henry	Schaaf, Zane	
Kisner, Kevin	Wederski, Duke	
Kruger, Asher	Whitney, Avery	
Kuper, Avery		

	Date	Time	City(Airport)	Flight/Transportation
Depart				
	1/15/2027	11:40 PM	Phoenix	Southwest Airlines
	1/16/2027	5:40 AM	Baltimore	Flight# 3103
Return				
	1/22/2027	3:30 PM	New York (JFK)	American Airlines
	1/22/2027	7:16 PM	Phoenix	Flight# 2339

Room 1	Room 2	Room 3
Abrams, Lillian	Acosta, Elizabeth	Lewis, Allegra
Anderson, Pioneer	Martinez Grijalva , Alma	Monarrez, Jaylani
Kuper, Avery	Perales, Aria	Payne, Taryn
Sanchez, Briael	Reyes Torres, Anyelin	Whitney, Avery

Room 5	Room 5	Room 5
Bernal, Gabriel	Cadin, Cooper	Eppley, Reiley
Castaneda Jr., Elias	Clendenin, Tyler	Kisner, Kevin
Perea, Deakenn	Heyer, Henry	Plumlee, Ian
Wederski, Duke	Kruger, Asher	Schaaf, Zane

Room 9	Room 10
Lewis, Justin	McCann, Emily

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

E-8	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Approval of District Personnel Actions

Submitted By: Stacie Stuart/Tina McGury Date: November 19, 2026

Will Be Presented By: Dr. Kevin Stoltzfus/Dr. Tamára McAllister

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District Personnel Actions may include new hires, resignations, terminations, leaves of absence, substitutes, retirements, rehire of designated staff, contract extensions/adjustments, contract language for employment, additional duties, special activities compensation, addendums, performance/merit pay, stipends, termination pay, professional development workshops, athletic compensation, career and technical compensation are submitted for your approval.

Estimated Cost $ _____ ☒ See Additional Information Attached

Recommended Action:

☒ Approve ☐ Disapprove ☐ Table ☐ No Action Required

Division Head: Tamára McAllister Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

Flowing Wells School District
Personnel Action Summary

Certified Staff

November 24, 2026

Name	Location	Action to Approve	Pay	FTE/ hrs	Contract Days	Effective Date	Additional Comments
Amble-Lewis, Emma	Hendricks	Grant Funded Program Site Supervision	$27.50/hr	NTE 2.0 hrs/day	N/A	2026-2027	SKILLS Substitute Supervisor
Ambuehl, Kiley	Hendricks	Grant Funded Program Site Supervision	$27.50/hr	NTE 2.0 hrs/day	N/A	2026-2027	SKILLS Substitute Supervisor
Bennett, Koni	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Bixler, Marcelina	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Bostic, Tracy	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Caramella, Jessica	EMELC	Facilitate Family Event	$25.00/hr	NTE 2.5 hrs	N/A	11/5/2026	
Caramella, Jessica	EMELC	Class Coverage	$150.00/day	1 day	N/A	11/16/2026	
Chavez, Astin	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Crooks, Kristen	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Dauenhauer, Lindsay	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Davis, Alexandra	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
DeVries, Brandi	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Duarte, Inez	FWHS	Homebound - After School Certified Instruction with Students	$25.00/hr	NTE 1.0 hrs/week	N/A	11/09/2026 - 05/27/2027	
Fink, Jillian	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Fowler, Parker	FWHS	Homebound - After School Certified Instruction with Students	$25.00/hr	NTE 1.0 hrs/week	N/A	11/09/2026 - 05/27/2027	
Frey, Amber	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Groom, Jasmin	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Hales, Christina	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Hatfield, Tess	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Heinzel, Madisen	Hendricks	Grant Funded Program Site Supervision	$27.50/hr	NTE 2.0 hrs/day	N/A	2026-2027	SKILLS Substitute Supervisor
Henningson, Marcia	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Jimenez, Elisa	EMELC	Facilitate Family Event	$25.00/hr	NTE 2.5 hrs	N/A	11/5/2026	
Kay, Leah	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Koellisch, Gabrielle	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Laguna, Jasmyne	Douglas	Homebound - After School Certified Instruction with Students	$25.00/hr	NTE 4.0 hrs/week	N/A	11/09/2026 - 05/27/2027	
Lehman, Megan	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Lodge, Rachel	FWHS	Homebound - After School Certified Instruction with Students	$25.00/hr	NTE 1.0 hrs/week	N/A	11/09/2026 - 05/27/2027	
MacMeans, Andrea	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Masterson, Raychel	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Mata, Monique	Business Office	Resign - CFO	N/A	N/A	N/A	1/30/2027	
Mendola, Tiffany	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Merrill, Marla	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Murphy, John	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Murray, Caitlin	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Olander, Jessica	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Plourde, Emily	Douglas	Grant Funded Tutoring - Certified Instruction with Students	$25.00/hr	NTE 3.0 hrs/day	N/A	2026-2027	SKILLS
Quinn, Kelli	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Randolph, Sarah	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Roberts, William	Davis	Elementary Coach - Flag Football	$1,000.00	N/A	N/A	2026-2027	
Rockow, James	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	

Flowing Wells School District
Personnel Action Summary

Certified Staff

November 24, 2026

Roll, Sonja	FWHS	Transfer from Long Term Substitute Pay to Contract Rate as the Special Education Intensive Resource Teacher	$37,480.67 (P)	1.0 FTE	142 (P)	11/9/2026	YOE Granted: 5 years Highest Degree Earned: Bachelors
Roll, Sonja	FWHS	Additional Compensation	$2,333.33 (P)	N/A	N/A	2026-2027	IR-1: Intensive Resource
Roll, Sonja	FWHS	Additional Compensation	$3,910.00	N/A	N/A	2026-2027	Performance Pay Eligibility
Saraga, Sydney	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Scarbrough, Kiersten	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Shreves, Samantha	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Skie, Taylor	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Stephens, Lydia	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Thomas, Emanuel	Laguna	Facilitate Reading Night	$25.00/hr	NTE 3.0 hrs	N/A	11/19/2026	
Trott, LeeAnne	Douglas	Transfer from Substitute to 1st Grade Teacher	$29,022.18 (P)	1.0 FTE	102 days	1/4/2026	YOE Granted: 8 years Highest Degree Earned: Masters
Trott, LeeAnne	Douglas	Additional Compensation	$3,910.00	N/A	N/A	2026-2027	Performance Pay Eligibility
Valencia, Shelley	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Verdiguel Gillet, Anna	FWHS	Spirit Line Head Varsity Winter	$3,094.00	N/A	N/A	11/02/2026 - 02/27/2027	
Whelan, Tara	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Wirtz-Sage, Lana	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Wook, Kristin	Centennial	Facilitate Love of Reading Night	$25.00/hr	NTE 2.0 hrs	N/A	11/16/2026	

LEGEND Walk:
Pay: Total compensation minus Performance Pay
The Additional Comments section detail additional compensation.
NTE: Not To Exceed
BOY: Balance of Year
FTE: Full Time Equivalent
YOE: Years of Experience ($350.00 per year for certified/professional; $0.20 per hour for classified)
(P): Prorated due to date of hire and/or less than 1.0 FTE
CEIP: College Credit by Exam Incentive Program

Flowing Wells School District
Personnel Action Summary

Support Staff

November 24, 2026

Name	Location	Action to Approve	Pay	FTE/ hrs	Contract Days	Effective Date	Additional Comments
Alvarado, Manuel	FWHS	Basketball Head Freshmen Boys	$3,651.00	N/A	N/A	2026-2027	
Bagnal, Robin	Transportation	Resign - School Bus Driver	N/A	N/A	N/A	11/18/2026	
Blissett, Erika	Douglas	Additional Hours - Facilitate Parent Engagement Night	$17.00/hr	NTE 2.0 hrs	N/A	11/4/2026	
Borboa, Sabrina	Hendricks	Class Coverage	$12.50/hr added to the hourly rate	2.0 hrs	N/A	11/10/2026	
Bostic, Christopher	FWHS	Wrestling Head Freshmen	$1,817.00	N/A	N/A	2026-2027	Split with Andres Fragoso
Bravin, Dylan	FWJH	Class Coverage	$12.50/hr added to the hourly rate	1.17 hrs	N/A	10/28/2026	
Bravin, Dylan	FWJH	Additional Hours - Coverage for Absent Basketball Officials	Hrly Rate	NTE 2.0 hrs	N/A	11/2/2026	
Bravin, Dylan	FWJH	Class Coverage	$12.50/hr added to the hourly rate	1.84 hrs	N/A	11/12/2026	
Brown, Deilyn	FWHS	Class Coverage	$12.50/hr added to the hourly rate	2.0 hrs	N/A	11/5/2026	
Bush, Kimberly	FWJH	Class Coverage	$12.50/hr added to the hourly rate	1.17 hrs	N/A	11/2/2026	
Davis, Vanessa	FWJH	Class Coverage	$12.50/hr added to the hourly rate	4.0 hrs	N/A	10/27/2026	
Downing, Kasey	Douglas	Class Coverage	$12.50/hr added to the hourly rate	7.0 hrs	N/A	11/3/2026	
Elston-Perez, Barbara	District	Bilingual Stipend	$500.00	N/A	N/A	2026-2027	
Emery, Alyssa	Hendricks	Class Coverage	$12.50/hr added to the hourly rate	6.0 hrs	N/A	11/9/2026	
Faulkner, Brian	Laguna	Resign - Special Education Teaching Assistant II	N/A	N/A	N/A	11/10/2026	
Figarelli, Michael	SPHS	New Hire - Math Instructional Assistant	$17.04/hr	5.50 hrs/day	196 (P)	11/9/2026	Highest Degree Earned: Bachelors
Figarelli, Michael	SPHS	Additional Hours - Study Hall Supervision	$17.00/hr	NTE 8.0 hrs/week	N/A	2026-2027	
Garcia, Lizbeth	FWJH	Class Coverage	$12.50/hr added to the hourly rate	3.5 hrs	N/A	11/13/2026	
Gilmore, April	FWJH	Class Coverage	$12.50/hr added to the hourly rate	1.17 hrs	N/A	11/5/2026	
Huss, Cecilia	Douglas	Additional Hours - Facilitate Parent Engagement Night	$17.00/hr	NTE 2.0 hrs	N/A	11/4/2026	
Kishbaugh, Rosalva	EMELC	Class Coverage	$12.50/hr added to the hourly rate	3.0 hrs	N/A	11/12/2026	
Lopez, Judith	Centennial	Additional Hours - Facilitate Love of Reading Night	$17.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Mathern, Tyler	Laguna	Additional Hours - Facilitate Love of Reading Night	$17.00/hr	NTE 2.0 hrs	N/A	11/9/2026	
McEachern, Jasmine	Centennial	New Hire - Instructional Media Center (IMC) Coordinator and Instructional Assistant	$18.03/hr	7.0 hrs/day	215 (P)	11/9/2026	YOE Granted: 5 years Highest Degree Earned: Bachelors
Montano, Leticia	FWHS	Class Coverage	$12.50/hr added to the hourly rate	1.0 hr	N/A	11/6/2026	
Mostella, Destiny	Laguna	Transfer from Support Staff Substitute to Special Education Teaching Assistant II	$17.12/hr	6.5 hrs/day	196 (P)	11/23/2026	Recent employee, maintained 1 year experience step.
Purcell, Kathryn	Richardson	Transfer from Support Staff Substitute to Instructional Assistant	$17.71/hr	5.0 hrs/day	196 (P)	11/23/2026	YOE Granted: 8 years
Rath, Ashly	Hendricks	Class Coverage	$12.50/hr added to the hourly rate	1.5 hrs	N/A	11/5/2026	

Flowing Wells School District
Personnel Action Summary

Support Staff

November 24, 2026

Rath, Ashly	Hendricks	Class Coverage	$12.50/hr added to the hourly rate	2.5 hrs	N/A	11/9/2026	
Salazar Rubio, Marycarmen	Davis	Class Coverage	$12.50/hr added to the hourly rate	1.0 hr	N/A	11/10/2026	
Schnelle, Linda	Centennial	Class Coverage	$12.50/hr added to the hourly rate	2.0 hrs	N/A	11/3/2026	
Schnelle, Linda	Centennial	Additional Hours - Facilitate Love of Reading Night	$17.00/hr	NTE 2.0 hrs	N/A	11/16/2026	
Singer, Caitlin	Davis	Class Coverage	$12.50/hr added to the hourly rate	3.0 hrs	N/A	11/10/2026	
Sweepe, Elizabeth	Hendricks	Class Coverage	$12.50/hr added to the hourly rate	1.5 hrs	N/A	11/5/2026	
Terry, Jade	Centennial	New Hire - Special Education Teaching Assistant I	$17.24/hr	3.0 hrs/day	195 (P)	11/9/2026	YOE Granted: 1 year Highest Degree Earned: Bachelors
Urquidez, Antonio	FWJH	Class Coverage	$12.50/hr added to the hourly rate	12 hrs	N/A	11/02/2026 - 11/06/2026	
Valencia, Luciela	Maintenance	New Hire - Custodian - Night at FWHS	$16.95/hr	8.0 hrs/day	261 (P)	11/9/2026	YOE Granted: 3 years
Valencia, Luciela	Maintenance	Additional Compensation	$200.00 (P)	N/A	N/A	2026-2027	SA-2: Shoe Allowance
Valles, Nadine	Laguna	Class Coverage	$12.50/hr added to the hourly rate	NTE 2.5 hrs	N/A	11/9/2026	
Valles, Nadine	Laguna	Class Coverage	$12.50/hr added to the hourly rate	1.0 hr	N/A	11/18/2026	
Vildosola, Ruben	FWHS	Football Assistant Frosh/Soph	$3,744.00	N/A	N/A	2026-2027	
Warner, Amelia	FWJH	Class Coverage	$12.50/hr added to the hourly rate	2.34 hrs	N/A	11/2/2026	
Xicotencatl, Uncas Arturo	Transportation	Additional Hours - Bus Driver Veterans Day Parade for JROTC	$1.25/hr added to the hourly rate	NTE 8.0 hrs	N/A	11/11/2026	
Yang, Ivan	FWHS	Class Coverage	$12.50/hr added to the hourly rate	5.0 hrs	N/A	11/9/2026	
Yang, Ivan	FWHS	Class Coverage	$12.50/hr added to the hourly rate	1.0 hr	N/A	11/10/2026	
Yang, Ivan	FWHS	Class Coverage	$12.50/hr added to the hourly rate	6.0 hrs	N/A	11/5/2026 & 11/6/2026	

LEGEND:
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FTE: Full Time Equivalent
YOE: Years of Experience ($350.00 per year for certified/professional; $0.20 per hour for classified)
(P): Prorated due to date of hire and/or less than 1.0 FTE
CEIP: College Credit by Exam Incentive Program

Flowing Wells School District
Personnel Action Summary

Professional Development

November 24, 2206

Name	Location	Workshop	Pay	Hrs	Date
Abeytia, Jule	Davis	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Aguirre, Shalina	Davis	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Andersen, Hanne	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Ayon, Elsa	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Boeck, Jessica	Laguna	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Bostic, Tracy	Centennial	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Brown, Derek	Richardson	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Buckley, Nicole	Laguna	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Campa, Elizabeth	Hendricks	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Cline, Samantha	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Cooke, Kristen	Richardson	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Davila, Alexia	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Derrig, Denise	Richardson	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
DeVries, Brandi	Laguna	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Estolano, Andrea	Hendricks	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Fellenzer, Allison	Richardson	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Fink, Jillian	Centennial	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Foulk, Brianna	Hendricks	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Gallego, Charly	Richardson	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Garcia, Lia	Laguna	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Groom, Jasmin	Centennial	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Hatfield, Tess	Centennial	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Henningson, Marcia	Laguna	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Howell, Sydney	Laguna	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Jacobson, Kristyn	Richardson	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Kay, Leah	Laguna	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Lawson, Lisa	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Lopez, Stephanie	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Lovio, Jesus	Davis	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Macias, Oziris	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Martin, Keith	Davis	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Miguel, Karla	Hendricks	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026

Flowing Wells School District
Personnel Action Summary

Professional Development

November 24, 2206

Murray, Caitlin	Laguna	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Noriega, Lorena	Davis	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Pepe, Michaele	Richardson	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Plourde, Emily	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Randolph, Kayla	Hendricks	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Rios, Veronica	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Romero, Melissa	Davis	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Saraga, Sydney	Centennial	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Segroves, Susanne	Hendricks	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Skie, Taylor	Laguna	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Stephens, Lydia	Centennial	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Strickland, Kelsi	Hendricks	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Switalski, Ashley	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Van Derlaske, Danielle	Davis	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Wendt, Jessica	Hendricks	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Wilson, Amanda	Douglas	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Wook, Kristin	Centennial	K-5 Data Analysis - Grades 3-5, Session 2	$20.00/hr	2.0 hrs	11/30/2026
Amarillas, Rosa	Laguna	6th Grade Science Curriculum Day	Contract Day	6.0 hrs	12/1/2026
Edgington, Matthew	Hendricks	6th Grade Science Curriculum Day	Contract Day	6.0 hrs	12/1/2026
Morgan, Troy	Douglas	6th Grade Science Curriculum Day	Contract Day	6.0 hrs	12/1/2026
Rockow, James	Centennial	6th Grade Science Curriculum Day	Contract Day	6.0 hrs	12/1/2026
Schladweiler, Katherine	Richardson	6th Grade Science Curriculum Day	Contract Day	6.0 hrs	12/1/2026
Spencer, April	Davis	6th Grade Science Curriculum Day	Contract Day	6.0 hrs	12/1/2026
Heinzel, Madisen	Hendricks	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026
Jungbluth, Eric	Hendricks	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026
Morgan, Troy	Douglas	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026
Murphy, John	Centennial	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026
Pearson, Livvi	Douglas	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026
Rockow, James	Centennial	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026
Schladweiler, Katherine	Richardson	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026
Spencer, April	Davis	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026
Surratt, Sarah	Laguna	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026
Villalobos, Ellen	Douglas	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026

Flowing Wells School District
Personnel Action Summary

Professional Development

November 24, 2206

Wirtz-Sage, Lana	Centennial	DAP 2 Work Session - 6th Grade ELA	$20.00/hr	2.0 hrs	12/1/2026
Curley, Jessica	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Dominguez, Vincent	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Farmer, Derek	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Ferell, Caitlyn	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Finley, Michael	SPHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Fowler, Parker	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Gildea, Ashton	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Hartz, Megan	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Hauger, Emily	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Holly, Shane	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Kelly, Cary	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Meyer, Roisin	SPHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Miller, Stormy	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Porchas, Isabella	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Robles, Damion	FWHS	DAP 2 Work Session - High School English	$20.00/hr	2.0 hrs	12/1/2026
Gleeson, David	FWHS	DAP 2 Work Session - High School Science	$20.00/hr	2.0 hrs	12/1/2026
Hartung, Kristina	FWHS	DAP 2 Work Session - High School Science	$20.00/hr	2.0 hrs	12/1/2026
Young, Cody	FWHS	DAP 2 Work Session - High School Science	$20.00/hr	2.0 hrs	12/1/2026
Brindley, Brian	FWJH	DAP 2 Work Session - Junior High English	$20.00/hr	2.0 hrs	12/1/2026
Godlove, Emily	FWJH	DAP 2 Work Session - Junior High English	$20.00/hr	2.0 hrs	12/1/2026
Lainson, Deirdre	FWJH	DAP 2 Work Session - Junior High English	$20.00/hr	2.0 hrs	12/1/2026
Leigh, John	FWJH	DAP 2 Work Session - Junior High English	$20.00/hr	2.0 hrs	12/1/2026
Maynes, Nannette	FWJH	DAP 2 Work Session - Junior High English	$20.00/hr	2.0 hrs	12/1/2026
Nogami, Wendy	FWJH	DAP 2 Work Session - Junior High English	$20.00/hr	2.0 hrs	12/1/2026
Rhodes, Jacquelyn	FWJH	DAP 2 Work Session - Junior High English	$20.00/hr	2.0 hrs	12/1/2026
Spiece, Ellyvana	FWJH	DAP 2 Work Session - Junior High English	$20.00/hr	2.0 hrs	12/1/2026
Spiece, Sean	FWJH	DAP 2 Work Session - Junior High English	$20.00/hr	2.0 hrs	12/1/2026
Warner, Laura	FWJH	DAP 2 Work Session - Junior High English	$20.00/hr	2.0 hrs	12/1/2026
Ascarate, Jennifer	FWJH	DAP 2 Work Session - Junior High Math	$20.00/hr	2.0 hrs	12/1/2026
Lambson, Cory	FWJH	DAP 2 Work Session - Junior High Math	$20.00/hr	2.0 hrs	12/1/2026
McDowell, Madison	FWJH	DAP 2 Work Session - Junior High Math	$20.00/hr	2.0 hrs	12/1/2026
McIntyre, Chelsea	FWJH	DAP 2 Work Session - Junior High Math	$20.00/hr	2.0 hrs	12/1/2026

Flowing Wells School District
Personnel Action Summary

Professional Development

November 24, 2206

Rheinheimer, Katie	FWJH	DAP 2 Work Session - Junior High Math	$20.00/hr	2.0 hrs	12/1/2026
Thompson, Jennifer	FWJH	DAP 2 Work Session - Junior High Math	$20.00/hr	2.0 hrs	12/1/2026
Tracy, Tara	FWJH	DAP 2 Work Session - Junior High Math	$20.00/hr	2.0 hrs	12/1/2026
Brodersen, Olivia	FWJH	DAP 2 Work Session - Junior High Science	$20.00/hr	2.0 hrs	12/1/2026
Amarillas, Rosa	Laguna	DAP 2 Work Session - 6th Grade Math	$20.00/hr	2.0 hrs	12/3/2026
Chavez, Guadalupe	Davis	DAP 2 Work Session - 6th Grade Math	$20.00/hr	2.0 hrs	12/3/2026
Jungbluth, Eric	Hendricks	DAP 2 Work Session - 6th Grade Math	$20.00/hr	2.0 hrs	12/3/2026
Legarra, Amee	Richardson	DAP 2 Work Session - 6th Grade Math	$20.00/hr	2.0 hrs	12/3/2026
Murphy, John	Centennial	DAP 2 Work Session - 6th Grade Math	$20.00/hr	2.0 hrs	12/3/2026
Villalobos, Ellen	Douglas	DAP 2 Work Session - 6th Grade Math	$20.00/hr	2.0 hrs	12/3/2026
Badger, Amber	FWHS	DAP 2 Work Session - High School Math	$20.00/hr	2.0 hrs	12/3/2026
Beag, HyeonJi	SPHS	DAP 2 Work Session - High School Math	$20.00/hr	2.0 hrs	12/3/2026
Brown, Jason	FWHS	DAP 2 Work Session - High School Math	$20.00/hr	2.0 hrs	12/3/2026
Cardieri, Ivana	FWHS	DAP 2 Work Session - High School Math	$20.00/hr	2.0 hrs	12/3/2026
Denogean, Aaron	FWHS	DAP 2 Work Session - High School Math	$20.00/hr	2.0 hrs	12/3/2026
Garcia, Bernadette	FWHS	DAP 2 Work Session - High School Math	$20.00/hr	2.0 hrs	12/3/2026
Leider, Sydney	FWHS	DAP 2 Work Session - High School Math	$20.00/hr	2.0 hrs	12/3/2026
McInnis, Heather	FWHS	DAP 2 Work Session - High School Math	$20.00/hr	2.0 hrs	12/3/2026
Stimans, Jorge	FWHS	DAP 2 Work Session - High School Math	$20.00/hr	2.0 hrs	12/3/2026
Ascarate, Jennifer	FWJH	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Carlson, Lydia	Hendricks	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Dauenhauer, Lindsay	Centennial	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Gutierrez, Alex	FWHS	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Harden, Kimberley	FWHS	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Hayes, Ashley-Marie	FWHS	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Lehman, Megan	Centennial	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Leider, Sydney	FWHS	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Nilson, Seth	FWJH	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Nogami, Christopher	Davis	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Noriega, Lorena	Davis	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Powers, Michelle	Davis	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Rheinheimer, Katie	FWJH	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Salazar, Isabela	Davis	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026

Flowing Wells School District
Personnel Action Summary

Professional Development

November 24, 2206

Thomson, Arianna	Douglas	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Urquidez, Maricela	Douglas	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Varas-Nelson, Cora	Douglas	Functional Behavioral Analysis – Gold Session	Contract Day	6.0 hrs	12/3/2026
Barber, Brie	Douglas	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
Bennett, Koni	Laguna	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
Capas, Kaitlyn	Hendricks	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
Dauenhauer, Lindsay	Centennial	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
Derrig, Denise	Richardson	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
DeVries, Brandi	Laguna	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
Graf, Marcy	Davis	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
Lehman, Megan	Centennial	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
Peterson, Claire	Douglas	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
Rehbein, Amanda	Davis	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
Stoltzfus, Tawnya	Hendricks	Reading Coach Meeting	$20.00/hr	1.5 hrs	12/3/2026
Amezquita, Dania	FWHS	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Antista, Tracey	Douglas	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Caballero-Welchert, Jessica	FWHS	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Davey, Demitria	Hendricks	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
DeLuca, Alissandra	Laguna	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Fanella, Carly	Richardson	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Gossett, Bradley	Laguna	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Hatfield, Tess	Centennial	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Haynes, Talia	FWHS	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Jacobson, Kristyn	Richardson	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Lee, Kristina	FWJH	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Lopez, Stephanie	Douglas	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
McDonnell, Kathleen	Davis	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
McWilliam, Victoria	Hendricks	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Plourde, Emily	Douglas	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Wook, Kristin	Centennial	Strength-Based Services PLC	Contract Day	2.0 hrs	12/4/2026
Burch, Ethan	FWHS	PD Book Club - Secondary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/7/2026
Dietrich, Jessica	FWHS	PD Book Club - Secondary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/7/2026
Farmer, Derek	FWHS	PD Book Club - Secondary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/7/2026

Flowing Wells School District
Personnel Action Summary

Professional Development

November 24, 2206

Gleeson, David	FWHS	PD Book Club - Secondary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/7/2026
Hayes, Ashley-Marie	FWHS	PD Book Club - Secondary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/7/2026
Lee, Kristina	FWJH	PD Book Club - Secondary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/7/2026
Nilson, Seth	FWJH	PD Book Club - Secondary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/7/2026
Reynolds, Caitlin	FWHS	PD Book Club - Secondary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/7/2026
Thompson, Adam	FWHS	PD Book Club - Secondary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/7/2026
Young, Cody	FWHS	PD Book Club - Secondary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/7/2026
Curley, Jessica	FWHS	High School English Grammar PLC (Teacher-Led	$20.00/hr	1.0 hr	12/8/2026
Farmer, Derek	FWHS	High School English Grammar PLC (Teacher-Led	$20.00/hr	1.0 hr	12/8/2026
Ferell, Caitlyn	FWHS	High School English Grammar PLC (Teacher-Led	$20.00/hr	1.0 hr	12/8/2026
Fowler, Parker	FWHS	High School English Grammar PLC (Teacher-Led	$20.00/hr	1.0 hr	12/8/2026
Hauger, Emily	FWHS	High School English Grammar PLC (Teacher-Led	$20.00/hr	1.0 hr	12/8/2026
Holly, Shane	FWHS	High School English Grammar PLC (Teacher-Led	$20.00/hr	1.0 hr	12/8/2026
Miller, Stormy	FWHS	High School English Grammar PLC (Teacher-Led	$20.00/hr	1.0 hr	12/8/2026
Robles, Damion	FWHS	High School English Grammar PLC (Teacher-Led	$20.00/hr	1.0 hr	12/8/2026
Denogean, Aaron	FWHS	Algebra I PLC	$20.00/hr	1.0 hr	12/10/2026
Heft, Elizabeth	FWHS	Algebra I PLC	$20.00/hr	1.0 hr	12/10/2026
Adams, Laura	Laguna	PD Book Club - Primary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/10/2026
Amarillas, Rosa	Laguna	PD Book Club - Primary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/10/2026
Frey, Amber	Centennial	PD Book Club - Primary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/10/2026
Groom, Jasmin	Centennial	PD Book Club - Primary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/10/2026
Hinrichs, Taylor	Douglas	PD Book Club - Primary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/10/2026
Powers, Jillian	Douglas	PD Book Club - Primary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/10/2026
Switalski, Ashley	Douglas	PD Book Club - Primary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/10/2026
Varas-Nelson, Cora	Douglas	PD Book Club - Primary Cohort Meeting 2	$20.00/hr	2.0 hrs	12/10/2026
Almodoba, Ammie	Richardson	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Anderson, Paige	Davis	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Anguis, Teresa	Douglas	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Cadin, Edee	Richardson	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Campbell, Caitlin	Richardson	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Chavez, Astin	Laguna	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Crooks, Kristen	Centennial	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Fraker, Melissa	Hendricks	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026

Flowing Wells School District
Personnel Action Summary

Professional Development

November 24, 2206

Grogan, Colin	Laguna	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Gutierrez, Kristi	Laguna	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Hinrichs, Taylor	Douglas	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Hitchings, Sarah	Hendricks	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Hurst, Melanie	Laguna	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Jatczak, Samantha	Davis	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Jones, Amanda	Richardson	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Kiecolt, Tyler	Hendricks	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Laguna, Jasmyne	Douglas	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Logsdon, Rachel	Davis	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
MacMeans, Andrea	Centennial	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Mendivil, Samantha	Douglas	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Mendola, Tiffany	Centennial	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Mitchell, MacKenzie	Centennial	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Olander, Jessica	Centennial	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Powers, Jillian	Douglas	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Powers, Michelle	Davis	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Pundt, Destiny	Richardson	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Quinn, Kelli	Centennial	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Ramos, Brooke	Hendricks	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Rodriguez, Ginger	Hendricks	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Sabin, Siobhan	Hendricks	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Salazar, Isabela	Davis	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Schiess, Vanessa	Hendricks	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Shreves, Samantha	Laguna	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Stretton, Jennifer	Richardson	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Thomas, Emanuel	Laguna	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Thomas, Janelle	Davis	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Thomson, Arianna	Douglas	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Tovar, Martha	Douglas	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Valencia, Alycia	Douglas	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Valencia, Shelley	Centennial	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026
Varas-Nelson, Cora	Douglas	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026

Flowing Wells School District
Personnel Action Summary

Professional Development

November 24, 2206

Young, Roxanna	Hendricks	K-5 Data Analysis - Grades K-2, Session 2	$20.00/hr	2.0 hrs	12/14/2026

LEGEND:
Pay: Total compensation minus Performance Pay
The Additional Comments section detail additional compensation.
NTE: Not To Exceed
BOY: Balance of Year
FTE: Full Time Equivalent
YOE: Years of Experience ($350.00 per year for certified/professional; $0.20 per hour for classified)
(P): Prorated due to date of hire and/or less than 1.0 FTE
CEIP: College Credit by Exam Incentive Program

Flowing Wells School District
Personnel Action Summary
Substitutes
September 8, 2026

Name	Hire Date	Certified/Support Staff	Rehire	Resignation	Comments
Chaviano Montes, Angelyka	11/9/2026	Certified			

Flowing Wells School District
Personnel Action Summary
Volunteers
September 8, 2026

Name	Volunteer Loction 1	Volunteer Location 2	Volunteer Location 3	Volunteer Location 4
Diaz, Karina	Douglas Elementary			
Dominguez, Betty	Homer Davis	FWJH		
Ellis, Zoey	Hendricks			
Tadeo Hernandez, Roberto	FWHS			
Alvarez, Ariceima	FWHS			
Schwamberger, Deborah	Hendricks			
Freig, Elias	FWHS			
Gonsalves, Jakub	Douglas Elementary			
Dunbar, Vivian	EMELC Prince			
Seibenlist, Kathleen	Hendricks			

Flowing Wells School District
Personnel Action Summary
Long-Term Substitutes
September 8, 2026

Name	Location	Action To Approve	Pay	Effective Date	Position/Teacher
None for this meeting					

Flowing Wells School District
Personnel Action Summary
Professional Development for Substitutes
September 8, 2026

Name	Action to Approve	Pay	Hours	Date
None for this meeting				

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

F-1	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Recommend Approval to Table Regular, Resource, and Honors English Grade 10 Curriculum

Submitted By: Dr. Kevin Stoltzfus/Tabetha Finchum Date: November 18, 2026

Will Be Presented By: Dr. Kevin Stoltzfus/Tabetha Finchum

District administration recommends approval to table the adoption of revised and updated English Grade 10 Curriculum. This request encompasses frameworks for three distinct sophomore courses: regular English 10, Resource English 10, and Honors English 10. These curricula have been revised and developed by Ms. Caitlyn Ferell and Mr. Ashton Gildea, FWHS English teachers, with feedback and support from Ms. Jennifer DeFilippis, District Reading Specialist. The curriculum updates will use novels that are already Board adopted along with openly available connected texts and multimedia resources. Pending Board approval, each four-unit curriculum framework would be tabled for a sixty-day period for public review and comment.

Estimated Cost $ _____ ☒ See Additional Information Attached

Recommended Action:

☒ Approve ☐ Disapprove ☐ Table ☐ No Action Required

Division Head: Tabetha Finchum Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

FLOWING WELLS SCHOOL DISTRICT
District Administration Center

MEMORANDUM

TO: Governing Board Members
Dr. Kevin Stoltzfus, Superintendent

FROM: Dr. Tabetha Finchum, Associate Superintendent

RE: Request 60-Day Table of the Regular, Resource, and Honors English Gr.10 Curriculum

DATE: November 24, 2026

The District administration recommends a 60-day table of the English Grade 10 curriculum for use with Flowing Wells High School sophomores. This request encompasses three distinct sophomore courses: regular English 10, Resource English 10, and Honors English 10. Each course has an updated curriculum framework designed to incorporate additional high-interest lessons, more explicit language and writing instruction, and connections across multiple text types. Although some supporting texts have changed within individual units, all novels included in the proposed curriculum have already been adopted by the Governing Board. The most significant change across the English 10 frameworks is a reduction from four novels to three, allowing time for a fourth unit focused on varied text types, including short stories, journalism, and multimedia analysis.

The course frameworks were updated by Caitlyn Ferell, English 10 teacher and FWHS Department Chair, in collaboration with the other English 10 teachers. The teachers worked closely with District Reading Specialist Jennifer DeFilippis and Dr. Finchum throughout the revision process.

Regular English 10
In regular English 10, students will read *To Kill a Mockingbird* by Harper Lee, *Night* by Elie Wiesel, and *Fahrenheit 451* by Ray Bradbury. The proposal includes a change to Unit 4, in which students will no longer read *The Curious Incident of the Dog in the Night-Time* by Mark Haddon. Instead, they will complete a journalism unit that exposes them to different literary genres and multimedia connections. Unit 4 will also ask students to revisit a novel studied earlier in the year to synthesize their learning and make connections across the curriculum.

The regular English 10 curriculum consists of four units that develop students' critical thinking, communication, analytical, and writing skills. Unit 1, *Background and Perspectives*, uses Harper Lee's *To Kill a Mockingbird* to explore how upbringing shapes perspectives on right and wrong through literary analysis, historical research, and a mock trial. Unit 2, *Speaking Out*, examines Elie Wiesel's *Night* and the consequences of silence, focusing on the Holocaust, dehumanization, and the power of individual voices. Students conclude by proposing a memorial to a topic meaningful to them. Unit 3, *Critical Thinking and Control*, uses Ray Bradbury's *Fahrenheit 451* to explore censorship, media influence, technology, and the importance of questioning society. Students consider ways to use their voices for positive change. Unit 4, *Multimedia Analysis*, synthesizes themes from the year through visual analysis, news literacy, and multimedia projects. Students evaluate literary adaptations, analyze author perspectives, and create and present a multimedia project supported by a written analysis.

Resource English 10
Resource English 10 incorporates specially designed instruction based on students' Individualized Education Programs (IEPs), using a modified sophomore English curriculum. Students strengthen their reading, writing, and communication skills, produce research papers, and develop the ability to work cooperatively. Reading instruction incorporates a variety of strategies to improve comprehension, while instructional methods include small-group learning and a modified pace. Students will read *The Curious*

Incident of the Dog in the Night-Time by Mark Haddon, an excerpt from *Fahrenheit 451* by Ray Bradbury, *Night* by Elie Wiesel, and a series of short stories.

The Resource English 10 curriculum consists of four units that develop students' literary analysis, critical thinking, writing, communication, and collaboration skills. Unit 1, *Healthy Relationships*, uses *The Curious Incident of the Dog in the Night-Time* and related texts to explore perspective, positive relationships, effective communication, and productive collaboration. Unit 2, *Power of Literacy*, examines how learning and literacy empower individuals through literary selections, including *Fahrenheit 451* and *The Allegory of the Cave*. Students strengthen their analytical and argumentative writing skills and produce a formal literary analysis essay. Unit 3, *Voice*, uses Elie Wiesel's *Night* to explore the Holocaust, dehumanization, resilience, and the consequences of silence. Students examine the power of individual voices and develop a proposal for a meaningful memorial. Unit 4, *Critical Analysis Lenses*, exposes students to a variety of literary genres, perspectives, and time periods. Students apply critical analysis lenses to uncover deeper meanings and universal truths, make connections across texts, and write original narratives inspired by real-life experiences.

Honors English 10
In Honors English 10, students develop advanced writing, research, and literary analysis skills through the study of a variety of literary genres. They apply multiple critical lenses to deepen their understanding of assigned texts and the world around them. Students complete a formal critical lens analysis essay, and the course is designed to prepare them for AP- and college-level reading and writing. Students will study *Beowulf* and/or *The Odyssey* by Homer, *Fahrenheit 451* by Ray Bradbury, and *Frankenstein* by Mary Shelley. In Unit 4, students will also read and compare short stories, poems, news stories, and advertisements.

The Honors English 10 curriculum consists of four units that develop students' advanced literary analysis, critical thinking, research, and writing skills while preparing them for AP- and college-level coursework. Unit 1, *Hero Unit*, explores how culture, history, and perspective shape our understanding of heroes through classical and contemporary literature, research, and the study of heroic archetypes. Unit 2, *Dystopian Literature*, examines how society, media, and technology influence our thinking through *Fahrenheit 451* and other dystopian works. Students develop literary analyses and create their own dystopian works. Unit 3, *Gothic & Romantic Literature*, uses Mary Shelley's *Frankenstein* to explore ambition, morality, and the responsibilities of creators and their creations through research, critical analysis, and a mock trial. Unit 4, *Media & Meaning*, examines how written, visual, and audio formats shape meaning and influence audiences. Students evaluate media bias, create multimedia projects, and analyze how creative choices communicate ideas. Throughout the course, students apply multiple critical lenses and strengthen their analytical writing skills, culminating in a formal literary analysis essay.

I will be available, along with Frank Thomas, Flowing Wells High School principal; Allison Embacher, assistant principal; and Flowing Wells High School English teachers Caitlyn Ferell and Ashton Gildea, to provide additional information and answer questions during the regularly scheduled Governing Board meeting.

English 10: Resource

This course is designed to incorporate specially designed instruction, according to students' Individual Education Plans (IEPs), using a modified Sophomore English curriculum. The students improve their reading, writing, and communication skills, produce research papers, and demonstrate the ability to work cooperatively. Students practice reading skills through a variety of reading strategies used to improve comprehension and deeper thinking. They practice analytical writing to work towards achieving their IEP goals. Teaching methods utilize small groups and modified pace instruction.

Writing Focus: Literary Analysis Essay *using a critical lens*

S1 Final Exam
S2 Final Exam

Unit 1: Healthy Relationships

Description: In this unit, students will read the first two thirds of a novel. We will focus on differentiating between summary and analysis, including building clear arguments in our writing, and clearly explaining our thoughts about the reading. Students will focus on positive group dynamics, being able to discuss and collaborate productively with all of their classmates, and deepening their ability to analyze a variety of literature in both discussion and writing. The unit culminates in a mock trial project focused on legal problems the main character in the novel is dealing with.

Essential Question: How can we build and maintain healthy relationships?

Unit Texts:

- Novel: *The Curious Incident of the Dog in the Night-time (pp. 1-124)*
- Autism Poems:
  - *That Aspergers Kid* by Dave Spicer
  - *Special Edition* by Zazie Productions
  - *Flying Away* by sparkplugloy
  - *The Clock Ticks On* by Emelia
  - *We Too Shall Grow* by Frank Gillet
- Documentary: *My Autism and Me*
- "How My Autism Freed me to Be Myself" by Rosie King

Unit Framework

Standards

Key Concepts	Unit Assessments
• Author's Craft (i.e., diction, tone, imagery, etc.) • Authorial Voice	**Pre-Assessment Prompt (APP 0)**

• First Person Narration- reliable vs. unreliable narrators • Inferences • Evidence-based argumentation	**Formative APPs (2)** • **Analytical, evidence-based paragraphs** **Character Analysis:** • Dialectical Journal **Mock Trial Project: Custody of Christopher** • Persuasive strategies • Text evidence and citing

Unit 2: Power of Literacy	
Description: In this unit, students will work on continuing to deepen their analysis of more complex language and literary structures. They will make connections across a variety of texts, and respond to both analytical and argumentative prompts to express their thoughts clearly to their peers. We will complete the 1st quarter novel and excerpt another. We will create a formal analytical essay from scratch, with a focus on formal structure and grammar.	
Essential Question: How does learning and literacy empower us?	
Unit Texts: • *Novel: The Curious Incident of the Dog in the Night-time (pp. 125-end)* • *Fahrenheit 451* by Ray Bradbury (excerpted) • "The Allegory of the Cave" by Plato • "The Secret Source" by Ben Okri • "Learning to Read" by Frances E.W. Harper	Unit Framework Standards 102
Key Concepts	**Unit Assessments**
• Symbolism and motif • Langauge syntax, tone and diction • Theme and social commentary • Character and plot development • Literary analysis and arugment	**APP Prompts** • Analytical, evidence-based paragraphs **Essay: 4-5 paragraphs (intro, body, conclusion)** • Thesis: opinion and text • paragraphs to include at least one blended quote • mechanic focus: commas, tenses, capitalization

Unit 3: Voice

Description: In this unit, students will read Elie's Wiesel's memoir of his experience surviving the Holocaust. We will focus on the culture and community impacted by the Holocaust, Wiesel's unique voice and perspective, and how he crafts his narrative to drive action. Students will analyze language, and make connections between historical sources and Wiesel's novel. They will consider how dehumanization occurs and impacts people, and what sustains individuals who have lost their voice and agency. At the end, students will write a formal proposal to build a memorial to something they care about; they will share and evaluate projects with classmates and consider the importance of speaking out rather than staying silent.

Essential Question: How can you use your voice to make the world better?

Unit Texts:

- *Night* by Elie Wiesel

Unit Framework

Standards

Key Concepts

- Analyzing for author's purpose an voice
- Figurative language, imagery, symbolism, and meaning
- Tone and word choice
- Compare novel with variety of historical and literary voices

Unit Assessments

APP Prompts

- Analytical, evidence-based paragraphs

Literary Comparison Essay

Memorial Project

Unit 4: Critical Analysis Lenses

Description: Students will learn how to apply critical analysis lenses commonly used in academic analysis and read multiple short texts in order to apply these lenses to stories of all varieties. We will read children's stories, traditional myths, a variety of short stories, and choose modern independent novels in order to read broadly across styles, time periods, and perspectives. Students will spend their time thinking deeply about how these stories reveal truths about human beings of all kinds. They will make connections and try to view each story through at least one lens. By the end, students will be able to apply multiple lenses to a single story in order to reveal different meanings and revelations through each one. They will be able to evaluate how we use stories to explore universal truths and write their own version of a narrative using real life events for inspiration.

Essential Question: How can stories help us view the world through new perspectives?

Unit Texts:

- "And of Clay are We Created" by Isabel Allende
  - Nonfiction Pairing:
    - "Girl, Trapped" by Julia Preston
    - "Trapped Girl" NY Time Special
- "Leap" by Brian Doyle
  - Nonfiction Pairing:
    - REMARKS BY THE PRESIDENT GEORGE W. BUSH AFTER TWO PLANES CRASH INTO WORLD TRADE CENTER
- Independent Novel: Student-selected novels for homework reading
- “The Giving Tree” by Shel Silverstein
- Short Story Menu Options
  - "Girl" by Jamaica Kincaid
  - "Popular Mechanics" by Raymond Carver
  - "Currents" by Hannah Voskuil
  - "A Haunted House" by Virgina Woolf
  - "The Bus Driver Who Wanted to Be God" by Etgar Keret
  - "Snow" by Julia Alvarez
  - Excerpt: *Inside Out and Back Again* by Thanha Lai
  - "The Cowherd and the Weaving Maid" Chinese Folklore
  - "Riddle" by Ogbewe Amadin
  - "We Ate the Children Last" by Yann Martel
  - "What the water feels like to the fishes" by Dave Eggers

Unit Framework

Standards

Key Concepts	Unit Assessments

● Applying critical analysis lenses to various short stories ● Being able to discuss reading and lens with peers ● Applying analytical practices while using critical analysis lenses to build meaningful interpretations of literature	**APP Prompts** ● Analytical, evidence-based paragraphs **Critical Lens Essay** ● Analyze "And of Clay Are We Created" using at least two different lenses ○ Include formal structure ○ Raise Level of Analysis

English 10

This developmental English course focuses on strengthening reading, writing, and research skills. Emphasis will be on quality analytical writing as well as a variety of reading comprehension strategies. Students will deepen their critical analysis skills and apply a variety of critical and analytical lenses to widen their perception of the assigned texts as well as the world around them. All students will write a formal critical lens analysis essay.

Writing Focus: Literary Analysis Essay *using a critical lens*

S1 Final Exam
S2 Final Exam

Unit 1: Background and Perspectives

Description: In this unit, students will explore how background and perspective shapes individuals through narrative writing and discussion. They will research relevant historical events and present their findings to the class. We will read closely for character motivation, underlying cultural and historical tension in the setting, and personal reactions to the challenges discussed in the novel. Students will consider the ramifications of the justice system through a mock trial simulation, and then compare it to the novel. They will end by viewing the novel through a chosen critical or analytical lens to make real world connections and draw personal conclusions.

Essential Question: How does our upbringing shape our perspective about right and wrong?

Unit Texts:	Unit Framework Standards
● *To Kill a Mockingbird* by Harper Lee	

Key Concepts	Unit Assessments

● Critical Lenses
  ○ Historical Context
  ○ Cultural Background
  ○ Gender Stereotypes
  ○ Critical Disability
● Character Analysis
● Evaluating bias
● Write identity journal reflecting on beliefs and experiences
	Pre-Assessment Essay (SAP)
	
	Critical Literary Analysis Essay
	● Focus on chosen critical lens or or literary strategy

Unit 2: Speak Out:The Danger of Silence	
Description: In this unit, students will read Elie's Wiesel's memoir of his experience surviving the Holocaust. We will focus on the culture and community impacted by the Holocaust, Wiesel's unique voice and perspective, and how he crafts his narrative to drive action. Students will analyze language, and make connections between historical sources and Wiesel's novel. They will consider how dehumanization occurs and impacts people, and what sustains individuals who have lost their voice and agency. At the end, students will write a formal proposal to build a memorial in honor of something they care about; they will share and evaluate projects with classmates and consider the importance of speaking out rather than staying silent.	
Essential Question: What are the consequences of remaining silence?	
Unit Texts: ● *Night* by Elie Wiesel	Unit Framework Standards
Key Concepts	**Unit Assessments**
● Analyzing for author's language and meaning ● Compare novel with variety of historical and literary voices ● Edit identity journal to create polished memoir	Literary Analysis Essay Memorial Project

Unit 3: Critical Thinking and Control

Description: In this unit, students will explore the power of dystopian stories to highlight society's shortcomings and to trace potential futures. By reading Ray Bradbury's *Fahrenheit 451*, students will analyze the power of media to shape and influence our understanding of the world and how technology can both expand and limit our thinking. They will consider the causes and effects of censorship and literacy, and consider how we can make a positive impact on the world, culminating in a PSA activity that allows students to use their voice as a vehicle for positive change.

Essential Question: Why is it important to question yourself and the world around you?

Unit Texts:

- *Fahrenheit 451* by Ray Bradbury
- Informational articles on topics connected to novel's themes:
  - Social media as a source of news
  - "Brain Rot" and short-form content
  - AI's influence on critical thinking
  - Benefits of Social Media
- Menu of Supplemental texts:
  - "Attempts to Ban Books Doubled in 2022" by Alexandra Alter and Elizabeth A. Harris
  - "Stop Calling them Book Bans" by Daniel Buck
  - "The History of Book Bans" by Erin Blakemore
  - "Why I banned a book: How censorship can impact a learning community" by Scott R. Dimarco

Unit Framework

Standards

Key Concepts	Unit Assessments
● Analyze characters and plot through critical lenses ○ Psychoanalytical ○ Ecocritical ○ Socioeconomic ● Read and discuss ways in which technology influences our information processing ● Analyze persuasive techniques in visual texts	Critical Lens Literary Analysis Essay Literacy PSA

Unit 4: Multimedia Analysis

Description: Students will review visual analysis strategies and explore how to ask meaningful questions about the media they read and view. They will practice analyzing a variety of visual adaptations of one of our previous class novels and evaluate which version is most effective. They will practice reading and analyzing news articles from various sources to determine how the author's voice and perspective shapes their message. Throughout the unit, they will craft questions, create visuals and design a multimedia project to present a topic of their choosing to their classmates, as well as writing an essay to evaluate their choices.

Essential Question: How does media create meaning?

- *How can we sort through a variety of sources to find meaning and value?*

Unit Texts: *Texts include visual media based on a previously read novel*

- ***To Kill a Mockingbird***
  - Review original novel excerpt: chapters 1, 21, 28, 31
  - Graphic Novel: *To Kill a Mockingbird* (excerpts- Boo Radley, The verdict, the chase, the ending)
  - Book Covers (various editions)
  - Film: To Kill a Mockingbird (1962) "Atticus's Closing Argument" (7 min. clip)
  - Art: Glen Ligon's Prints
    - "I feel most colored..."
    - "I am an invisible man..."
    - "I found my voice..."
  - Propaganda: Historical NAACP Posters
- ***Night***
  - Review original novel excerpt: chapter 3 & 4
  - Graphic Novel: *Maus* (Excerpts- Approaching Auschwitz, Dr. Mengele, Food, The Hanging)
  - Film: *Life is Beautiful* (10 min. clip)
  - Book Covers (various editions)
  - Propaganda: Nazi Messaging during WWII
  - Art: Samuel Bak's Variations on Warsaw Ghetto Boy
- ***Fahrenheit 451***
  - Review Excerpt: pp. 32-37, 106-119, 124-138
  - *Fahrenheit 451*: The Graphic Novel (excerpts- Woman burning, Montag's house, Montag's run)
  - Film: *Fahrenheit 451* (1966 film)
  - Book Covers (various editions)
  - Propaganda: Social Media and Book Banning
  - Art: Ralph Steadman's Illustrations
- Journalism Exploration (option to cut 1-2 text sets, but at least one

Unit Framework

Standards

should be used to introduce and analyze comparative journalism) ○ Vietnam Text Set: ■ "Why Vietnam?" ■ "At Issue: The Stakes in Vietnam" ■ "DM Schools Ban Wearing of Viet Truce Armbands" ■ "We are Mired in Stalemate"- Walter Cronkite ■ "Inaugural Address 1969" Richard Nixon ■ "Two Views of the Conflict in Vietnam" by Ethel Payne ■ Walter Cronkite's "Final Words" ○ Colombian Earthquake Article Comparison ■ "Girl, Trapped..." ■ "Trapped Girl" ○ 9/11 Text Set ■ "In Our New York office: A day like no other"- NARA Staff Bulletin by Robert C Morris ■ "September 11, 2001: 20 Years Later: A Remembrance in Newspaper" Library of Congress Blog by Amber Paranik ■ "Should Osama Bin Laden have been caught and tried?" by Job Silverman, BBC ■ "Remarks by the President on Osama Bin Laden" Barack Obama ■ "Fall of a Tyran" by Mass Communication Specialist Seaman Jack Lepien, US Navy	110
Key Concepts	**Unit Assessments**
● Asking meaningful questions ● Visual analysis ● Multimedia adaptations ● Evaluating news media	Multimedia Project Multimedia Project Self-Evaluation Analysis Essay

English 10: Honors

In this course, students will study advanced writing skills, research writing, and advanced literary analyses. A variety of literary genres will be studied. Students will deepen their literary analysis skills and apply a variety of critical lenses to widen their perception of the assigned texts as well as the world around them. All students will write a formal critical lens analysis essay. This class will help prepare students for AP and college level reading and writing.

Writing Focus: Literary Analysis Essay *using a critical lens*

S1 Final Exam
S2 Final Exam

Unit 1: Hero Unit

Description: In this unit students will explore the background and characteristics of various heroes from different backgrounds and time periods. Through this reading and research, they will analyze how perspective can shift how the characteristics of a hero are viewed. While learning about heroes, they will also be diving into literary analysis and exploring how various lenses like mythological, gender, historical, and psychological can deepen their understanding of a text.

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Essential Question: What makes someone a "hero"?

Unit Texts:

- ***Beowulf and/or The Odyssey***
- "Helen" Poems
- Theseus, Prometheus, Hercules, Achilles from Edith Hamilton's *Mythology*
- Mayan Hero Twins
- Psyche with the Candle by Archibald MacLeish
- "Eurydice" by Margaret Atwood
- Excerpts from *Vikings*
- *Grendel* by John Gardner; Ch 1-3,6, 11

Unit Framework

Standards

Key Concepts	Unit Assessments
• Hero's Journey plot structure • Hero Archetypes • Point of View & Bias • Symbolism • Allusion • Characterization	Cultural Influence on Heroic Ideals Research Project Hero's Journey Narrative Literary Analysis of Allusion and Symbols used to develop characters & theme

Unit 2: Dystopian Lit

Description: In this unit, students will explore the power of dystopias to highlight society's shortcomings and to trace potential futures. By reading Ray Bradbury's *Fahrenheit 451*, students will analyze the power of media to shape and influence our understanding of the world and how technology can both expand and limit our thinking. They will also be analyzing Bradbury's use of specific character types and archetypes to develop other characters as well as the theme of the text. This will result in a literary analysis that uses the formalist, biographical, historical, and economic lenses.

Essential Question: How does society influence and shape our thinking?

Unit Texts:

- ***Fahrenheit 451* by Ray Bradbury**
- "*Fahrenheit 451* reading the 1950's"
- "The History of Book Bans in the United States"
- "Attempts to Ban Books Doubled in 2022"
- "Why I Banned a Book"
- *"*The Pedestrian"
- "All Summer in a Day"
- "Harrison Bergeron"
- "Someone might be watching"
- "Autumntime"
- "Excerpts of *We*"
- "Time Capsule found on the dead planet"
- "Billenium"
- "The Lottery"
- "The Machines Stop"

Unit Framework

Standards

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Key Concepts

- Types of Literary Characters
- Dystopia Genre
  - Dystopian genre study
  - Dystopian creation project
- Symbols
- Foreshadowing
- Sensory Language - Imagery, Personification
- Historical Lens
- Biographical Lens
- Genre Lens

Unit Assessments

Character Analysis Essay

Character Influences 2- page spread (visual essay)

Dystopia Project

Unit 3: Gothic & Romantic Lit	
Description: Through this unit students will explore themes of creation and morality within the Gothic genre. They will connect the dangers of ambition brought up in the text to real world advancements. While doing so, they will be combining their literary analysis skills with research skills to write a critical analysis of *Frankenstein*. They will explore the morality and motivations of characters and debate accountability through a mock trial project.	
Essential Question: What are the responsibilities of creators and creations?	
Unit Texts: ● ***Frankenstein* by Mary Shelley** ● "The Moon and the Yew Tree" Sylvia Plath ● "The New House" Edward Thomas ● "The Shadow on the stone" Thomas Hardy ● "Burning Oak November" Joyce Carol Oates ● "Lines: The cold earth slept below" Percy Bysshe Shelley ● "Ode to Melancholy" John Keats ● "Remembrance" Emily Bronte ● "Alone" Edgar Allan Poe ● "Scientists Clone Human Embryos to make stem cells" ● "My Child the murderer" ● "The Link between Mary Shelley's *Frankenstein* and AI" ● "The Moral and ethical implications of Artificial Intelligence	Unit Framework Standards 113
Key Concepts	**Unit Assessments**
● Imagery ● Tone & Mood ● Point of View ● Text Structure ● Word choice & descriptive language ● Literary Lenses for Analysis ● Gender Lens ● Biographical Lens ● Economic Lens	Mock Trial Critical Analysis Essay

Unit 4: Media & Meaning

Description: In this unit students will compare and contrast strategies used in written texts to those used in visual/audio “texts”. Through these comparisons, students will develop a well-rounded understanding and ability to comprehend media they are surrounded with on TV and online. They will also explore these ideas as creators themselves and solidify their analysis skills by self-analyzing their own work. This will result in a portfolio of creative writing, comparative analysis, and self-analysis.

Essential Question: How does the medium in which something is created affect the meaning it conveys to the audience?

Unit Texts:

Short stories

- “Zima Blue” by Alastair Reynolds
- “Fish Night” by Joe R Landsdale
- “The Very Pulse of the Machine” by Michael Swanwick

Poems

- “The Happy Couple” by Alysia Harris
- “The Blackhole” by Zachary Schomburg

News Sources & Advertisements

- Students will choose a topic and find news sources from different organizations to compare/contrast writing style and bias
- Political ads from 2012 election
- 2026 Superbowl ads

Unit Framework

Standards

Key Concepts

- Asking meaningful questions
- Visual analysis
- Multimedia adaptations
- Evaluating news media

Unit Assessments

Comparative Analysis Podcast

MultiMedia Project

- Students will use multiple forms of media to convey the same theme (students pick individual themes)
- Students will write a self analysis essay explaining how the choices they made in each piece convey the same theme in different ways.

Unit 1: Healthy Relationships Resources	**EQ:** How do we build and maintain healthy relationships?

Instructional Priorities (unit ELA standards) **Grammar Review: parts of speech basic definitions and functions** **Grammar skills: phrases (noun, verb), clauses (independent, dependent)**		
Suggested Pacing	**Reading Targets**	**Writing Targets**
2 weeks *Assign Curious Part 1 as HW* *Assign Curious Part 2*	**Introduction to Unit** *How do invisible disabilities affect someone's ability to form and maintain relationships?* ● Invisible Disability Group Mini-Project ○ Research a specific disability as a group ○ Create poster and present findings to the class ● Quiz 1 + Discussion Circles ● "My Autism and Me" by Rosie King on Commonlit: Read and Respond to questions. ● Autism Poem Analysis	● APP 0 (Pre-assessment) ○ *Analyze how an author or poet uses elements such as language, imagery, structure, and point of view to convey meaning in "We Too Shall Grow".* ● APP Prompt ○ *Write a paragraph analyzing how an author or poet uses one or more specific strategies (diction, tone, character, figurative language, etc.) to convey meaning in a text (Poem from "Autism Poem Analysis" or* Curious Incident*).*
2 Weeks *Assign Curious Part 3* *Assign Curious Part 4*	**The Mystery** *Who are all of the characters in the book and how do they relate to one another?* ● Character/Narration Analysis ○ Complete "Reading Between the Lines" ● Quiz 2 + Discussion ● Close Read: Canvassing the Neighborhood (ch. 67)+ The Mystery of Mother's Death (ch. 43 & 53) ● Quiz 3 + Discussion ● Dialectical Analysis: Christopher's Father ● Quiz 4 +Discussion	● APP Prompt ○ *Imagine you are a psychologist working to support Christopher's father or mother in processing their own emotions and raising their child.* ***Write an analytical paragraph in which you identify one of their parenting choices and the underlying emotions behind it. Be sure to provide your advice for steps moving forward as well.***

Unit Assessments
● **Custody Trial Mini-Project** ○ Review legal requirements of parents in UK ○ Gather evidence ○ Apply for client ○ Prepare arguments ○ Court is in Session ● **Following trial: Draft Letter of Support** ○ Draft a formal letter stating support for Christopher and citing evidence to back up where he should live and why.

Unit 2: Power of Literacy Resources	EQ: How does learning and literacy empower us?

Instructional Priorities (unit ELA standards) Grammar Review: basic punctuation (commas, ellipses, dash) Introduce: phrases (adjectival, adverbial), clauses (noun, relative), semi colons, colons, parallel structure		
Suggested Pacing	**Reading Targets**	**Writing Targets**
2 Weeks *Assign Curious Part 6* *Assign Curious Part 7*	**The Journey** *How does a person navigate the journey to learning and truth?* ● The Journey is Real Simulation ● Part 5 Summary and Discussion ● Read Plato's Cave and complete Commonlit assignments ○ Diagram the journey from the cave, including ten details from the text ● *Curious* Part 6 Quiz and Discussion ● Read "The Secret Source" and complete Commonlit Assignments ● "Secret Source" discussion and reflection questions ● Secret Source Quote Search ● *Curious* Part 7 Quiz ● Curious Part 6&7 Analysis ○ Word choice, syntax, setting, and tone ● Symbol Analysis ○ Compare and Connect symbols across unit texts so far	● **APP Prompt** ○ *Choose a literary element (symbol, figurative language, syntax, motif), and analyze how the author(s) uses it to build a specific meaning or emotion in one or more of our recent texts (Secret Source, Plato's Cave, Curious Incident).*
4 weeks	**Fahrenheit 451: Facing uncertainty, civil disobedience, and enlightenment** *How does the novel reveal the importance of literacy?* ● *F451: The Hearth and the Salamander* Reading Guide ○ Read and Observe ○ Questions and Analysis ○ Argument and Quotes ● The Power of Reading	● Reading PSA Speech and Poster

	● *F451: The Sieve and the Sand* Reading Guide ○ Read and Observe ○ Questions and Analysis ○ Argument and Quotes ● *F451: Burning Bright* Reading Guide ○ Read and Observe ○ Questions and Analysis ○ Argument and Quotes	● **APP Prompt:** ○ *What is Ray Bradbury's message about the importance of literacy in F451? What is one choice in the novel that helps the reader understand his theme?*

Unit Assessments

- **Essay: Analyze *F451***
  - ***Prompt:* Analyze how Ray Bradbury uses a specific element to build a deeper meaning in Fahrenheit 451**
    - **Character Analysis:** How does one or more characters reveal a truth about human behavior?
    - **Plot Analysis:** How do the events of the story create an impact on the reader?
    - **Language Analysis:** How does the figurative language, descriptions, etc. create a tone or meaning?
    - **Symbolism Analysis:** What do the different objects or elements of the story represent?
    - **Motif/Theme Analysis:** How are major ideas conveyed through the story?
    - **Mirror Analysis:** How does the book reflect modern issues back to us and help us see them or think about them differently?
  - Include a formal thesis, body paragraphs, intro and conclusion
  - Edit and formalize

Unit 3: Voice Resources	EQ: How can you use your voice to make the world better?

Instructional Priorities (unit ELA standards) Grammar Skills: phrases (participial, prepositional, absolute), clauses (adverbial)		
Suggested Pacing	**Reading Targets**	**Writing Targets**
1-2 weeks **1 Week** *Suggested Pacing for HW Reading (if needed)* *Assign Part 1 (ch. 1)*	**Poetry Mini-Unit** ● Review poetic and literary terms ● Read and analyze poems (student chosen, selected from Poetry Out Loud anthology or similar resource) **Background and Context** *What is the Holocaust? What is Judaism?* ● Introductory research poster project ○ Students choose a topic from a list and review major topics of WW2 to get a picture of the overall state of the world ● Religious and Historical Context ○ Students will review Jewish vocabulary and specific historical moments related to the plot of the book **Supplemental Reading** ● Elie's Wiesel's Childhood: Review opening chapter and Elie's life before the war ● "The Preface to the New Translation": Read and pull evidence to support his goals in writing the book ● Sighet Visual essay: Observe life in Sighet before the war	● APP Prompt ○ *Analyze how ONE of the poems you read recently widened your understanding of yourself, other people, or the world. Make sure to include a discussion of poetic strategies and language as part of your paragraph.* ● Reflective Writing Prompt ○ How do communities and laws shape personal values? What is the relationship between government and citizens?
2 weeks *Assign Part 2 (ch. 2-3)*	**Community** *How can a community come together in dark times?* *Night* Part 1&2 (ch. 1-3) ● Quiz 1 (Ch. 1) and Elie's Changes discussions ○ What qualities and resources does he have at the beginning of the book?	

Assign Part 3 (ch. 4)	• Close Reads Options
	  ○ "Leaving the Ghetto" plot event
	  ■ Imagery and figurative language analysis
	  ○ Denial in Night
	  ■ Dramatic irony analysis
	  ○ Chapter 2 Analysis: Mrs. Shachter
	  ■ Tone, language, and foreshadowing
	• Quiz 2 (Ch. 2-3) and Elie's Changes discussion
	  ○ What has he lost? How has he changed?
	
	Supplemental Reading
	• The Holocaust in Hungary: Compare to the description in the novel
	• Witnesses, Bystanders and Beneficiaries in Hungary
		• APP Prompt
		  ○ *Analyze how Elie Wiesel creates <u>a specific tone or message</u> in the opening chapter of his novel Night through the use of <u>a specific literary device</u> (dramatic irony, character, figurative language and imagery)*

2 weeks
 	
Assign Part 4 (ch. 5)
 	
Assign Part 5 (ch. 6-9)
	<u>Dehumanization</u>
	What does it mean to be dehumanized? What are the effects?
	
	Night Part 3&4 (Ch. 4-5)
	• Close Read: Never Again
	  ○ Figurative Language
	  ○ Option to review images of Auschwitz
	• Quiz 3 (ch. 4) and Elie's changes discussion
	  ○ What has he lost? How has he changed?
	• Close Read: Dehumanization in Night
	  ○ Motif, figurative language, and word choice
	  ○ Passage Options:
	  ■ The bombing at Buna
	  ■ Power within the Camps
	  ■ The executions
	• Quiz 4 (ch. 5)
	
	Supplemental Reading
	• *Maus*
	• A Commandant's View
	• The Role of the Kapo
	• Choiceless Choices
		• APP Prompt (if time)
		  ○ *Analyze how <u>the language</u> Elie Wiesel chooses in Night illustrates <u>the effect</u> of the concentration camps <u>on the prisoners</u>.*

1 Week	**<u>Survival</u>**
	What sustains us?
	
	Night Part 5 (ch. 6-9)
	• Bak's Paintings
	  ○ Analyze and connect Samuel
		• Opinion Prompt:
		  ○ *How does silence impact Elie Wiesel? Why do you think he speaks out? Why is his voice important?*

	Bak's "The Creation of Wartime" ● Quiz 5 (ch. 6-9) ○ What is left of Elie at the end? ● Close Read: Juliek's Violin and "Forced March" ○ Language, tone, and structure ○ Connections between the selections ● Other Victims of the Holocaust **Supplemental Reading** ● Warsaw Ghetto Boy	● APP Prompt ○ *Analyze how a specific <u>scene or device</u> from Night shows how thoroughly Elie Wiesel was <u>changed</u> by the Holocaust; identify what you have learned or can act on after reading.*
1 week	**Memory** *How do we break the silence?* ● After the Holocaust: What happens to Elie afterwards? ● Review and Analyze WW2 memorials ○ Symbolism ○ Effect on viewer ○ Meaning **Supplemental Reading:** ● After Liberation ● Forgetting Isn't Healing	● **Memoir**: Consider how Elie Wiesel took his personal experiences and shaped them into a story: Take Reflective Journal and select/edit components to turn into a 1-page personal memoir that reflects a personal journey.

Unit Assessments
● **Memorial Project** ○ Design a memorial to raise awareness or understanding about something for the public ○ Plan and write a proposal to request funding- focus on the significance and cultural impact of the proposed memorial; design a model of memorial to share ○ Present memorial to the class- vote on which gets funding ● **Essay** ○ Analyze Elie Wiesel's intentions in Night: Why did he need to speak out? What did he choose to share with the world? What does he need us to know? What does this book reveal about the impact of the Holocaust on the world? ○ Create an essay that connects novel to "The Perils of Indifference Speech" in a compare/contrast essay highlighting Wiesel's goals, motivations, and overall effectiveness.

Unit: Critical Analysis Lenses **Resources**	**EQ:** How can stories help us view the world through new perspectives?

Instructional Priorities **(unit ELA standards)** **Grammar Review: Review and Practice all terms learned throughout the year**		
Suggested Pacing	**Reading Targets**	**Writing Targets**
2 weeks *Assign independent novel* *Novel Check-in 1 (continue to read second half)*	**Introduction to Unit** What are critical literary lenses and how do we use them? ● Perspective Practice: *The Giving Tree* ● Critical Analysis Lens Notes ● Critical Analysis Lens Posters ● Practice Analysis: ○ *Night* Analysis (use historical lens) ○ *Curious* Analysis (use disability lens) ○ Picture Book Analysis (choose book and lens)	● Independent Novel Reflection: thoughts, critical lens, predictions
2 weeks	**Multiple Stories, One Lens** *How can we use a lens to interpret a text?* ● Short Story Analysis 1 Options ○ "The Bus Driver Who Wanted to Be God" by Etgar Keret ○ Excerpt: *Inside Out and Back Again* by Thanha Lai ○ "The Cowherd and the Weaving Maid" Chinese Folklore ○ "Riddle" by Ogbewe Amadin ○ "Snow" by Julia Alvarez ● Short Story Analysis 2 Options ○ "Girl" by Jamaica Kincaid ○ "Popular Mechanics" by Raymond Carver ○ "Currents" by Hannah Voskuil ○ "A Haunted House" by	● APP Prompt: ○ *Analyze a text (picture book, short story, or independent novel) through a chosen critical lens* ● Independent Novel Review: Write a formal review of your chosen book, including a summary, examples of favorite/least favorite parts, application of critical analysis literary lenses, and an official recommendation.

	Virgina Woolf ○ "We Ate the Children Last" by Yann Martel ○ "What the water feels like to the fishes" by Dave Eggers ● Independent Novel Analysis ● Independent Novel Book Talk	
2 weeks	**One Story, Multiple Lenses** *How can we find a variety of meanings in a single story?* ● Read "Leap" ○ Compare to source material ■ REMARKS BY THE PRESIDENT GEORGE W. BUSH AFTER TWO PLANES CRASH INTO WORLD TRADE CENTER ● Read "And of Clay Are We Created" ○ Compare to source materials ■ "Girl, Trapped" by Julia Preston ■ "Trapped Girl" NY Time Special ○ Annotate and complete Analysis	● **Narrative Prompt**: Choose a news story about a significant moment in history or natural disaster and write your own story based on it. Imagine what it would be like to be present, or to be personally affected by it. Challenge: use the disaster to explore a character's mental state or self-relalization.

Unit Assessments- 1-2 weeks
● **Essay**: Analyze "And of Clay Are We Created" using at least two different lenses ○ Include formal structure ○ Raise Level of Analysis

Unit 1: Background and Perspective **Resources**	**EQ: How does our upbringing shape our perspective of right and wrong?**

Instructional Priorities **(unit ELA standards)** **Grammar Review: parts of speech basic definitions and functions** **Grammar skills: phrases (noun, verb), clauses (independent, dependent)**		
Suggested Pacing	**Reading Targets**	**Writing Targets**
1 week *Suggested Pacing for HW Reading (if needed)*	**Introduction to Unit** *What shapes our opinions and perspectives?* ● Personality Charts ○ Option: Tree Ring Poster Project ● Short readings and Images: The South in the 1930s ○ Discuss different perspectives ● Critical Lens Notes or Review ● Anticipation Guide	● Pre-Assessment Essay (SAP) ● Student Narrative Entry 1 ○ Character: Create a character, describe their childhood or background
1 week *Assign Ch. 1-3*	**Historical Context** *What will inform our historical lens?* ● Research Group Project ○ Choose historical focus from list and complete research document ● Research Presentations: share research and look for causes of historical perspectives	● Research Slideshow ● Historical Bias Observations
1-2 weeks *Assign Ch. 4-6* *Assign Ch. 12-15*	**Prejudice and Culture** *How do people form community and culture?* *To Kill a Mockingbird* Part 1 (Ch. 1-11) ● Quiz Ch. 1-3 and Town Map ● Close Read 1 ○ Story Structure ○ Psychological Lens ○ Scout vs. Miss Caroline, and Atticus ○ Theory of Mind and Scout ● Quiz 4-6 and Town Map *Option: Read Chapter 8-11 in class with Guided Reading*	● Critical Literary Analysis Prompt 1 ○ Character Analysis ○ Language focus: MLA parenthetical citations ● Student Narrative Entry 2 ○ Setting: Describe where your character lives
1 week	**Exploring the Justice System**	● Trial Reflection

.	*Does the justice system always work fairly?* Trial Simulation ● *Students will engage in a simulation that enacts a fictional neighborhood conflict. It might demonstrate how gossip, misinformation, and division can influence a trial; it might also show the power of individual responsibility and fairness.* ○ Pass out role cards and character interactions ■ Town gossip/Rising tension ■ Jury selection ■ Trial prep ○ Mock Trial: Neighborhood Conflict and Misinformation and Gossip ■ Opening statement ■ 3 witnesses ■ Closing statement ■ Jury/whole class votes ● Justice Quote Debate ○ Quote Speed Dating ○ Craft an opinion/response	● Student Narrative Entry 3 ○ Conflict: focus on a problem the character is dealing with, either internal or external
1 week *Assign Ch. 16-21* *Assign Ch. 22-31*	**Background and Judgement**: *How does our background affect our decisions?* *To Kill a Mockingbird* Part 2 (Ch. 12-21l) ● Quiz Ch. 12-15 and Map ● Ch. 15 Close Read ○ Inferences ○ Historical Context: Lynching, KKK, Anti-miscengenation laws ● Quiz Ch. 16-21 and Map ● Trial Close Read ○ Rhetoric ○ Fallacies ○ Persuasive Strategies ● Close Read: Atticus's Close Statement ○ Persuasive Strategies ○ Character	● Trial Newspaper ● Critical Analysis Prompt 2 ○ Analyze Atticus, tension in Chapter 15, or a critical lens ● Student Narrative Entry 4 ○ Resolution: What does the character learn; how do they change?
1 week	**Consequences** *What is the result of making prejudicially motivated decisions?* *To Kill a Mockingbird* Ch. 22-31 ● Quiz Ch. 22-31 and Map ● Close Read: What does it mean to kill a Mockingbird? ○ Symbolism and Motif Tracking	● Critical Analysis Essay Pre-Writing

Unit Assessments
Critical Lens Analysis Essay ● Choose a lens and apply to the novel: How does this lens reveal commentary about the world, who we are, our perspectives, and how those perspectives can affect others? Instruction to involve: ● Breakdown of the Sophomore Literary Analysis rubric with exemplar essays ● Three-pronged thesis instruction ● Quote blending

Unit 2: Speak Out Resources	EQ: What are the consequences of remaining silent?

Instructional Priorities (unit ELA standards) Grammar Review: basic punctuation (commas, ellipses, dash) Introduce: phrases (adjectival, adverbial), clauses (noun, relative), semi colons, colons, parallel structure		
Suggested Pacing	**Reading Targets**	**Writing Targets**
1 Week *Suggested Pacing for HW Reading (if needed)* *Assign Part 1 (ch. 1)*	**Background and Context** *What is the Holocaust? What is Judaism?* ● Introductory research poster project ○ Students choose a topic from a list and review major topics of WW2 to get a picture of the overall state of the world ● Religious and Historical Context ○ Students will review Jewish vocabulary and specific historical moments **Supplemental Reading** ● Elie's Wiesel's Childhood: Review opening chapter and Elie's life before the war ● "The Perils of Indifference" or "The Preface to the New Translation": Read and pull evidence to support his goals in writing the book ● Sighet Visual essay: Observe life in Sighet before the war	● Student Narrative Entry 5 ○ Edit: Structure for plot, how to highlight the character, setting, and conflict effectively
2 weeks *Assign Part 2 (ch. 2-3)*	**Community** *How can a community come together in dark times?* *Night* Part 1&2 (ch. 1-3) ● Quiz 1 (Ch. 1) and Elie's Changes discussions ○ What qualities and resources does he have at the beginning of the book? ● Close Reads Options ○ "Leaving the Ghetto" plot event ■ Imagery and figurative language analysis ○ Denial in Night ■ Dramatic irony analysis	● Critical Analysis Prompt: Use a cultural lens to explore how the people in the book make choices impacted by their faith and community. ● Student Narrative Entry 6 ○ Edit: clarity of language, is there description and dialogue to build a clear sense of people and places?

Assign Part 3 (ch. 4)	○ Chapter 2 Analysis: Mrs. Shachter ■ Tone, language, and foreshadowing ● Quiz 2 (Ch. 2-3) and Elie's Changes discussion ○ What has he lost? How has he changed? **Supplemental Reading** ● The Holocaust in Hungary: Compare to the description in the novel ● Witnesses, Bystanders and Beneficiaries in Hungary ● The Lodz Ghetto: Compare the description to the ghetto in Sighet ● Voices from Auschwitz ● "Ghetto: Chronicling a Word's Tortured History"	
2 weeks *Assign Part 4 (ch. 5)* *Assign Part 5 (ch. 6-9)*	**<u>Dehumanization</u>** *What does it mean to be dehumanized? What are the effects?* *Night* Part 3&4 (Ch. 4-5) ● Close Read: Never Again ○ Figurative Language ○ Option to review images of Auschwitz ● Quiz 3 (ch. 4) and Elie's changes discussion ○ What has he lost? How has he changed? ● Close Read: Dehumanization in Night ○ Motif, figurative language, and word choice ○ Passage Options: ■ The bombing at Buna ■ Power within the Camps ■ The executions ● Quiz 4 (ch. 5) **Supplemental Reading** ● A Commandant's View ● The Role of the Kapo ● Choiceless Choices	● Critical Analysis Prompt: How does Elie Wiesel use language to show the psychological effects of the camps? ● Student Narrative Entry 7 ○ Edit: Climax and resolution, how do you build to the character's realization and resolution, is the ending satisfying?
1 Week	**<u>Survival</u>** *What sustains us?* *Night* Part 5 (ch. 6-9) ● Quiz 5 (ch. 6-9) ○ What is left of Elie at the end? ● Close Read: Juliek's Violin and "Forced March" ○ Language, tone, and structure	● Writing Prompt: ○ How does silence impact Elie Wiesel? Why do you think he speaks out? Why is his voice important? ● Student Narrative Entry 8 ○ Edit: Theme and meaning, do you get your message across,

	○ Connections between the selections Supplemental Reading ● Other Victims of the Holocaust	have you created a piece of writing with impact and depth?
1 week	**Memory** *How do we break the silence?* ● After the Holocaust: What happens to Elie afterwards? ● Review and Analyze WW2 memorials ○ Symbolism ○ Effect on viewer ○ Meaning Supplemental Reading: ● After Liberation ● Forgetting Isn't Healing	● **Memoir/Narrative**: Consider how Elie Wiesel took his personal experiences and shaped them into a story: Final selection/editing to submit 1-page memoir/narrative based on the Student Narrative prompts throughout the semester.

Unit Assessments

- Memorial Project
  - Design a memorial to raise awareness or understanding about something for the public
  - Plan and write a proposal to request funding- focus on the significance and cultural impact of the proposed memorial; design a model of memorial to share
  - Present memorial to the class- vote on which gets funding
- Essay
  - Analyze Elie Wiesel's intentions in Night through a cultural, historical, or psychoanalytical lens: Why did he need to speak out? What did he choose to share with the world? What does he need us to know? What does this book reveal about the impact of the Holocaust on the world?

Instruction to involve:
- Peer-review using the Sophomore Literary Analysis rubric–partner must justify score.
- Student revisions
- Parenthetical citations

Unit 3: Critical Thinking & Control Resources	EQ: Why is it important to question yourself and the world around you?

Instructional Priorities

(unit ELA standards)

Grammar Skills: phrases (participial, prepositional, absolute), clauses (adverbial)

Suggested Pacing	Reading Targets	Writing Targets
1 week *Suggested Pacing for HW Reading (if needed)* *Assign pp. 1-38*	**Intro to Dystopia** *How do dystopias help us understand flaws in the real world?* ● Dystopia project ○ Students create a dystopian society outlining the leaders' systems of control and intent ○ Gallery walk presentations while students complete the Dystopian Travel Passport graphic organizer ● *Fahrenheit* Anticipation Guide	● Personal Narrative: ○ Write the hero's perspective in the dystopia you created. How would they fight back?
2-3 weeks *Assign pp. 39-65* *Assign pp. 67-88*	**Media and Conformity** *How can the media we consume both limit and expand our critical thinking?* ● *Fahrenheit 451* Part 1 (pg. 1-65) ○ Quiz 1 (1-38) ○ Close Read #1 ■ Analyze pg. 15-18 to understand the effect that TV has on Mildred ○ Quiz 2 (39-65) ○ Close Read #2 ■ Analyze Bradbury's characterization of Mildred and Clarisse in Part 1 ● How technology influences our ability to process information ○ Informational articles on topics connected to novel's themes: ■ Social media as a source of news ■ "Brain Rot" and short-form content ■ AI's influence on critical thinking ■ Benefits of Social	● Critical Analysis ○ Use a psychological lens to analyze Mildred's behavior in pages 15-18. ● Critical Analysis ○ Use a gender lens to analyze the extent to which Bradbury uses gender stereotypes to create his dystopian world

	Media ○ Use a variety of Kagan strategies to have students read, discuss, and analyze these concepts, with a focus on the development and validity of claims ● How media can be used to facilitate conformity ○ Propaganda exploration ■ Primary source, visual text analysis	
1 week *Assign pp. 88-106* *Assign pp. 107-158*	**Reading, Thinking, and Truth** *Is reading books a sure path to enlightenment? What really allows us to be free?* ● *Fahrenheit 451* Part 2 (pg. 67-106) ● Quiz 3 (67-88) ○ Montag's Enlightenment ■ Compare the following characters' attempts to influence Montag's thinking: Clarisse, Beatty, Faber, and himself. ■ Students imagine they are a character in Montag's life: What would you show him to make him "see the light?" ○ Quiz 4 (88-106) ○ Close Read #3 ■ Analyze Faber's analysis of where society went wrong. ● Book Banning–Why societies fear books ○ Read & Analyze supplemental texts like: ■ "Attempts to Ban Books Doubled in 2022" by Alexandra Alter and Elizabeth A. Harris ■ "Stop Calling them Book Bans" by Daniel Buck ■ "The History of Book Bans" by Erin Blakemore ■ "Why I banned a book:	● **Argumentative Writing:** Is the censorship of books and information dangerous to society? Why or why not?

	How censorship can impact a learning community" by Scott R. Dimarco ○ Socratic Seminar on Book Banning/Censorship	
2 weeks	**Civil Disobedience** *How can we effectively change flawed systems of control?* ● *Fahrenheit 451* Part 3 (pg. 107-158) ● Quiz 5 (107-158) ○ Throughout Part 3, students will track Montag's decisions and assess whether or not these were effective methods of disobedience. ○ Poem memorization activity ■ Is there value in the men memorizing books at the end of F451? ○ Figurative Language Quote Analysis: Fire and Books ● Using Media for Good ○ Create a video, song, infographic, etc. that encourages teenagers to implement healthy media practices, literacy, or other positive choices.	● Essay pre-writing: final lens exploration ○ Reconsider the book through various lenses

Unit Assessments
● Critical Lens Essay ○ Choose a lens and apply to the novel: How does this lens help us understand how technology, power, and critical thinking shape our relationship with the world? ● Literacy PSA ○ Create a visual PSA to communicate the importance of reading, literacy, and critical thinking Instruction to involve: ● Exemplar essays to show proper commentary of evidence. Students highlight sentences that analyze and explain. ● Intro/conclusion paragraph structure

Unit 4: Multimedia Analysis **Resources**	**EQ: How does Media Create Meaning?** How can we sort through a variety of sources to find meaning and value?

Instructional Priorities **(unit ELA standards)** **Grammar Review: Review and Practice all terms learned throughout the year**		
Suggested Pacing	**Reading Targets**	**Writing Targets**
1 week	**Intro to Multimedia Unit** *When you view any media what questions should you ask?* ● QFT Process Review ○ Using questions to connect fiction to reality ● Visual Analysis Strategy Review	● Formulate and revise analytical questions ● Multimedia Project Prep Step 1: Create one open-ended complex Focus Question to explore throughout unit
2 Weeks	**Visual Media Adaptations Analysis** *How do we continue to update stories and art? What builds truth effectively?* ● Review Visual Media and Adaptation Analysis: *Hamlet-->Lion King, etc.* ● Independent Novel Adaptation Menu Analysis ○ Choose a novel from the year ○ Analyze selected adapted sources ○ Complete Visual Media Analysis for one novel	● Critical Analysis Prompt: Evaluate and choose strongest media adaptation; write analysis justifying choice ○ Language focus: clear & specific language, run-on sentences ● Multimedia Project Prep Step 2: Create visual related to Focus Question
2.5 weeks	**The Relationship between writer and reader in the News** *How do you determine what to believe?* ● Review basics ○ Review the Bill of Rights through the lens of the Pentagon Papers ○ Freedom of Speech and Freedom of Press- what do they mean and why do they matter? ○ Craft argument: What is the importance or benefit of free speech? Is there any circumstance where this freedom is not ideal? ● Comparative News Analysis: ○ Media and Bias in the News	● Multimedia Project Prep Step 3: Research Response ○ Students will locate and choose sources to answer Focus Question- evaluate validity, bias, and efficacy of their sources

	Lesson and Review ○ Guided Reading Practice: Vietnam Text Set (Useful resource here) ■ "Why Vietnam?" ■ "At Issue: The Stakes in Vietnam" ■ "DM Schools Ban Wearing of Viet Truce Armbands" ■ "We are Mired in Stalemate"- Walter Cronkite ■ "Inaugural Address 1969" Richard Nixon ■ "Two Views of the Conflict in Vietnam" by Ethel Payne ■ Walter Cronkite's "Final Words" ○ Colombian Earthquake Article Comparison ■ "Girl, Trapped..." ■ "Trapped Girl" ○ 9/11 Text Set ■ "In Our New York office: A day like no other"- NARA Staff Bulletin by Robert C Morris ■ "September 11, 2001: 20 Years Later: A Remembrance in Newspaper" Library of Congress Blog by Amber Paranik ■ "Should Osama Bin Laden have been caught and tried?" by Job Silverman, BBC ■ "Remarks by the President on Osama Bin Laden" Barack Obama ■ "Fall of a Tyran" by Mass Communication Specialist Seaman Jack Lepien, US Navy ● Ethical Journalism ○ Jigsaw the Journalism Code of Ethics ○ Ethical News Debate	

Unit Assessments
● **<u>2.5 Weeks</u> Multimedia Project (1 week Project, 1 week essay, plus presentations)**

- Review and revise Focus Question, visual, and research
- Create multimedia presentation answering Focus Question
- Write self-analysis essay
- Present to the class

Unit 1: Heroism & Mythology **Resources**	**EQ: What makes someone a "hero"?** ● **How do culture, location, time period, and perspective shape our definitions of "hero"?**

Instructional Priorities **(unit ELA standards)**		
Suggested Pacing	**Reading Targets**	**Writing Targets**
3 days	**Intro to Lit Analysis** ● Review elements like theme, tone, and figurative language	**Intro to Lit Analysis** ● Conduct pre-test 1st asking students to analyze themes of "Helen" poems by H.D. Doolittle & Edgar Allan Poe
Ongoing - **Assessment**	**Hero's Journey** ● What is it? ● Define all 12 steps ● Where do we see it? ● How does the structure impact story/theme development?	**Narrative writing through Hero's Journey** ● Brainstorm personal "Hero's Journey" ● Outline using 12 steps ● Draft by 12 steps (this will be done in conjunction with the step(s) we are reading in the required texts. ● Peer Review ● Revise ● Submit **Language focus:** ● Students will review capitalization and comma usage. ● Students will consider how the audience influences the style of their writing.
1 week	**Critical Lenses** ● Intro overall concept ● Students learn definitions and practice using- ○ **Reader Response** ○ **Formalist** ○ **Historical** ○ **Mythological** ○ Gendered ○ Economic	**Analytical Verbs and Phrasing** ● Teach levels of analysis, differentiating the vocab used at different levels (says= summary vs specific analytical verbs) ● Students help teacher revise prewritten paragraphs to reach deeper levels of analysis **Language Focus:** ● Students will look up the meaning of verbs to best choose the most accurate verb to explain the choices an author makes in their writing.
1 week	**Characterization & Hero Types** ● Review direct and indirect characterization ● Teach Hero Archetypes: ○ Epic ○ Classical	**Character analysis & Paragraph Structure** ● Students begin writing original paragraphs analyzing the type of hero crafted in the stories they are reading. ○ They will use a mix of analytical verbs learned above

	○ Everyman ○ Tragic ○ Reluctant ● Read myths to analyze and identify different "Hero Types" ○ Prometheus ○ Perseus ○ Theseus ○ Hercules ○ Achilles ○ Hunahpu and Xbalanque	and the specific definitions and traits of heroes they are learning. ● Students will write a paragraph before reviewing structure: ○ **I**ntroduce ○ **C**ontext ○ **E**vidence ○ **E**xplain ○ **C**ontext ○ **E**vidence ○ **E**xplain ● Students will revise each other's paragraphs to fix/improve structure ● Students will write additional paragraphs **Language Focus:** ● Students will review MLA formatting ● Students will learn the meanings of various figurative language such as imagery, personification, symbolism, allusion, foreshadowing
	Figurative Language ● Students will practice finding and identifying specific types of figurative language and how they influence the development of a text. ○ "We do" with "Psyche & the Candle" by Archibald MacLeish ○ Independent with "Eurydice" By Margaret Atwood	**Evidence & Explanation** ● Students will practice finding the best evidence to support the point of their paragraphs. ● Students will practice making explanations specific and focused on what the author ***does*** in the evidence NOT what it says. **Language Focus:** ● Students will learn how to correctly use semi-colons to connect ideas in their paragraphs. ● Students will learn how to use a colon to introduce evidence.
1 week (3 days in class) **Assessment**	**Mini Research Project** ● Students will research Viking or Greek heroic culture to make predictions about *Beowulf* OR *The Odyssey*. ○ Reliable sources (2 required) ○ Synthesis of ideas	**Mini Research Project** ● Students will continue practicing their analytical paragraph writing by describing the culture they researched and defending how that depiction supports their predictions of the story.
1 week	**Conflict Analysis** ● Students will read through line 300 of *Beowulf* & jigsaw parts of *Grendel* OR read Books 1 & 5 of *The Odyssey* ● Learn types of literary conflicts ○ Man vs society ○ Man vs Man	**Conflict Analysis** Students will write paragraphs analyzing: ● What is the conflict? ● How does the conflict shape the characters? ● How does perspective on the conflict shape our overall understanding of the text/theme? (Is the hero really a

	○ Man vs Technology ○ Man vs Nature ○ Man vs God	good person? Is the villain really that bad? etc) **Language Focus:** ● Students will work on incorporating a variety of sentence structures and phrases into their writing.
3 weeks **Assessment**	**Overall Hero Analysis** ● Students will read through line 2845 of *Beowulf* OR Books 9-12 of *The Odyssey*. ● Students will analyze character development through Hero's Journey plot structure and figurative language. ● Students will analyze the theme of the text based on the type of hero and outcome of conflict.	**Overall Hero Analysis** ● Students will write a thesis that identifies the type of character and theme they identified in the story. ● Students will write one paragraph supporting that thesis. **Language Focus:** ● Introduce and practice parallel structure

Unit Assessments
● Cultural Influence on Heroic Ideals Research Project ● Hero's Journey Narrative ● Literary Analysis of Allusion and Symbols used to develop characters & theme

Unit 2: Dystopia Resources	EQ: How does society influence and shape our thinking? ● In what ways may this be beneficial? ● In what ways may this be harmful?

Instructional Priorities (unit ELA standards)		
Suggested Pacing	**Reading Targets**	**Writing Targets**
1 week	**Review Analysis w/ Historical Lens** ● Students research history of book banning in America **Learn Analysis w/ Biographical Lens** ● Students research Bradbury and make connections between his personal life/beliefs and events and themes in his short story. “The Pedestrian”	**Review Paragraph Structure** **Using evidence from multiple sources** ● Students will write paragraphs using the relevant lenses to analyze “The Pedestrian”. They will practice finding, citing, and explaining evidence from the story AND from their online research. **Language Focus:** ● Review formatting of different kinds of sources, how to cite books vs websites.
1 week	**Types of Literary Characters** ● Students will learn types of characters (flat, round, static, dynamic, etc.) ● Students will read the first 38 pages of *Fahrenheit* 451 and begin tracking character traits and influences. **Imagery** ● Review imagery and the various ways it is created ● Connect imagery and setting with character development	**Blending Quotes** ● As students read and analyze characters and imagery, they will write paragraphs analyzing how that imagery impacts character development. ● Focus of paragraphs is improving the flow of evidence and getting rid of dropped quotes in their writing. **Language Focus:** ● Review complex sentences and other related grammar
1 week	**Genre as a critical lens** ● Students will learn about how genre can impact the development and analysis of a text. ● Read and analyze “All Summer in a Day” by Ray Bradbury **Foreshadowing** ● What is it? How is it created? Where do we see it in Bradbury’s stories?	**Creative** ● Students will begin designing and writing their own dystopian society. The final draft will be an assessment. ● Students will write 10 sentence short stories to create their own foreshadowing and suspense **Language Focus:** ● Students will continue to explore the meaning and use of words and figurative language by using them in their own creations to foreshadow events.
3 days (do during a DAP	**Propaganda** ● Go over basic propaganda techniques	**Analyzing the Impact of propaganda** ● Students describe real world propaganda they see and how they think it impacts

window)	● Read “Harrison Bergeron” by Kurt Vonnegut to practice ● Students analyze propaganda used by Captain Beatty in F451	society for better or worse. **Language Focus:** ● Students will focus on the various meanings individual words might have and how those different meanings can be used.
1 week	**Novel Specific Character Analysis** ● Students begin identifying specific types of literary characters seen in *Fahrenheit 451*. They also begin analyzing how the supporting characters are being used to develop the main character and theme.	**Crafting Transitions** ● Students write paragraphs about Clarisse/Mildred and Beatty/Faber and then practice writing ***complex*** transitions between paragraphs **Language Focus:** ● Students will work on taking simple transition words and crafting more complex phrases/sentences to use instead.
3 Days	**Character Archetypes** ● Teach 12 archetypes, students connect to stories/movies they know ● Students connect to character from novel	**Adding & Revising ideas** ● Students go back to previous paragraphs and add in new analysis connecting archetypes to how each character is developed and used to develop the main character **Language Focus:** ● Students will review comma use, MLA formatting, and using colons to blend evidence.
3 days	**Review Levels of Analysis** ● Students focus on re-reading and finding evidence to deepen the level of analysis of their paragraphs.	**Thesis Statements** ● Review thesis statements ● Using sentence frames, students write various thesis statements that pull all of their ideas together from their various paragraphs. **Language Focus:** ● Review parallel structure. ● Introduce phrases for making counterarguments.
4 days	**Peer Review** ● Students read and leave feedback on each others’ essays.	**Character analysis essay** ● Students finish revising and editing their character analysis essays

Unit Assessments
● Character Analysis Essay ● Character Influences 2- page spread (visual essay) ● Dystopia Project

Unit 3: Gothic Lit Resources	EQ: What are the responsibilities of creators and their creations? ● How does enacting these responsibilities change each? ● To what extent is the creator accountable for the actions of their creation?

Instructional Priorities (unit ELA Standards)		
Suggested Pacing	**Reading Targets**	**Writing Targets**
3-5 Days	**Intro to Gothic Lit** ● Close read and discussions of assorted Gothic poems ○ “The Moon and the Yew Tree” Sylvia Plath ○ “The New House” Edward Thomas ○ “The Shadow on the stone” Thomas Hardy ○ “Burning Oak November” Joyce Carol Oates ○ “Lines: The cold earth slept below” Percy Bysshe Shelley ○ “Ode to Melancholy” John Keats ○ “Remembrance” Emily Bronte ○ “Alone” Edgar Allan Poe	**Intro to Gothic Lit** ● Write a short Gothic Lit narrative
1 Week Per bullet point	**Critical Lenses** ● Teach psychoanalytical, economic, and gender critical lenses with poem(s) ● Students begin reading primary text independently and completing weekly reading logs incorporating lenses	**Writing w/ Critical Lenses** ● Single Lens Analysis - students write paragraphs analyzing poems/literature using 1 critical lens ● Multiple Lens Analysis - students write one page analyzing poem/literature with multiple lenses ● Multiple Lens Analysis + Evaluation (Critical Analysis) **Language Focus:** ● Students will continue to learn new figurative language as it appears in the texts. ● Students will practice using strong verbs to describe and evaluate author choices. ● Students will learn phrases to differentiate the kinds of lenses they use to analyze a text.
Ongoing	**Thematically Relevant Supplemental** ● Students will read various informational/ short literary texts that support understanding of primary text theme	**Using Supplementary Sources** ● Students will routinely freewrite in response to provided articles and use lenses to make connections between the information and the primary text

	○ Texts include: ○ “Scientists Clone Human Embryos to make stem cells” ○ “My Child the murderer” ○ “The Link between Mary Shelley’s *Frankenstein* and AI” ○ “The Moral and ethical implications of Artificial Intelligence **Reading and application of critical lenses to the primary text** ● Students will read articles & conduct research to better apply critical lenses to primary text ○ Examples from *Frankenstein*: ○ The Cultural Historical Context of Mary Shelley’s Frankenstein ○ May Shelley’s Frankenstein ○ Frankenstein & Marx’s theories of Alienated Labor ○ Frankenstein, Gender, and Mother Nature	**Language Focus:** ● Students will make connections between figurative language in the book and the informational language in the supplementary texts. ● Students will practice using different clauses to connect/differentiate between the ideas in the primary and supplementary texts.
2-3 Days	**Archetypes & Symbolism** ● Students will learn and analyze the use of archetypes and symbolism in the primary text through close reads	**Using Archetypes & Symbols** ● Students will write narratives using archetypes and symbols to showcase their understanding of the concepts. **Language Focus:** ● Students will be able to identify and explain how symbolism is created in a text AND be able to choose the right words to use in their own writing to create symbolism.

Unit Assessments
Mock Trial ● Students will complete a mock trial to show their understanding of the primary text in context of the essential question: What are the responsibilities of the creator and creation? Is the creator responsible for the actions of the creation? **Critical Analysis Essay** ● Students will write a complete, multiple page essay that analyzes the theme(s) of the primary text AND evaluates the effectiveness of the author’s writing.

Unit 4: Media & Meaning **Resources**	**EQ: How does the medium in which something is created affect the meaning it conveys to the audience?**

Instructional Priorities (unit ELA standards)		
Suggested Pacing	**Reading Targets**	**Writing Targets**
1 Week	**Intro to Visual Media Adaptations Analysis** *How do we continue to update stories and art? What builds truth effectively?* ● Review Visual Media and Adaptation Analysis: *Hamlet-->Lion King, etc.*	**Writing Prompt:** Evaluate and choose strongest media adaptation; write analysis justifying choice **Language focus**: ● Clear & specific language, run-on sentences
Ongoing - Project	Students choose a novel that has been adapted into a film/show. Groups will read the book and watch the visual media version outside of class and discuss/complete assignments once a week related to those sources. Assignments will include: ● Comparative Plot Diagrams ● Comparative Character portrayals ● Device tracker for both literary devices and visual media techniques	**Comparative Analysis Podcast** ● Groups will do a comparative analysis of how the visual media version adapts the story and to what extent the changes alter or enhance the original theme(s) of the text. ● Students will turn the analysis into a podcast including all group members. Podcasts will then be shared and discussed with other groups. **Language Focus:** ● Clarity of language and descriptive detail to explain texts/visuals the audience has not read or seen
1.5 Weeks	**Short Stories & Film** ● Students will read and analyze short stories, focusing on the author's use of structure, language, and literary devices to develop setting, characters, and theme. ○ Zima Blue by Alastair Reynolds ○ "Fish Night" by Joe R Landsdale ○ "The Very Pulse of the Machine" by Michael Swanwick ● Students will watch short film versions of those stories and	**Comparative Analysis Practice** ● Students will begin learning how to structure comparative writing: ○ Complex topic sentences ○ Specific phrasing and pronouns/callback to different sources ○ Providing evidence for visual media **Creative** ● Students will begin working on their own multimedia project by choosing a theme and crafting both a story and video version that convey the same theme in different ways. **Language Focus:**

	identify visual media strategies and analyze how those strategies change/enhance meaning of the original. ● Students will be keeping track of literary strategies and which visual strategies are often used in place/addition to them.	● Students will focus on vocabulary that helps to introduce comparisons and contrasts ● Students will learn the terms to describe choices made in visual and audio media
1.5 Weeks	**Poetry & Art** ● Students will analyze written poetry and compare to art forms inspired by the poems ○ "The Happy Couple" by Alysia Harris ○ "The Blackhole" by Zachary Schomburg ● Students will compare their analyses of both mediums and evaluate the effectiveness of each in conveying the original theme	**Evaluative Analysis** Students will work on adding evaluation of "texts" into their analysis. ● Phrases that introduce evaluation ● Conterarguments ● Concessions **Creative** ● Students will continue working on their multimedia projects by writing poetry and creating art that portray the same theme as their story and video **Language Focus:** ● Students will continue adding to their knowledge of figurative language as well as vocab that describes artistic techniques.
1.5 Weeks	**News & Advertisement** Students will analyze how News & Advertisements combine all of the mediums already discussed to inform or persuade ● Evaluation of sources ● Analyzing persuasive strategies ● Identifying speaker purpose ● Perspective & Bias	**Intro to Rhetorical Analysis** ● Students will write short papers that analyze how news sources and advertisements combine written and visual elements to achieve purpose. **Language Focus:** ● Students will begin exploring argumentative/rhetorical vocabulary such as ethos, pathos, logos. ● Students will begin identifying similarities/differences in language used in literary analysis versus rhetorical analysis.

Unit Assessments
Comparative Analysis Podcast **MultiMedia Project** ● Students will use multiple forms of media to convey the same theme (students pick individual themes) ● Students will write a self analysis essay explaining how the choices they made in each piece convey the same theme in different ways.

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

F-2 — Agenda Item Number

November 24, 2026 — Board Meeting Date

Item: Recommend Approval of Field Placement Agreement with Ottawa University

Submitted By: Dr. Kevin Stoltzfus/Dr. Tamára McAllister Date: November 18, 2026

Will Be Presented By: Dr. Kevin Stoltzfus/Dr. Tamára McAllister

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District administration recommends approval to establish a Field Placement Agreement with Ottawa University, which would facilitate a "contract" for student teaching, practicums, and internships of Ottawa University students in the Flowing Wells District. This agreement would be valid through 2031.

Estimated Cost $ _____ ☒ See Additional Information Attached

Recommended Action:

☐ Approve ☐ Disapprove ☐ Table ☒ No Action Required

Division Head: Tamára McAllister Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

OTTAWA UNIVERSITY
CONTRACT FOR STUDENT TEACHING, PRACTICUMS, and INTERNSHIPS (Teacher Education Candidates, School Counseling Candidates, School Leadership Candidates, and School Psychology Candidates)
For Years 2026-2031

This "Contract" is entered into by and between Ottawa University, hereinafter referred to as the "University" and Flowing Wells Unified School District, State of Arizona, hereinafter referred to as the "District". Both parties to this Contract shall comply with all federal, state, and local laws, rules, regulations, and ordinances, including the applicable rules and regulations set forth by the Arizona State Board of Education.

The official representative of the University shall be the Dean of the School Education or his/her designee. The official representative of the District shall be the Superintendent or his/her designee.

The University shall submit to the District the names of education candidates eligible for building-level classroom placements with a recommendation for the level and field of assignment for each candidate. Specific assignments for both mentor educators and education candidates will be made in cooperation between the University and the District. Such assignments shall be subject to the approval of the parties concerned. Change of assignment or withdrawal of an education candidate shall be an option of the University or the District when it is deemed that the presence of that education candidate is not in the best interest of either the University or the District.

The University shall be responsible for reviewing the education candidate's IVP card and validating an Arizona Educator ID before placement. This card will be sent to the district by the education candidate before the placement, and the card will be presented to the building principal on or before the actual time of placement by the education candidate.

The building principal will coordinate an orientation period for both education candidates and mentoring teachers when an assignment is made. University supervisors for education candidates (student teachers, practicum students, or interns), District administrative and supervisory personnel, building principals, and mentoring teachers/educators shall work cooperatively to provide adequate guidance, facilities, and supplies to promote a sound education program. The education candidate shall be legally liable for his/her own acts and conduct. Visitations by the University personnel shall be coordinated with the cooperating school principal or mentor educator. The cooperating school principal and mentoring teacher shall perform evaluative services as requested by the University or the District.

In the case of student teaching, the University shall reimburse the mentor educator for each full-time student teacher participating. The arrangements for payments will be made through mutual agreement between the University and the District.

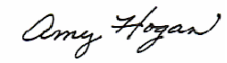
The University shall maintain insurance coverage to cover liabilities arising from the acts and omissions of the University's employees, students, and agents participating under this Agreement. The District shall maintain adequate insurance to cover any liability arising from the acts and omissions of the District's employees and agents. University students are not deemed to be employees of the District by virtue of this Agreement.

This Contract shall be construed, interpreted, and enforced in accordance with, and governed by, the laws of the State of Arizona applicable to agreements made and to be entirely performed therein. In the event of any dispute arising under this Contract, the parties agree to submit to the exclusive jurisdiction of state courts located in Maricopa County, Arizona, and to federal courts located in the State of Arizona. Further, the parties agree that venue is properly in said courts. Applicants for admission and employment, students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Ottawa University are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities. Ottawa University has designated the following person as the one responsible for the University's compliance with the regulations implementing Title VI, Title IX, or Section 504 insofar as these regulations have relevance to and implications for the University's academic program. Persons having questions concerning the University's compliance with these regulations should contact Carrie Stevens, Ottawa University, 1001 S Cedar, Ottawa, KS, 785-248-2326. Persons may also contact the Assistant Secretary of Civil Rights, The U.S. Department of Education, regarding the institution's compliance with these regulations.

Ottawa University Representee: Amy Hogan

Title: Dean, School of Education

November 13, 2026

Signature: 

School District Representative:

Title:

Signature:

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

F-3	November 24, 2025
Agenda Item Number	Board Meeting Date

Item: Discussion of 2028-2029 Draft Calendar

Submitted By: Dr. Kevin Stoltzfus Date: November 18, 2025

Will Be Presented By: Dr. Kevin Stoltzfus

District administration presents for discussion a draft of the 2028-2029 school year calendar. The draft calendar has been reviewed by parent and employee advisory groups and by site administrators, and it is posted on the District website with information about how to submit questions or feedback. No action will be taken regarding this item during the current Board Meeting to allow public review and comment prior to a request for approval in January.

Estimated Cost $ _____ ☒ See Additional Information Attached

Recommended Action:

☐ Approve ☐ Disapprove ☐ Table ☒ No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

Flowing Wells School District

2028-2029 School Year Calendar

July

4 Independence Day
... District Offices Closed (7/14 and 21)
24 New Teacher Induction 07/24 – 0727/2028
31 All Teachers: Teacher Work Days 07/31 – 08/02/2028

School Days: 0

July 2028

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2028

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

1 Teacher Work Days Continued 07/31 – 08/02/2028
3 Classes Begin
28 Student Records Day
All Students – No School

School Days: 20

September

4 Labor Day
All Students - No School
29 End of First Quarter
All Students – ½ Day

School Days: 20

September 2028

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2028

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October

4 Conferences – PreK-6 – ½ day
5 Conferences – PreK-6/JH – ½ day
6 Conferences – PreK-6/JH - ½ day
9 Fall Break – Students/Teachers 10/09 - 10/13/2028

School Days: 17

November

10 Veterans Day (Observed)
All Students – No School
22 Early Release Day
All Students – ½ Day
23 Thanksgiving Holiday 11/23 - 11/24/2028

School Days: 19

November 2028

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2028

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

December

19 Final Exams – Gr. 9-12 – ½ day
20 Final Exams – Gr. 7-12 – ½ day
21 Final Exams – Gr. 7-12 – ½ day
First Semester Ends
22 Student Records Day
All Students – No School
25 Winter Vacation 12/25/2028 - 01/05/2029

School Days: 15

January

5 Winter Break Ends
8 Second Semester Begins
15 Civil Rights Day
All Students – No School

School Days: 17

January 2029

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2029

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

February

8 Early Release Day
All Students – ½ day
22 Rodeo Break 2/22 - 2/23/2029

School Days: 18

March

9 End of Third Quarter
All Students - ½ Day
15 Conferences – PreK-6/JH - ½ day
16 Conferences – PreK-6/JH - ½ day
19 Spring Break 3/19 - 3/23/2029

School Days: 17

March 2029

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2029

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April

6 All Schools Closed
9 All Schools Closed

School Days: 19

May

22 Final Exams – Gr. 7-12 – ½ day
23 Final Exams – Gr. 7-12 – ½ day
23 FWHS Graduation
24 Final Exams – Gr. 7-12 – ½ day
Second Semester Ends
All Students – ½ day
25 Teachers' Last Day
28 Memorial Day

School Days: 18

May 2029

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2029

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June

19 Juneteenth
... District Offices Closed (6/08, 15, & 29)

School Days	180
First Semester	91
Second Semester	89
Teacher Work Days	186
Teacher Contract Days	209

10th Day: 8/16/2028 100th Day: 1/19/2029

No School, Teachers and Students | Teacher Work Day; All Students – No School | Early Release Day (Grade Levels Vary) | Beginning/End of Semester | Summer Schedule – Schools/Offices Closed

DRAFT

Approved by the Flowing Wells Governing Board: _____

FLOWING WELLS SCHOOLS

District Administration Center

MEMORANDUM

TO: Governing Board Members
Dr. Kevin Stoltzfus

FROM: Monique Mata

DATE: November 18, 2026

SUBJECT: Additional Teacher Compensation from Instructional Improvement Fund

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In November 2002 Arizona voters passed Proposition 202 Indian Gaming Preservation and Self Reliance Act. A portion of the gaming revenues related to this proposition are deposited in the "Instructional Improvement Fund" for use by school districts for classroom size reduction, teacher salary increases, dropout prevention and instructional improvement programs. The District utilizes the maximum allowable amount of the funds for teacher compensation. The funds are distributed each December and May. Based upon the available funds, the December 2026 amount is calculated to be $270 per certified teacher.

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

G-1	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Request Approval to Distribute Instructional Improvement Funds

Submitted By: Dr. Kevin Stoltfus/Monique Mata Date: November 19, 2026

Will Be Presented By: Dr. Kevin Stoltzfus/Monique Mata

District administration recommends approval for the December 2026 teacher compensation payment in the amount of $270 from the Instructional Improvement Fund, which derives from the voter-approved funding source that was passed in 2002 and is known as the Proposition 202 Indian Gaming Preservation and Self Reliance Act.

Estimated Cost $ 96,900 ☒ See Additional Information Attached

Recommended Action:

☒ Approve ☐ Disapprove ☐ Table ☐ No Action Required

Division Head: Monique Mata Superintendent: Kevin Stoltfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

G-2	November 24, 2026
Agenda Item Number	Board Meeting Date

Item: Recommend Approval to Purchase Six Laptops

Submitted By: Dr. Kevin Stoltzfus Date: November 18, 2026

Will Be Presented By: Dr. Kevin Stoltzfus

District administration recommends approval to purchase six laptops from Dell at a total cost of approximately $9,235.15. These devices would be used by employees in professional development, special education, and technology departments. This purchase would utilize state contract pricing under State Contract CTR068890. Governing Board approval is necessary as the District has exceeded the $100,000 spending threshold with this vendor this fiscal year. We have evaluated pricing for comparable products from other vendors and found Dell's pricing to be fair and reasonable. FY2027 District Additional Assistance funding would be utilized for the purchase.

Estimated Cost $ 21,081.39 ☒ See Additional Information Attached

Recommended Action:

☒ Approve ☐ Disapprove ☐ Table ☐ No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

Board Action: M: _____ S: _____ A: _____ N: _____ C: _____

Your quote is ready for purchase.

Complete the purchase of your personalized quote through our secure online checkout before the quote expires on **Dec. 17, 2026**.

You can download a copy of this quote during checkout.

Place your order

Quote Name:	**Dell Pro 14 Plus Laptop or 2-in-1**
Quote No.:	**5000006209586.1**
Total (USD):	**$9,235.15**
Quoted On:	Nov. 17, 2026
Expires By:	Dec. 17, 2026

Company Name:	FLOWING WELLS UNIFIED SCH DIST
Customer Name:	ACCOUNTS PAYABLE
Customer Number:	P12785464695
End User:	Flowing Wells School District 8 (unified) | ********4695
Premier store ID:	RC1030032

Contract Name:	Dell NASPO Computer Equipment PA - Arizona
Contract Code:	USPD000016767
Customer Agreement Number:	23026 / CTR068890

Sales Representative:	Lissa Sheets
Email:	Lissa.Sheets@Dell.com
Telephone Number:	1(800) 456-3355, 6185745

Message from your Sales Rep:
Please use the Order button to securely place the order with your preferred payment method online. You may contact your Dell sales team if you have any questions. Thank you for shopping with Dell.

Regards,
Lissa Sheets

Billing Address:
ACCOUNTS PAYABLE
FLOWING WELLS UNIFIED SCH DIST
1556 W PRINCE RD
TUCSON, AZ 85705-3024

Payment Method:
30 Days Inv.

Pricing Summary

	Qty	Unit Price	Subtotal
1. **Dell Pro 14 Plus Laptop or 2-in-1**	6	$1,416.00	$8,496.00

Subtotal:	**$8,496.00**
Shipping &/or Handling:	**$0.00**
Estimated Tax:	**$739.15**
Total (USD):	**$9,235.15**

Shipping Address:
FLOWING WELLS SCHOOL DI
Flowing Wells School District 8 (unified)
1556 W PRINCE RD
TUCSON, AZ 85705-3024

Shipping Method:
Standard Delivery

Product Details

		Qty	Unit Price	Subtotal
1.	 **Dell Pro 14 Plus Laptop or 2-in-1 (PB14250_reg_01)**	6	$1,416.00	$8,496.00

Estimated delivery if purchased today: Dec. 20, 2026

Description		Unique Identifier	Qty
Components			
Enclosure	Dell Pro Plus 14 PB14250	YRT40X_3DK3C9	1
Processor	Intel® Core™ Ultra 5 238V vPro® (40 TOPS NPU, 8 cores, up to 4.7 GHz) with 32GB Memory	YRT40X_77WY0N	1
Operating System	Windows 11 Pro, Copilot+ PC	YRT40X_YJJTKG	1
Operating System Languages	English, French, Spanish, Brazilian Portuguese	YRT40X_G9D9HN	1
Chassis Options	No WWAN (WLAN only)Tray, No RJ-45, Clamshell	YRT40X_X86243	1
Base Options	Integrated Intel® Arc™ graphics for Intel® Core™ Ultra 5 238V vPro® processor, 32 GB LPDDR5x memory	YRT40X_FF4F15	1
Memory	32 GB LPDDR5x, up to 8533 MT/s (onboard)	YRT40X_GF52RD	1
Systems Management	Intel® vPro® Enabled	YRT40X_4RWJN1	1
Storage	512 GB SSD Gen4x4 QLC	YRT40X_94X602	1
Displays	14 in FHD+ (1920x1200), IPS, Antiglare, Non Touch, 400 Nits, 60 Hz, 45% NTSC , FHD + IR cam	YRT40X_D76098	1
Camera	FHD RGB HDR + IR Camera, 1080p at 30 fps, Presence Detection, TNR, Camera Shutter, Microphone	YRT40X_M3KH6P	1
Keyboard	English (US) Backlit Copilot key Keyboard	YRT40X_3TKNGN	1

Wireless	Intel® Wi-Fi 7 BE201, 2x2, 802.11be, Bluetooth® 5.4 wireless card	YRT40X_H27FH2	1
Bluetooth	BE201 Bluetooth® 5.4	YRT40X_W8CXXK	1
Brackets and Cables	Bracket for 2230 SSD	YRT40X_K4JD6M	1
Battery	3-cell, 55 Wh, ExpressCharge™ Capable, ExpressCharge™ Boost Capable	YRT40X_423R9H	1
Power Supply	65W USB-C AC Adapter	YRT40X_TDXWYC	1
Power Cord	E4 Power Cord 1M for US	YRT40X_DH5J18	1
Palmrest	Fingerprint Reader, No Smart Card Reader, incldue Control Vault 3+, No RJ-45	YRT40X_GGKGW1	1
Energy Star	ENERGY STAR Qualified	YRT40X_7HFDHP	1
Intel® Connectivity Performance Suite	Intel® Connectivity Performance Suite	YRT40X_8H3PKW	1
EPEAT	EPEAT Gold with Climate+	YRT40X_D79099	1
Processor Label	Intel® Core™ Ultra 5 vPro® Processor Label	YRT40X_MMYN7K	1
Documentation	Regular - No Documentation	YRT40X_M0G1KW	1
Packaging	Shipping Material (Boxes) - Single Pack Taroko 14	YRT40X_3Y8MYM	1
Software System Management	Dell Additional Software - Dell Pro Laptop	YRT40X_DWMRJD	1
Base Warranty	Basic Hardware Service with Mail-In - Standard - Business Hours Coverage - 12 Month	YRT40X_Y20XNH_12_STD	1
Bracket	Bracket	YRT40X_PPR8XW	1
Packaging Label	Regular - LBL,COO,LNL,CHV,65W,PB14250S	YRT40X_PC9MT1	1
Placemat	Quick Start Guide	YRT40X_K29F1W	1
Systems Management	System Driver PB14250	YRT40X_5H552G	1

Software

Microsoft Office	Activate Your Microsoft 365 For A 30-Day Trial	YRT40X_WCJK8J	1

CONNECT WITH DELL:

Important Notes

Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for Thirty (30) days from the date of this Quote. All products, pricing, and other information are based on the latest information available and are subject to change for any reason. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to Tax_Department@dell.com or ARSalesTax@emc.com, as applicable.

Prices and/or discounts, as applicable, are subject to change: (i) in the event of industry-wide shortages in materials or resources, increases in the cost of manufacturing, currency fluctuations, changes to government charges or tariffs, or other factors outside Supplier's control; (ii) in the event of structural or significant changes in the way Supplier develops its pricing and/or discounting strategy; (iii) if Customer requests changes to Supplier's planned delivery date; or (iv) if Customer materially breaches its commitments under this Quote. If such changes occur, pricing may be adjusted and/or purchase orders may be cancelled by Supplier until the date of shipment, even after an order has been placed. Supplier will give Customer as much notice of these changes as is reasonably practicable under the circumstances. Supplier also reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors and/or Customer changes to Supplier's planned delivery date.

Entire Agreement – This Quote, including the Governing Terms, Schedules, any Offering Specific Terms incorporated by reference and each Order, comprises the complete statement of the agreement of the Parties regarding the subject matter thereof, and may be amended only by written agreement. Terms on any Order or any term or condition on a Customer form have no legal effect and do not modify or supplement these Terms of Sale.

Governing Terms: This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier´s affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at www.dell.com/terms or www.dell.com/oemterms), or for cloud/as-a-Service offerings, the applicable cloud terms of service (identified on the Offer Specific Terms referenced below); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

Supplier Software Licenses and Services Descriptions: Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on www.Dell.com/eula. Descriptions and terms for Supplier-branded standard services are stated at www.dell.com/servicecontracts/global or for certain infrastructure products at www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm.

Offer-Specific, Third Party and Program Specific Terms: Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on www.dell.com/offeringspecificterms ("Offer Specific Terms").

In case of Resale only: Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

In case of Financing only: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

Export or re-export to Russia or Belarus or for use in Russia or Belarus are expressly prohibited. Dell reserves all rights and remedies to enforce this restriction, including injunctive relief, damages, and cancellation/termination.