

Final Posting December 7, 2020, 4:00 p.m.

**REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD**

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

**Tuesday, December 8, 2020**

**6:00 PM**

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

**AMPHITHEATER PUBLIC SCHOOLS**

**MISSION**

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

**We Believe**

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

**We Value**

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

**AGENDA\***

*As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference. Due to pandemic conditions, this meeting will also be streamed live for the public online. The link for the meeting will be posted on the day of the meeting on the District's website, [www.amphi.com](http://www.amphi.com).*

*The following steps will be taken to ensure the safety of staff and the public. Masks are currently required, regardless of vaccination status due to the current pandemic conditions. Anyone with a fever, cough or other symptoms of COVID-19 will not be allowed to attend in person. Attendees will be asked to maintain a recommended distance from others.*

*Persons present at the Board meeting may complete a form requesting to speak to the Board. Individuals who wish to address the Board in-person during Call to the Audience should fill out a public comment card and hand it to the Governing Board Secretary located in the main hallway of the Leadership and Professional Development Center.*

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

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

<sup>2</sup> Information items are for discussion only; no action will be taken.

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

<sup>4</sup> Study session items are for discussion only; no action will be taken.

All comments are limited to 3 minutes to ensure an equitable opportunity to address the Board. In addition, to ensure adequate time is available for other Governing Board business, a maximum time limit for Public Comment will be observed. Those unable to speak within the specified time limits may also submit comments to the Board in writing.

We apologize in advance for any unforeseeable difficulties and ask for your patience as we navigate unprecedented conditions.

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

Ms. Deanna M. Day, M.Ed., President

**2. PLEDGE OF ALLEGIANCE**

Donaldson Elementary School Students

**3. RECOGNITION OF STUDENT ART**

Donaldson Elementary School

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

Tuesday, January 12, 2021 at 6:00 p.m. at the Wetmore Center, 701 W, Wetmore Road, Tucson AZ, 85705 in the Leadership and Professional Development Center, SE Entrance and Parking.

**5. RECOGNITIONS**

- |   |   |
|---|---|
| A. Presentation of Distinguished Service Awards               | 4 |
| B. 2020 Arizona School Public Relations Communications Awards | 5 |

**6. PUBLIC COMMENT**

**7. INFORMATION<sup>1</sup>**

- |                            |   |
|----------------------------|---|
| A. Superintendent's Report | 6 |
|----------------------------|---|

**8. CONSENT AGENDA<sup>3</sup>**

- |   |     |
|---|-----|
| A. Approval of Appointment of Non-Administrative Personnel                      | 29  |
| B. Approval of Personnel Changes  | 32  |
| C. Approval of Leave(s) of Absence  | 37  |
| D. Approval of Separation(s) and Termination(s)                                 | 39  |
| E. Approval of Stipend for Coaching Volunteers                                  | 43  |
| F. Approval of Minutes of Previous Meeting(s)                                   | 46  |
| G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,191,679.57 | 62  |
| H. Acceptance of Gifts  | 63  |
| I. Receipt of October 2020 Report on School Auxiliary and Club Balances         | 65  |
| J. Approval of Parent Support Organization(s) - 2020-2021                       | 75  |
| K. Approval of the 2021-2022 District 301 Plan                                  | 81  |
| L. Summer Institute 2020 Teacher Stipends                                       | 101 |
| M. Approval of 2021-2022 Governing Board Meeting Schedule                       | 102 |
| N. Approval of Supplemental Texts and Materials                                 | 104 |

**9. STUDY/ACTION**

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

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<sup>4</sup> Study session items are for discussion only; no action will be taken.

A. Study and Approval of the Governing Board's Legislative Priorities for the 2021 Fiscal Year	108
B. Study and Approval of the Revised Expenditure Budget for Fiscal Year 2020-2021	111

10. **PUBLIC COMMENT**

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

12. **ADJOURNMENT**

**In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting in the Records Department (Room 114), Wetmore Center, 701 West Wetmore Road, Tucson, Arizona. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible.**

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

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

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**DATE OF MEETING:** December 08, 2020

**TITLE:** Presentation of Distinguished Service Award

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**BACKGROUND:**

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

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

- Jody Shipton, Health Aide, Painted Sky Elementary School
  - Peggy Marner, Teacher, Holaway Elementary School
- 

**RECOMMENDATION:**

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

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**INITIATED BY:**

**Michael Bejarano**  
Associate Superintendent for Secondary Education

**Date: November 19, 2020**

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



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

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**DATE OF MEETING:**        **December 08, 2020**

**TITLE:**            **2020 Arizona School Public Relations Communications Awards**

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**BACKGROUND:**

The Arizona School Public Relations Association (ASPRA) recognizes standards of excellence in school public relations through its annual ASPRA\*tions Awards. Winning entries demonstrate how sound public relations principles (research, analysis, communication and evaluation), creativity and a commitment to improving communications were used in pursuit of organizational goals.

The Amphitheater School District’s Communications Department received several awards this year.

**Social Media**

- Where’s Amphie, *Award of Excellence*

**Special Purpose Publication**

- The Secret, *Award of Merit*

**Multimedia Campaign**

- All-Day Kindergarten, *Award of Merit*

**Video**

- Amphie Holiday Video, *Award of Merit*
- Scotty’s Graduation Video, *Award of Merit*
- The Secret, *Award of Merit*

**Photography**

- Fifth-Grader Visits High School, *Award of Merit*
- The Messy Zone, *Award of Merit*

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**RECOMMENDATION:**

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

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**INITIATED BY:**

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**Date: December 01, 2020**

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



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

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**DATE OF MEETING: December 08, 2020**

**TITLE: Superintendent's Report: Reopening in a Pandemic Update**

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**BACKGROUND:**

The Superintendent and Cabinet Members will be providing a review of recent and future activities in the District and community. The focus will be on programmatic and operational issues, concerns, and progress since schools reopened in hybrid learning model on October 12, 2020.

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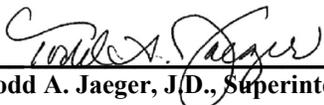
**RECOMMENDATION:**

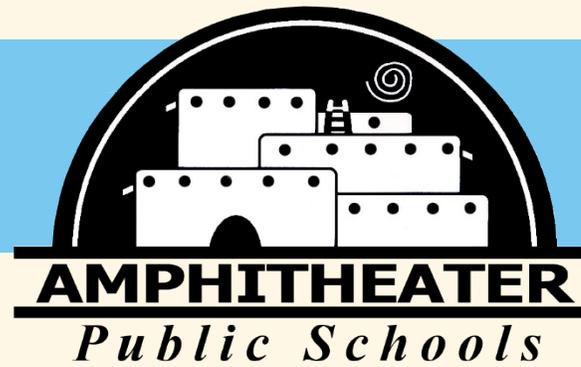
This item is presented for the Board's information.

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**INITIATED BY:**

**Date: November 20, 2020**

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



# Superintendent's Report

Governing Board Meeting  
December 8, 2020





# Views from our Schools

- Learning Activities
- Thank You!



# From Our Schools



First-graders in Mrs. Jech's class at Donaldson Elementary recently spend some time learning about nests and who lives in them. The students researched nests, collected materials outside, and then used them to build part of the nest for their call hedgehog -- Pinecone Hazel Hedgie.



Amphi High physics teacher Mr. Salcido used an activity where students created giant bubbles to teach students about color, iridescence, and the wave property of light.



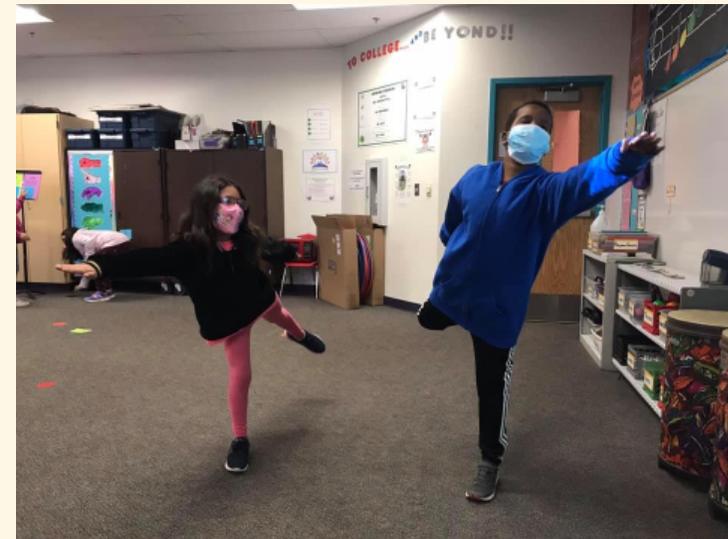
# From Our Schools

Wilson K-8 staff and students held a goodbye parade for longtime groundskeeper Wayne MacGowan. Mr. MacGowan has worked at Wilson since 2001 and has worked in the District even longer, coming into the Amphi Family in 1986.



10

At Prince Elementary, second- and third-graders are in the process of working on their Nutcracker ballet unit in Music. They are learning about the four elements of ballet: dance, acting, music and costumes.





# From Our Schools



Check out the Mesa Verde Motor Lab put together by Mrs. Schleicher. The lab features all kinds of activities, including carpet skating, reindeer hula-hooping and drawing a figure-eight snowman.



# From Our Schools



Amphie is back to his regular duties. He has been visiting schools throughout the District to spread good cheer. Each day as we lead up to Winter Break, Amphie visits a school for a photo shoot. The picture is posted on Facebook, and our followers guess where he is.



# Thank you



The Amphi Foundation's Shoes to Smiles program was at it again earlier this month. Six children at Lulu Walker received new shoes.



COVID safety protocols have required schools to shut off drinking fountains, so students must remember to bring a refillable water bottle to school. The Amphi Foundation purchased and distributed 250 reusable water bottles so that schools will have some to hand out as needed.

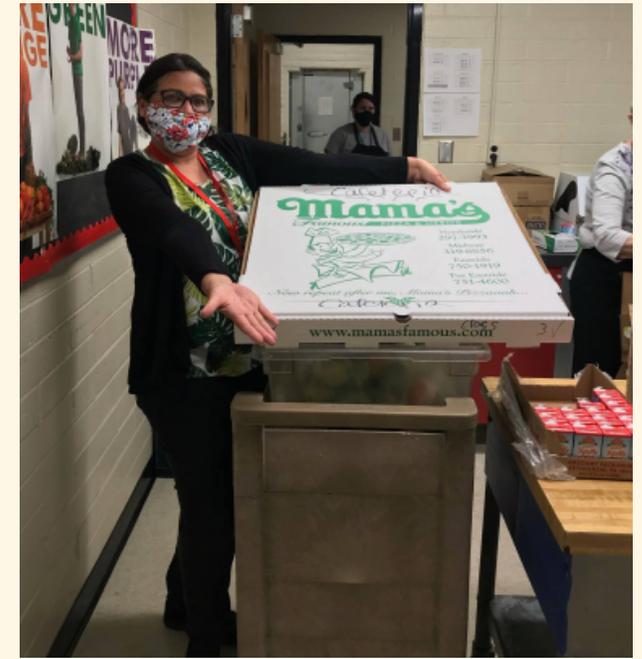
Thank you, Officer Lucero and Officer Figueroa! These two school resources officers from Prince Elementary and Amphitheater Middle School, respectively, sponsored five families for Thanksgiving.





# Thank you

The Amphi Foundation has a long history of supporting the District. Just before Thanksgiving, they took on an extraordinary project to show employees appreciation and gratitude. The gesture came in form of giant pizzas – 200 of them, and 80 trays of salad – all from Mama’s Pizza! The food was distributed to every school and department over the course of two days.





# Reopening Update

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# Where do things stand now?

## PCHD Indicator: Disease Data

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





# Where do things stand now?

## PCHD Indicator: Healthcare System Availability

	Criteria not met	Progress	Criteria met
Lab Testing Availability and Utilization			
Adequate hospital bed capacity to care for 2X the current COVID cases (+ surge) - Statewide			
Sufficient Personal Protective Equipment (PPE) for Emergency Responders			





# Where do things stand now?

## PCHD Indicator: Public Health Tracking and Prevention

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





# Where do things stand now?

## PCHD Indicators Summary

• 2 

4 

• 5 

3 

• 2 

2 

(November 27)

(December 3)

Current County health metrics still guide only toward hybrid learning presently.

When all indicators are green: full reopening



# School COVID-19 Info per PCHD

- The transmission rate inside schools (county-wide) is about 2.8%.
- The number of cases in schools is growing but the vast majority of cases are being contracted outside of schools.
- Community-based spread is the big issue – not school spread.
- Mitigation (masks, social-distancing and contact tracing) is working and keeping COVID-19 outbreaks out of schools.
- Of 72 school campus transmission cases, 46 were associated with athletic activities such as football or cheerleading.

*“The last thing that we need to do as a preventative measure — the very last thing — is shut down our schools,” Eller says. “That should be the absolute last option on the table. We should be taking away all the other options <sup>20</sup> before that: The bars need to get closed down; the gyms should close back down, the restaurants. From a public-health approach, that’s the correct way to do it.”*

*“The problem isn’t the schools,” he said. “So why would we shut down something that isn’t part of the problem. The problem is all these other social settings. ... It doesn’t make sense to shut down something that’s working.”*

Brian Eller, PCHD Schools Liaison,  
as quoted in Ariz. Daily Star, December 5, 2020

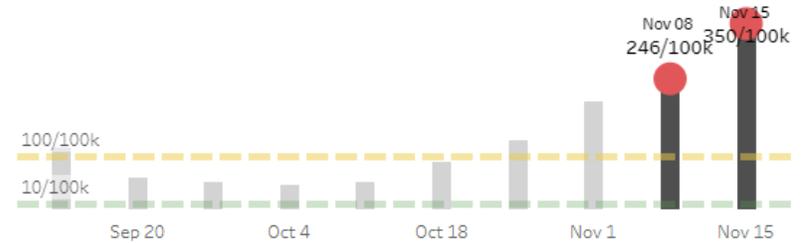


# State School Guidance: Hybrid Model

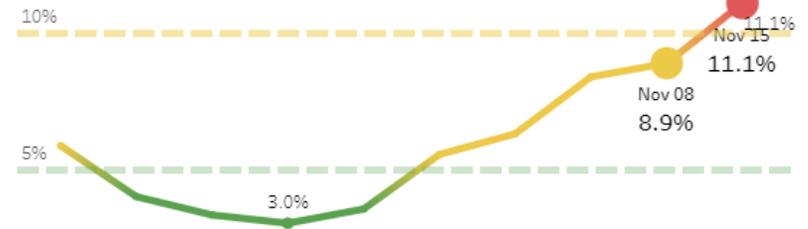
Showing data for **Pima County**  
(Southeastern Region)

Recommended Delivery Model: **Hybrid**

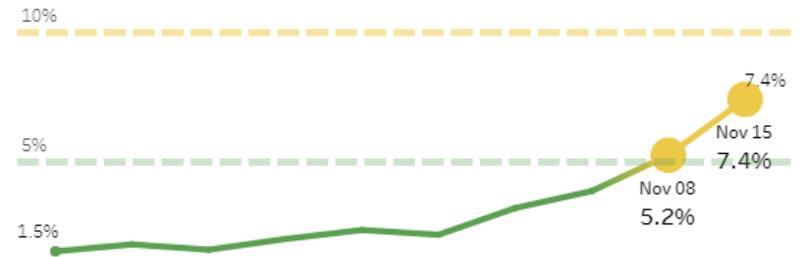
1) Cases per 100,000 individuals

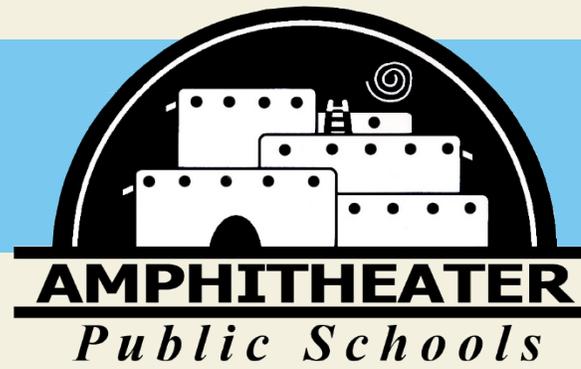


2) Percent positivity



3) Hospital visits for COVID-like illnesses in the region





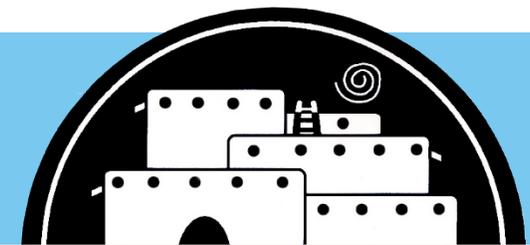
# Update from School Operations

22



# Mike Bejarano

## Associate Superintendent for Secondary Education



### Secondary Education

Our schools are finding creative ways to make the Hybrid model work.

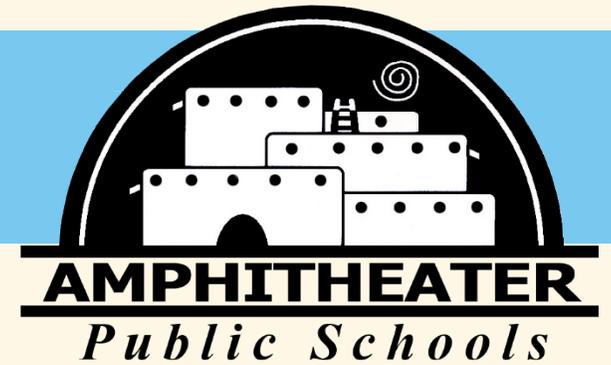
Here are a few examples:

- Spirit Week
- DNA Lab
- Engineering collaboration
- Choir Practice
- Club Meetings [Choir Practice](#)
- Selfies for Student IDs
- STEM- Puppet Making, Graham Cracker Houses and Marshmallow and Spaghetti Challenge



# Dr. Roseanne Lopez

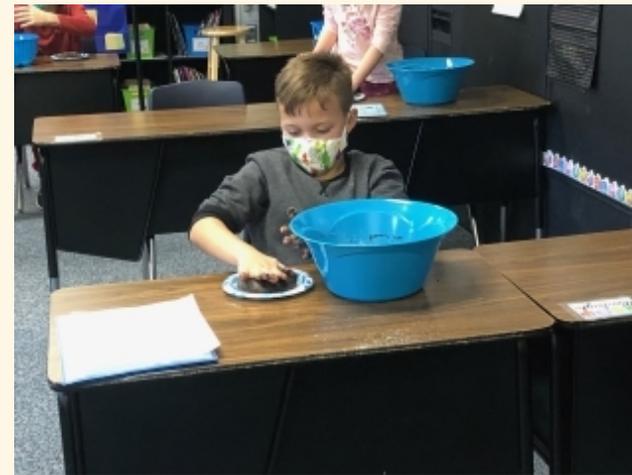
## Associate Superintendent for Elementary Education



### ***Creative Approaches to Hybrid Instruction***

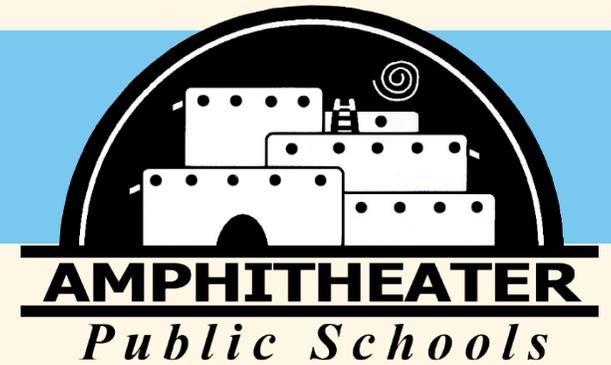
- High student engagement on the two in-person days
- AAO STEM boxes from a STEM Can Grant
- Mesa Verde students learning about rocks and minerals and creating their own fossils

24



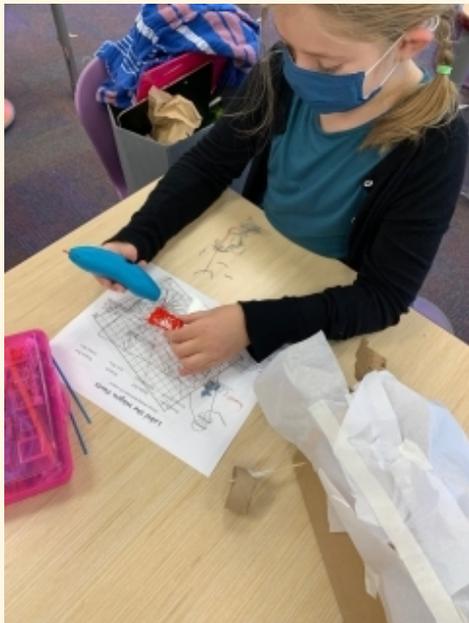
# Dr. Roseanne Lopez

## Associate Superintendent for Elementary Education



### ***Creative Approaches to Hybrid Instruction***

- At Innovation Academy a new twist on Oregon Trail....3D design pens
- At Donaldson noticing a transfer of skills from SEL to other curriculum areas
- Painted Sky band concert “drive thru” for parents



# Challenges



- Increasing the number of students who “log on” and engage during at home learning days
- Covering for both certified and classified employees who are either sick or in quarantine

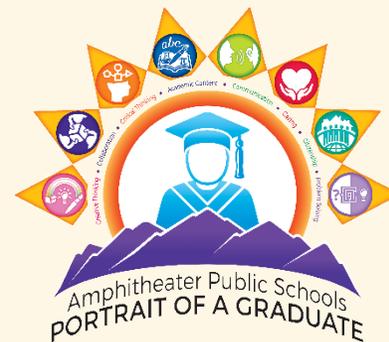
# Amphi Academy Online Update

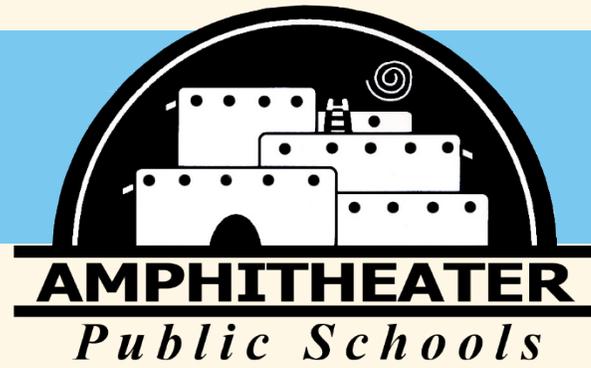
## Wait List Numbers as of December 8, 2020

Elementary: 83

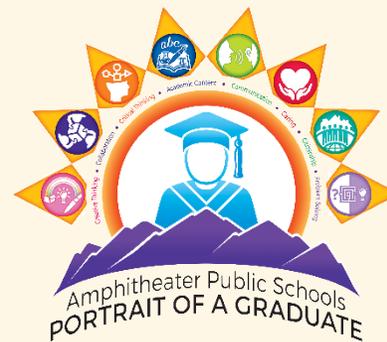
Secondary: 177

AAO Elementary Survey





Questions?





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

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**DATE OF MEETING:** December 8, 2020

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

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**BACKGROUND:**

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of December 7, 2020.

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**RECOMMENDATION:**

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

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**INITIATED BY:**

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

Date: December 7, 2020

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Todd A. Jaeger, J.D., Superintendent

12/8/2020

**GOVERNING BOARD MEETING  
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY	COMMENT
Sheber	Drake	Teacher - Grade 1	CT	Innovation Academy	CTT-BA	0 years	Replacement	True	Mr. McConnell	
Brown	Dakota	Custodian I	CL	Wilson K-8 School	D	N/A	Replacement		Ms. Sullivan	
Carozzoni	Kelly	Secretary I	CL	CDO High School	E	N/A	Replacement		Ms. Bulleigh	
Carreon	Ricardo	Food Service Attendant I	CL	Painted Sky Elementary	A	N/A	Replacement		Ms. Papajohn	
Cox	Debra	Bus Driver Trainee	CL	Transportation	A	N/A	New		Ms. Frye-George	
Cristo	Jocelyn	Custodian I	CL	CDO High School	D	N/A	Replacement		Ms. Bulleigh	
Curtis	Casie	Accountant	CL	Wetmore Center	O	0 years	Replacement		Mr. Wadhams	
Escamilla De Gom	Amalia	Custodian I	CL	Amphi Middle School	D	N/A	New		Ms. Wichers	
Escamilla De Gom	Amalia	Custodian I	CL	Prince Elementary	D	N/A	New		Ms. Shebar	
Garcia	Estela	Food Service Attendant III - Lead	CL	Amphi High School	H	2 years	Replacement		Ms. Cribbs	
Hunst	Shannon	Special Education Teaching Assistan	CL	Harelson Elementary	E	N/A	Replacement		Mr. Weaver	
Loza	Maria	Custodian I	CL	Amphi High School	D	N/A	Replacement		Mr. Malis	30
Marsala	Nancy	Secretary I	CL	Ironwood Ridge High	E	N/A	Replacement		Mr. Munger	
Marsala	Nancy	Clerk II	CL	Ironwood Ridge High	C	N/A	Replacement		Mr. Munger	
McCoy	Christie	Custodian I	CL	Painted Sky Elementary	D	N/A	New		Ms. Papajohn	
Millanes	Celia	Custodian I	CL	Copper Creek Elementary	D	N/A	Replacement		Mr. Abney	
Pereyda	Clarissa	Attendance Clerk	CL	Amphi High School	D	N/A	New		Mr. Malis	

* 2019-2020 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	MSP Middle School Principal	ADCL	Addendum Classified
New	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	ESA Elementary Assistant Principal	CT	Certified
	SAS Support Administrator	CL-AD	Classified Administrative
		CL	Classified
		PR	Professional
		ASW	Student Worker

12/08/2020  
**GOVERNING BOARD MEETING  
 APPOINTMENTS**

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Adkins	Jeffrey		CT		11/04/2020	
Chavez	Justin		CT		11/03/2020	
Colson	Shari		CT		10/22/2020	
Covert	Abby		CT		11/02/2020	
Croaker	Evangeline		CT		10/28/2020	
Diaz-Hofmann	Elsa		CT		11/13/2020	
Haley	Donna		CT		10/28/2020	
Hamblin	Anderson		CT		10/30/2020	
Immerman	Jared		CT		10/21/2020	
Koch	David		CT		11/04/2020	
Kose	Stefani		CT		11/03/2020	
Moon	Christine		CT		11/12/2020	
Moore	Matilda		CT		11/04/2020	
Morin	Paul		CT		10/20/2020	
Orlosky	Mackenzie		CT		10/22/2020	
Smith	Sheri		CT		11/03/2020	
Weiser	Donald		CT		11/04/2020	
Burge-Dowling	Kimmie		CL		10/28/2020	
Cervantes Cortez	Jorge		CL		10/20/2020	
Ciuffetelli	Richard		CL		10/30/2020	
Colaiani	Courtney		CL		10/29/2020	
Grant	Renee		CL		10/19/2020	
Leyva	Julia		CL		11/13/2020	
Matheson	Sharon		CL		11/13/2020	
Stern	Kenna		CL		10/27/2020	
Taylor	Samantha		CL		11/13/2020	
Wilson	Karen		CL		10/28/2020	

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AD Administrative  
 PR Professional  
 CT Certified  
 CL Classified



GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

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**DATE OF MEETING:** December 8, 2020

**TITLE:** Approval of Personnel Changes

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**BACKGROUND:**

Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of December 7, 2020.

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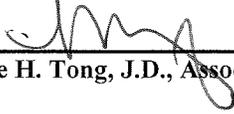
**RECOMMENDATION:**

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

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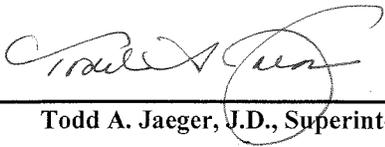
**INITIATED BY:**

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

Date: December 7, 2020

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Todd A. Jaeger, J.D., Superintendent

12/8/2020

**GOVERNING BOARD MEETING  
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Avila	Paul	Teacher - Special Education Resc	CT-301	CDO High School	301 Payment			\$600.00
Bishop	Jordan	Teacher - Grade 3	CT-301	Prince Elementary	301 Payment			\$600.00
Nenadovich	Heather	Teacher - Kindergarten	CT-301	Copper Creek Elementary	301 Payment			\$600.00
Ambrosio	Trish	Teacher - Mathematics	CT	Amphi Academy Online	Transfer		N/A	
Petry	Carolyn	Teacher - Grade 1	CT	Amphi Academy Online	Increase FTE		N/A	
Wallace	Jan	Social Worker	CL-PR	Amphi High School	Decrease FTE		N/A	
Cuestas	Stephanie	Human Resource Specialist	CL	Wetmore Center	Promotion	I	+\$0.57	
Garcia	Juan	Lead Irrigation Systems Mechanic	CL	Facilities Support	Promotion	L	+\$3.02	
Graves	Martha	Special Education Teaching Assis	CL	Copper Creek Elementary	Transfer	E	N/A	
Johnson	Pamela	Assistant to Audiologist	CL	Wetmore Center	Decrease FTE		N/A	
Maldonado	Christina	Food Service Attendant II	CL	Coronado K-8 School	Increase FTE		N/A	
Maldonado	Christina	Food Service Attendant II	CL	Coronado K-8 School	Promotion	B	+\$0.49	33
Owara	Sumi	Food Service Attendant I	CL	CDO High School	Increase FTE		N/A	
Petty	Giovanna	Cook I	CL	CDO High School	Increase FTE		N/A	
Pham	Khanh	Special Education Teaching Assis	CL	Wilson K-8 School	Transfer	E	N/A	
Vazquez Sanchez	Elva	Administrative Assistant I	CL	Wetmore Center	Promotion	J	+\$2.12	
Acevedo	Stephanie	Teacher - Special Education Resc	ADCT	Amphi Academy Online	Added Duty			\$3,274.69
Ambrosio	Trish	ADDN - Essential Recruit Stipend	ADCT	Ironwood Ridge High	Correction			\$530.73
Ambrosio	Trish	ADDN - Essential Recruit Stipend	ADCT	Amphi Academy Online	Addendum			\$1,336.59
Apodaca	Jason	Coach - Basketball Head HS	ADCT	CDO High School	Addendum			\$3,000.00

*	2019-2020 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Demotion	Voluntary demotion	CL	Classified
Extension	End date being extended	PR	Professional
Increase FTE	Increase in hours/contract	EL	Elementary
Promotion	Employee receiving a promotion to another position	MS	Middle School
Reassignment	Employee moving to another position at the direction of the administration	HS	High School
Status Change	Employee changing status (i.e. short term to career)		
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		

# GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Arthurs	Robbin	Curriculum & Instructional Support	ADCT	Wetmore Center	Added Duty			\$840.00; Satisfaction of claim
Avila	Paul	Special Events Worker	ADCT	CDO High School	Addendum			\$12.00 per hour
Avila	Paul	Coach - Golf Assistant HS	ADCT	CDO High School	Addendum			\$1,000.00
Bell	Morgann	ADDN - Certified Tutor	ADCT	Prince Elementary	Correction			Correction to site
Berry-Kelley	Monique	ADDN - Student Council EL	ADCT	Walker Elementary	Addendum			\$950.00
Bjork	Susan	ADDN - Certified Tutor	ADCT	La Cima Middle School	Addendum			\$30.00 per hour
Christensen	Brittney	Teacher - Special Education Resc	ADCT	Amphi Academy Online	Added Duty			\$3,274.69
Duran	Monica	Coach - Spiritleading Assistant W	ADCT	Amphi High School	Addendum			\$2,250.00
Frick	Sumaya	Career Education & Internship Co	ADCT	Wetmore Center	Added Duty			\$7,000.00
Fulks	Neal	Special Events Worker	ADCT	Ironwood Ridge High	Addendum			\$12.00 per hour
Garbera	Shawn	Special Events Worker	ADCT	Ironwood Ridge High	Addendum			\$12.00 per hour
Gipson	Lori	Special Events Worker	ADCT	Ironwood Ridge High	Addendum			\$12.00 per hour
Godlewski	Fabienna	Teacher - Mathematics	ADCT	Amphi Academy Online	Added Duty			\$8,053.32
Habinek	Daniel	Special Events Worker	ADCT	Ironwood Ridge High	Addendum			\$12.00 per hour
Haverty	Matthew	Special Events Worker	ADCT	Amphi High School	Addendum			\$12.00 per hour
Heagle	Denise	Teacher - ELL/SEI	ADCT	Amphi Academy Online	Added Duty			\$3,263.10
Hurley	Benjamin	Coach - Basketball Head HS	ADCT	Amphi High School	Addendum			\$3,000.00
Huseby	Jayne	ADDN - Extra Hours	ADCT	Wetmore Center	Added Duty			\$33.67 per hour
Kati	Stephanie	ADDN - AZELLA Testing	ADCT	Wetmore Center	Addendum			\$30.00 per hour
Keene	Bonnie	Teacher - Mathematics	ADCT	Amphi Academy Online	Added Duty			\$7,028.33
Kipley	Kayla	Coach - Spiritleading Head Winter	ADCT	Amphi High School	Addendum			\$2,450.00
Kuhn	Brandon	Special Events Worker	ADCT	Amphi High School	Addendum			\$12.00 per hour

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*	2019-2020 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Demotion	Voluntary demotion	CL	Classified
Extension	End date being extended	PR	Professional
Increase FTE	Increase in hours/contract	EL	Elementary
Promotion	Employee receiving a promotion to another position	MS	Middle School
Reassignment	Employee moving to another position at the direction of the administration	HS	High School
Status Change	Employee changing status (i.e. short term to career)		
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		

# GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Wolf	Erik	Coach - Soccer Head HS	ADCT	Ironwood Ridge High	Addendum		\$3,000.00	
Baron	Craig	ADDN - Yearbook MS	ADCL	Cross Middle School	Addendum		\$1,170.73	
Corea	Yolanda	Instructional Aide - Classroom	ADCL	La Cima Middle School	Addendum		\$12.00 per hour	
Daigle	Seleste	Instructional Aide - Classroom	ADCL	Keeling Elementary	Addendum		\$12.00 per hour	
Grammer	Angela	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$12.60 per hour	
Israel	Brenda	Special Events Worker	ADCL	Ironwood Ridge High	Addendum		\$12.00 per hour	
Israel	Ira	Special Events Worker	ADCL	Ironwood Ridge High	Addendum		\$12.00 per hour	
Jimenez	Raul	ADDN - Extra Curric. Activ. Direct	ADCL	CDO High School	Addendum		\$2,850.00	
Lopez	Sahara	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$13.59 per hour	
Martinez	David	Special Events Worker	ADCL	Ironwood Ridge High	Addendum		\$12.00 per hour	
Martinez	David	Special Events Worker	ADCL	CDO High School	Addendum		\$12.00 per hour	

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*	2019-2020 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Demotion	Voluntary demotion	CL	Classified
Extension	End date being extended	PR	Professional
Increase FTE	Increase in hours/contract	EL	Elementary
Promotion	Employee receiving a promotion to another position	MS	Middle School
Reassignment	Employee moving to another position at the direction of the administration	HS	High School
Status Change	Employee changing status (i.e. short term to career)		
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		

# GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Langley	Shannon	ADDN - Extra Hours	ADCT	Wetmore Center	Added Duty		\$30.50 per hour	
Mansour	Ghada	ADDN - Certified Tutor	ADCT	Prince Elementary	Addendum		\$30.00 per hour	
Mcdole	Kimberly	ADDN - Academic Assistant EL	ADCT	Keeling Elementary	Addendum		\$529.27	
Mcgowan	Alissa	Special Events Worker	ADCT	Ironwood Ridge High	Addendum		\$12.00 per hour	
Mendivil	Jorge	Special Events Worker	ADCT	Amphi High School	Addendum		\$12.00 per hour	
Mendivil	Jorge	ADDN - Extra Curric. Activ. Direct	ADCT	Amphi High School	Addendum		\$1,425.00	
Mendivil	Jorge	Coach - Weight Training HS	ADCT	Amphi High School	Addendum		\$2,600.00	
Mounts	Brianna	ADDN - Technology Coach EL	ADCT	Keeling Elementary	Addendum		\$1,096.34	
Murrell	Marley	ADDN - Flags Coach HS	ADCT	Amphi High School	Addendum		\$1,250.00	
Nelson	Katherine	ADDN - Extra Hours	ADCT	Ironwood Ridge High	Added Duty		\$22.86 per hour	
Nelson	Katherine	ADDN - Extra Hours	ADCT	Ironwood Ridge High	Added Duty		\$22.86 per hour	
Ochoa	Joy	Coach - 2nd Q. Extracurricular Ac	ADCT	Coronado K-8 School	Addendum		\$2,000.00	
Peru	Rachel	Coach - 2nd Q. Extracurricular Ac	ADCT	Cross Middle School	Addendum		\$2,000.00	
Pincus	Mark	Special Events Worker	ADCT	Ironwood Ridge High	Addendum		\$12.00 per hour	36
Raikes	Victoria	ADDN - Student Council MS	ADCT	Cross Middle School	Addendum		\$1,350.00	
Reid	Raymond	Coach - Basketball Assistant HS	ADCT	Ironwood Ridge High	Addendum		\$2,400.00	
Sandoval	Gary	ADDN - Extra Curric. Activ. Direct	ADCT	Amphi High School	Addendum		\$1,425.00	
Valencia	Brian	Coach - Soccer Assistant HS	ADCT	Amphi High School	Addendum		\$2,400.00	
Watkins	Sean	Coach - Soccer Head HS	ADCT	Ironwood Ridge High	Addendum		\$3,000.00	
Watson	Diedre	ADDN - National Jr. Honor Societ	ADCT	Amphi Middle School	Addendum		\$512.20	
Watson	Forrest	Coach - Basketball Head HS	ADCT	Amphi High School	Addendum		\$3,000.00	
Willis	John	ADDN - Athletic Equipment Tech.	ADCT	Amphi High School	Addendum		\$1,850.00	

*	2019-2020 School Year					ADCT	Addendum Certified	
Addendum	Employee receiving extra-curricular position or stipend					ADCL	Addendum Classified	
Added Duty	Employee working additional hours or days					ADACS	Addendum Amphi Community Schools	
Additional Position	Employee working an additional position					CT-AD	Certified Administrative	
Correction	Correction to contract					CT	Certified	
Decrease FTE	Decrease in hours					CL-AD	Classified Administrative	
Demotion	Voluntary demotion					CL	Classified	
Extension	End date being extended					PR	Professional	
Increase FTE	Increase in hours/contract					EL	Elementary	
Promotion	Employee receiving a promotion to another position					MS	Middle School	
Reassignment	Employee moving to another position at the direction of the administration					HS	High School	
Status Change	Employee changing status (i.e. short term to career)							
Temporary	Employee working for a limited period of time							
Transfer	Employee moving from one position to another							



GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

---

DATE OF MEETING: December 8, 2020

TITLE: Approval of Leave(s) of Absence

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**BACKGROUND:**

Leave(s) of absence will be presented herein and are current as of December 7, 2020.

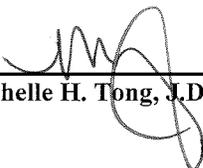
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**RECOMMENDATION:**

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

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**INITIATED BY:**

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

Date: December 7, 2020

  
Todd A. Jaeger, J.D., Superintendent

12/8/2020

**GOVERNING BOARD MEETING  
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Ambrosio	Trish	Teacher - Mathematics	CT	Ironwood Ridge High	11/02/2020	Return date
Ettenger	Kerry	Teacher - Language Arts	CT	CDO High School	11/02/2020	Return date
Baez German	Yvonne	Special Education Teaching Assist	CL	Nash Elementary	10/12/2020	Start date
Dooner	Theresa	Bus Driver	CL	Transportation	11/16/2020	Return date
Dooner	Theresa	Bus Driver	CL	Transportation	10/14/2020	Start date
Duarte-Jungerma	Blanca	Food Service Attendant III - Lead	CL	Painted Sky Elementary	09/18/2020	Start date
Elish	Debra	Bookkeeper II	CL	Wetmore Center	11/10/2020	Start date
Erives	Alonso	Custodian I	CL	Amphi Middle School	10/16/2020	Start date
Graham	Sean	Custodian I	CL	Painted Sky Elementary	11/02/2020	Return date
Jackson	Laurel	Clerk II	CL	Federal/State Programs	11/03/2020	Start date
Mendibles	Sherrilee	Transportation Attendant	CL	Transportation	10/23/2020	Start date
Ochoa	Adelina	Bus Driver	CL	Transportation	11/03/2020	Start date
Ornelas	Ana	Cook II	CL	Prince Elementary	11/02/2020	Return date
Rappeport	Michael	Custodian I	CL	Wetmore Center	11/06/2020	Start date
Vasquez	Megan	Special Education Teaching Assist	CL	Rillito Center	10/29/2020	Return date
Vasquez	Megan	Special Education Teaching Assist	CL	Rillito Center	10/12/2020	Start date

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- \* 2019-2020 School Year
- CT-AD Certified Administrative
- CT Certified
- CL-AD Classified Administrative
- CL Classified
- PR Professional



GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

---

**DATE OF MEETING:** December 8, 2020

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

---

**BACKGROUND:**

Separation(s) and termination(s) will be presented herein. Separations are current as of December 7, 2020.

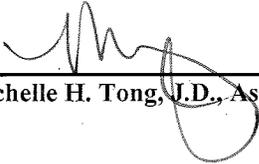
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**RECOMMENDATION:**

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

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**INITIATED BY:**

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

Date: December 7, 2020

  
Todd A. Jaeger, J.D., Superintendent

12/8/2020

**GOVERNING BOARD MEETING  
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Huang	Frederick	Counselor	CT-PR	Amphi High School	12/11/2020	Breach of Contract	
Ryan	Robbin	Teacher - Cross Categorical	CT	Nash Elementary	12/18/2020	Resignation	
Bell	Sandra	Food Service Attendant I	CL	Wilson K-8 School	10/06/2020	Resignation	
Cruz	Jose	Custodian I	CL	CDO High School	10/27/2020	Resignation	
Dearmore	Helen	Accountant	CL	Wetmore Center	12/04/2020	Correction	correction to separation date
Dominguez	Richard	Bus Driver Trainee	CL	Transportation	11/19/2020	Resignation	
Duarte	Andrea	Food Service Attendant I	CL	Amphi Middle School	11/20/2020	Resignation	
Dunsavage	Angelica	Instructional Aide - Classroom	CL	Ironwood Ridge High	09/18/2020	Resignation	
Grant	Elizabeth	Food Service Attendant I	CL	Wilson K-8 School	10/22/2020	Resignation	
Johnson	Alicia	Special Education Teaching	CL	Holaway Elementary	11/18/2020	Resignation	
Leyva	Julia	Special Education Teaching	CL	Rio Vista Elementary	11/13/2020	Resignation	
Lynch	Robert	Custodian I	CL	Harelson Elementary	11/06/2020	Resignation	
Lytle	Elizabeth	Payroll Specialist I	CL	Wetmore Center	12/04/2020	Resignation	
MacGowan	Wayne	Groundskeeper II	CL	Facilities Support	12/04/2020	Retirement	
Mali	Keeley	Campus Monitor	CL	Wilson K-8 School	11/18/2020	Resignation	
Matheson	Sharon	Special Education Teaching	CL	Wilson K-8 School	11/06/2020	Resignation	
Miller	Stacie	Nutrition & Wellness Secreta	CL	Food Service Admin	12/09/2020	Resignation	
Moss	Aimee	Library Assistant	CL	Donaldson Elementary	12/04/2020	Resignation	
Ornelas	Ana	Cook II	CL	Amphi Middle School	11/09/2020	Resignation	
Salinas	Rick	Groundskeeper II	CL	Facilities Support	10/30/2020	Resignation	
Sanchez	Bianca	Food Service Attendant I	CL	Coronado K-8 School	10/02/2020	Resignation	
Taylor	Samantha	Special Education Teaching	CL	Wilson K-8 School	11/06/2020	Resignation	
Vidal	Evelyn	Bus Driver	CL	Transportation	11/30/2020	Resignation	

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*	2019-2020 School Year	ADCT	Addendum Certified
Budget RIF	Reduction in force due to budget	ADCL	Addendum Classified
Abandonment	Employee abandoned position	ADDM	Addendum Only
Breach of Contract	Employee did not fulfill contract	CT-AD	Certified Administrative
Dismissal	Employee terminated by the District	CT	Certified
Resignation	Employee resigning from the District	CL-AD	Classified Administrative
Retirement	Employee retiring from the District	CL	Classified
		PR	Professional

# GOVERNING BOARD MEETING SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Voita	Alexandra	Food Service Attendant I	CL	Coronado K-8 School	10/30/2020	Correction	correction to separation date
Wilson	Richelle	Library Assistant	CL	Harelson Elementary	12/02/2020	Resignation	

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*	2019-2020 School Year					ADCT	Addendum Certified
Budget RIF	Reduction in force due to budget					ADCL	Addendum Classified
Abandonment	Employee abandoned position					ADDM	Addendum Only
Breach of Contract	Employee did not fulfill contract					CT-AD	Certified Administrative
Dismissal	Employee terminated by the District					CT	Certified
Resignation	Employee resigning from the District					CL-AD	Classified Administrative
Retirement	Employee retiring from the District					CL	Classified
						PR	Professional

12/08/2020

Substitutes

GOVERNING BOARD MEETING  
SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Gilbert Taylor	Kristin		CT		10/19/2020	
Neff	Deborah		CT		10/19/2020	

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AD Administrative  
PR Professional  
CT Certified  
CL Classified



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

---

**DATE OF MEETING:** December 8, 2020

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

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**BACKGROUND:**

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of December 7, 2020.

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**RECOMMENDATION:**

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

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**INITIATED BY:**

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

Date: December 7, 2020

12/8/2020

**GOVERNING BOARD MEETING  
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Bauer	Nathen	Coach - Wrestling Head HS	Amphi High School	Stipend	\$3,000.00
Berson	Todd	Coach - Football Assistant HS	Ironwood Ridge High	Stipend	\$1,250.00
Bock	William	Coach - Soccer Head HS	CDO High School	Stipend	\$3,000.00
Broderick	Reid	Coach - Basketball Assistant HS	Amphi High School	Stipend	\$2,400.00
Cain	Tad	Coach - Basketball Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Cedeno	Pablo	Coach - Spiritleading Assistant W	Amphi High School	Stipend	\$1,125.00
Comer	Cody	Coach - Wrestling Assistant HS	CDO High School	Stipend	\$2,400.00
Cross	Daron	Coach - Basketball Head HS	Ironwood Ridge High	Stipend	\$3,000.00
Cross	Margaret	Coach - Basketball Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Delgado	Anthony	Coach - Soccer Head HS	CDO High School	Stipend	\$3,000.00
Frederick	Michael	Coach - Soccer Head HS	Amphi High School	Stipend	\$3,000.00
Gonzales	Michael	Coach - Soccer Head HS	Amphi High School	Stipend	\$3,000.00
Gwion	Darus	Coach - Soccer Assistant HS	Amphi High School	Stipend	\$2,400.00
Kimberlin	Jon	Coach - Basketball Head HS	Ironwood Ridge High	Stipend	\$3,000.00
Kline	Joseph	Coach - Wrestling Head HS	Ironwood Ridge High	Stipend	\$3,000.00
Kovacs	Ronald	Coach - Soccer Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Leake	Clifton	Coach - Basketball Assistant HS	CDO High School	Stipend	\$2,400.00
Lord	Robert	Coach - Wrestling Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Marshall	Shealeigh	Coach - Spiritleading Assistant W	Amphi High School	Stipend	\$1,125.00
Miranda Salinas	Abelardo	Coach - Soccer Assistant HS	CDO High School	Stipend	\$2,400.00

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\* 2019-2020 School Year

**GOVERNING BOARD MEETING  
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Morales	Ramon	Coach - Football Assistant HS	Ironwood Ridge High	Stipend	\$2,500.00
Nielsen	Kenn	Coach - Soccer Assistant HS	CDO High School	Stipend	\$2,400.00
Partridge	Sean	Coach - Basketball Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00
Pena	Thomas	Coach - Basketball Assistant HS	CDO High School	Stipend	\$2,400.00
Senzee	David	Coach - Basketball Head HS	CDO High School	Stipend	\$3,000.00
Sholes	David	Coach - Wrestling Head HS	CDO High School	Stipend	\$3,000.00

\* 2019-2020 School Year



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

---

**DATE OF MEETING:**      **December 08, 2020**

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

---

**BACKGROUND:**

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

November 17, 2020

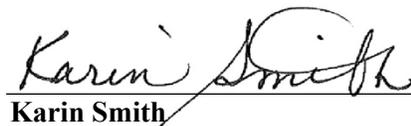
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**RECOMMENDATION:**

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

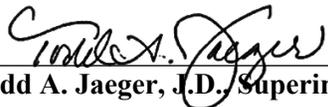
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**INITIATED BY:**



**Karin Smith**  
**Executive Assistant to the Superintendent & Governing Board**

**Date: November 20, 2020**

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

**Minutes of the Regular Governing Board Meeting  
Amphitheater Public Schools  
Tuesday, November 17, 2020**

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A Regular public meeting of the Governing Board of Amphitheater Public Schools was held Tuesday, November 17, 2020, beginning at 6:00 p.m. at the Wetmore Center, 701 West Wetmore Road, Tucson AZ in the Leadership & Professional Development Center. The meeting was held under COVID-19 pandemic related conditions.

**Governing Board Members Present**

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

**Superintendent's Cabinet Members Present**

Mr. Todd A. Jaeger, J.D., Superintendent  
Dr. Roseanne Lopez, Associate Superintendent for Elementary Education  
Mr. Michael Bejarano, Associate Superintendent for Secondary Education  
Ms. Michelle H. Tong, J.D., Associate to the Superintendent and Legal Counsel  
Mr. Scott Little, Chief Financial Officer  
Ms. Kristin McGraw, Director of Student Services  
Ms. Tassi Call, Director of 21<sup>st</sup> Century Education  
Dr. Shannon McKinney, Director of Curriculum and Assessment  
Mr. James Burns, Executive Manager of Operational Support  
Ms. Michelle Valenzuela, Director of Communications

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

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

*President Day noted that this meeting was being streamed live for compliance with Centers for Disease Control and Prevention (CDC) recommendations for public gatherings during the COVID-19 pandemic. Amphi will be following CDC recommendations for public gatherings. She noted that Arizona law permits Board members to attend meetings by videoconference or telephone. In addition, she requested that all persons present exercise safe social distancing for this Board meeting. There was a quorum at this meeting.*

**PLEDGE OF ALLEGIANCE**

Superintendent Jaeger announced the Pledge of Allegiance will be led virtually by students from Canyon del Oro High School. The video presentation began with Principal Tara Bulleigh, also appearing via video and introducing the students leading the Pledge of Allegiance. She said they are members of the Link Crew, upper classman who serve as mentors and role models for freshman and new students. They are Maeona Moseley, Josephine Taylor and Alyssa Pitpitan.

**2. RECOGNITION OF STUDENT ART**

Superintendent Jaeger acknowledged the art displayed in the Governing Board room was done by

students from Canyon del Oro High School. Through a video presentation, CDO art teacher Ms. Gina Beca explained the different media, techniques, and styles used in the artwork on exhibit.

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

President Day announced the next Board meeting would be held on Tuesday, December 8, 2020 at 6:00 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705 in the Leadership and Professional Development Center.

**4. RECOGNITIONS**

**A. Presentation of Distinguished Service Awards**

Superintendent Jaeger asked Mr. Bejarano to introduce this award and the recipients.

Mr. Bejarano explained that the Distinguished Service Award (DSA) is presented monthly to employees to recognize them for their initiative, collaboration, loyalty, and contribution to the Amphitheater School District. These employees represent a high level of dedication and commitment to the Amphi family, and the values and mission of the District.

Mr. Bejarano announced the Distinguished Service Award recipient for classified staff for the month of November 2020 was Ms. Mary Thatcher, Administrative Assistant at Prince Elementary School. A video presentation was shown honoring Ms. Thatcher for the work she has done in the District.

Mr. Bejarano announced the Distinguished Service Award recipient for certified staff for the month of November 2020 was Mr. Robert Retherford, Teacher at Coronado K-8 School. A video presentation was shown honoring Mr. Retherford for the work he has done in the District.

On behalf of the Board, the District presented Ms. Thatcher and Mr. Retherford with a certificate, a DSA award, and a gift card from the Amphi Foundation. A group picture of Ms. Thatcher, Mr. Retherford, the Governing Board, and Superintendent Jaeger was taken to mark the occasion.

**B. Recognition of Canyon del Oro High School Division II Boys Swimming and Diving Champion**

Superintendent Jaeger noted that even with a late start to fall athletics, Amphi had some real athletic successes. He asked Mr. Marco Dominguez, Assistant Principal and Athletic Director at Canyon del Oro High School (CDO) to introduce this award.

Mr. Dominguez remarked that his job is to create an environment where kids succeed, but the athletes and coaches deserve all the credit. He introduced Coach Jen Inboden and asked her to present this recognition.

Coach Inboden thanked the Governing Board for approving the fall sports season. She introduced CDO student Riley Stewart and noted that he has been recognized in past years for his accomplishments in this sport. This year Riley is being recognized as the Division II State Champion in the 200 in the Individual Medley (IM). She noted that the last time CDO took a state champion in the IM was back in 1991. She also noted that due to the pandemic, awards were not given at the competition and presented Riley with his championship medal.

On behalf of the Board, the District presented Riley with a certificate of congratulations. A group picture was taken with Riley, his parents, Coach Inboden, the Governing Board, and Superintendent Jaeger to mark the occasion.

**C. Recognition of Ironwood Ridge High School Division II Boys Swimming and Diving Runner-Up**

Superintendent Jaeger commented that we have some very good swimmers in our District and asked Mr. Matthew Munger, Principal at Ironwood Ridge High School (IRHS) to introduce this award. Mr. Munger echoed the words of Coach Inboden and thanked the Board for approving fall athletics in the District. He then asked IRHS Swim Coach Heidi Sweet to introduce this recognition.

Coach Sweet also thanked the Board and Superintendent, and said how excited everyone was when they were able to begin training and competing. She then introduced IRHS student Carter Dooling, the IRHS Division II State Runner Up in the 200 yard IM and 100 yard breaststroke.

On behalf of the Board, the District presented Carter with a certificate of congratulations. A group picture was taken with Carter, his parents, Coach Sweet, the Governing Board, and Superintendent Jaeger to mark the occasion.

**D. Recognition of Ironwood Ridge High School Division II Girls Golf Team State Champions**

Superintendent Jaeger said how expecially excited he was about this recognition, because he heard from more of the parents from this team than any other regarding the reopening of fall athletics. He invited Mr. Munger, IRHS Principal to make the introductions.

Mr. Munger thanked the Board and Superintendent for taking the time to recognize these student athletes. He invited Mr. Doug Kautz, Girls Golf Coach, to intoduce the team.

Coach Kautz thanked the Board and echoed the Superintendent's comments regarding how he too heard a lot from these parents. He also acknowledged the dedication these parents have to their children. He said these girls are very hard working, dedicated to the sport, and competed across the nation. This summer they placed third in the nation. They came back to take the State Championship again. He asked the following students to come forward, Zoe Newell, Alanna Lopez, Celia Schrecker, Charlotte Schrecker, and Haidyn Warner. The other teammates were not able to attend. Coach Kautz introduced Coach Jewkes and thanked him for helping out this season.

Athlete, Celia Schrecker addressed the Board saying how grateful she was to have this season. She said that they won by only two strokes and winning the second year in a row, was so exciting. They are ready to come back next year and hopefully make it three wins in a row.

On behalf of the Board, the District presented each team member and their coaches with a certificate of congratulations. The girls introduced their parents and then a group picture was taken with the team, coaches, the Governing Board, and Superintendent Jaeger to mark the occasion.

**E. Arizona Science Teachers Association 2020 Middle School Science Teacher of the Year Honorable Mention**

Superintendent Jaeger said how proud the District is of our staff and was excited to have two Amphi teachers being recognized in this very prestigious competition. He asked Ms. Elizabeth Jacome, Principal at Coronado K-8 School, to introduce the first of these two teachers.

Ms. Jacome intoduced Lauren Marlatt, teacher at Coronado K-8 School. She told the Board of Ms. Marlatt's many contributions to the District. Ms. Marlatt is a veteran teacher who works tirelessly to support her students, and colleagues. She is a strong advocate for our students in bringing science out of the classroom and accessible to every day life. Ms. Marlatt facilitates the middle school field trip to Catalina Island every year, coordinates with community partners; SaddleBrook and Sun City astronomy, VexRobotics, and facilitates the afterschool Project Why program. She said Ms. Marlatt is very deserving of this award.

Ms. Marlatt thanked the Board for this recognition. She said it's wonderful to see that science is important and the that the teachers in Amphi know how to teach it, and teach it well.

On behalf of the Board, the District presented Ms. Marlatt with a certificate of congratulations. A picture was taken with Ms. Marlatt, the Governing Board, and Superintendent Jaeger to mark the occasion.

**F. Arizona Science Teachers Association Elementary Teacher of the Year for 2020**

Superintendent Jaeger again expressed what an honor it is that this prestigious award is being presented to an Amphi teacher. He asked Mr. Michael McConnell, Principal at Innovation Academy, to introduce the Teacher of the Year.

Mr. McConnell introduced Ms. Danielle Swartz, who earned the title of Elementary Science Teacher of the Year. Mr. McConnell told the Board of Ms. Swartz' many accomplishments and contributions to the students at Innnovation Academy. Ms. Swartz is a high energy teacher who has high expectations for not only herself, but also her students. She teaches using the five-e method of learning model; engage, explore, explain, elaborate, and evaluate. She is encouraging the growth of life-long learners. Her students are kind and care about the world around them. Mr. McConnell asked her students about Ms. Swartz and then read a few of their comments. *She is kind and caring; she always had experiments for us and gave us independence to do them; she has fun activities and makes me feel happy; she's a great teacher and always makes learning fun; science is my favorite subject, because she make science interesting; and she made me feel special and smart.*

Ms. Swartz thanked Mr. McConnell for the kind introduction. She said that she enjoys working for a school district that values STEM.

On behalf of the Board, the District presented Ms. Swartz with a certificate of congratulations. A picture was taken with Ms. Swartz, her husband, the Governing Board and the Superintendent to mark the occasion.

**5. PUBLIC COMMENT**

*President Day asked if there were any public comments. Ms. Smith said that there were comments sent in earlier to be read at tonight's meeting and noted that there were people in attendance to speak to the Board as well. President Day read the Call to the Audience Procedures. President Day asked that a comment that was emailed be read and have a speaker ready at the podium to speak next.*

Ms. Tong read a comment sent in from Michael Garmon, he said that is time to open schools. Life is full of risks, let the parents manage it. The closures are creating more damage than the virus. Open now.

Ms. Darlene Rowe, teacher at Coronado K-8 School, stated that she is angry, upset and overwhelmed. She then thanked the Board and Superintendent Jaeger for sending flowers to the school to welcome the staff to the first day of hybrid learning and said it was a thoughtful gesture. She explained her classroom set up, and outside activities for her students to learn in the hybrid model. She said that she smiles when teaching and doesn't let on to her students how she is feeling. She said she is professional only with parents and students. Ms. Rowe said she is not doing well and daily thinks about quitting to let go of so much stress. She said she loves teaching, but wondered if COVID-19 has gone through her classroom. There is a student who has not attended any in-person learning days; others are out or sent home sick for a day or more. Students have minimal stamina to do work at school; fewer students are engaging in the work and hesitant to ask for help. She is very concerned and has talked to parents and students, however nothing is changing. Ms. Rowe said that she is prepared with student assignments and posts website information before the end of the day. She does not have the motivation to work in the evening or weekend like in past years. She said she is drowning in tasks that need to be

completed and worried about her students and herself constantly. She does not feel supported or understood by Amphi.

Ms. Tong read a comment sent in from Tony Trinh and Amy Lee, parents of a student at CDO HS. They thanked Amphitheater District staff, teachers, and educators for working so hard to keep students safe during hybrid learning. They quoted data from the John Hopkins University Coronavirus Resource Center stating that the positivity rate for Arizona has been above 10% for the last two weeks. They then stated that the Arizona Department of Health Services (ADHS) data is three weeks behind and so are the benchmarks. They also said that the cases per 100K has risen above 100 as of October 25, 2020. Therefore, the ADHS benchmarks recommends a virtual learning model. They feel waiting until spread happens in the schools will be too late, and would like to see the District be proactive and consider returning to full, virtual on-line learning sooner rather than later.

Lisa Millerd, teacher at Amphitheater High School and Amphi Education Association (AEA) President, said that she was there to speak as the recognized voice of employees. She serves the members and collects input from employees to share with the Board. She has learned about the diligent work happening at our sites to benefit student learning. However, how can forward thinking decision making work without direct input from site staff. She said let's come together to focus on student learning and the best ways to meet their needs. She is concerned that the absentee rate is up in the hybrid learning model. Ms. Millerd asked what the plan was and suggested that staff be asked for their input. She also asked about staff shortages.

Ms. Tong read a comment sent in from Hillary Ohlmaier, an Early Childhood Special Education (ECSE) teacher at Copper Creek Elementary, asking to please open up the schools to the regular schedule.

Ms. Tong read a comment sent in from Michelle Larson, an Early Childhood Special Education teacher at Copper Creek Elementary, asking to re-implement the remote learning only model for ECSE. She said COVID-19 numbers are dangerously high, and that hybrid is hindering social emotional skills practice and growth for some kids with social emotional goals. It is not possible to stay six feet apart in this program. In person learning with COVID-19 protocol is not offering the return of skill acquisition for the current risk it poses. The increasing COVID-19 cases and pressure to implement unrealistic COVID-19 protocol is breeding contention among staff. It seems like this is just out of fear, but it is making a hard situation worse. Previously cohesive teams are struggling. ECSE is currently teaching two models. This has created a disjointed, un-organized feeling of doing multiple models with mediocrity coupled with protocol insecurity, instead of one model with fidelity. Consistency in our program is more important and more effective than intermittent in-person opportunities.

Ms. Tong read a comment sent in from Becky Jones, a parent of a student at Canyon del Oro High School. She said that parents were told to write a letter to the Board to consider going back to full-time remote learning. Ms. Jones said she does not support that and does not want to go back to remote learning. She said our kids need to be in school. They are missing out on their senior year and missing friends that are not in their cohort. Kids are still hanging out in groups, going to the mall, the stores, church, and other events. They are not getting more exposed by being at school. With proper disinfecting and hand washing that are put in place, our kids can still go to school. Taking school away from our kids is only causing higher suicide rates, depression, and kids going out and being up to no good and vandalizing things. Some kids struggle more with remote online learning. Grades are going down because they learn better one-on-one, being in-person with a teacher. Don't go along with what other school districts are doing. Going back to remote learning isn't the answer. If anything, you should allow all seniors to return to school and space them out so they can enjoy and make memories of their senior year instead of allowing this virus to take it from them. She also said that those contracting the virus now are getting less severe symptoms.

Ms. Tong read a comment sent in from Karen Lefevre, a seventh grade language arts teacher at Cross Middle School. She said she is finding it much more fulfilling to have in-person contact with her students and it is much more engaging for them. However, she felt the need to voice her challenges and concerns with the hybrid learning. She said there is ongoing anxiety about safety and it is very challenging to manage the lesson planning and delivery for both cohorts, which requires four different lessons (two in-person, two electronic) and two different electronic assignments to launch on Wednesday. Then prepare four different lessons again to be ready on Thursday. She said she gets emails from students saying that they're having trouble loading their electronic textbook or asking questions about posted work, which have usually already been answered clearly in her written directions. She feels most of the students don't have a lot of experience or confidence with independent study or with Google Classroom. She also said that the textbook and online materials are different and there is no scanner available at school. She is finding the work load overwhelming. She asked that the Board please do whatever they can to remind teachers that what they're doing is good enough.

Ms. Tong read a comment sent in from Lorella Ritzel, an Amphi parent and Behavior Interventionist at Copper Creek Elementary. She said that she is certain that discussions about whether to resume remote learning or continue with hybrid are going to be discussed, therefore she wanted to express her opinion. She said that she is waiting for the day that we can go back to five days a week of in-person learning. She said that although the teachers are doing their best, there is no way to place accountability on anyone. Teachers are struggling to engage students, students are struggling to stay on task, and parents are struggling to earn a living while attempting to facilitate homework and classwork throughout the day. She asked that we stay in hybrid or return to five days a week as soon as possible.

Ms. Tong read a comment sent in from Makenna Ritzel, a senior at Ironwood Ridge High School. She heard that there was talk about shutting schools and going back to online learning. She hoped that wasn't true. She said that this is not what she thought her senior year would look like. She doesn't believe that the teachers realize the lack of motivation when students are told to do the work at home, with hardly any repercussions if they don't. She felt that there are COVID-19 cases at school only because kids are not being responsible and doing foolish things. She worries about not passing her classes because of only going to school two days a week. She stated that going back to full-time online would do more damage than good.

## 6. **INFORMATION**<sup>1</sup>

### A. **Superintendent's Report: Reopening in a Pandemic Update**

*For Superintendent Jaeger's Power Point Presentation see Exhibit 1.*

Superintendent Jaeger explained to the Governing Board that the information being presented is to provide them with an update to the pandemic conditions in our community and the implications for our schools, including problematic areas and how we are progressing. He noted that each member of the Superintendent's Cabinet will share specific information and are here to answer any questions the Board may have.

Superintendent Jaeger began by noting how much we have missed recognizing students at the Governing Board meetings. He said how great it is to see them here tonight. It is exactly why we do what we do. We exist for them; we work for them; and ultimately, it is all about their success.

He then showed a few slides of events that recently happened across the District. Veterans' Day celebrations with car parades and tribute videos. He encouraged the Board to view the event photos that have been posted on the school's websites.

In October, annual Halloween celebrations brought fun costumes and smiles to the District.

The Amphi Foundation's Shoes to Smiles program is not the same as years past, however shoes were delivered to fourteen students at the Rillito Center. He thanked the Amphi Foundation for their continued efforts.

Superintendent Jaeger told the Board that the Pima County Health Department (PCHD) updates their data every Thursday on the nine indicators the state uses the following three predominant indicators.

Disease Data Indicators: Cases over two consecutive weeks; Percent positivity; and COVID-19 like illnesses – they are all yellow.

Health Care System Availability: Lab testing availability and utilization; Adequate hospital bed capacity to care for two-times the current COVID-19 cases (+ surge) – statewide; Sufficient Personal Protective Equipment (PPE) for emergency responders – they are green, red, and yellow respectively.

PCHD Public Health Tracking and Prevention: Timely case investigation; Testing of symptomatic contacts within 48 hours; and Facilities/support for patients who can't be discharged home – statewide they are red, yellow, and green respectively.

Superintendent Jaeger noted: that there have been changes within the categories, however the numbers look the same as in October; 2 red, 5 yellow, and 2 green. Current county health metrics still guide toward hybrid learning at this time. When all indicators are green, full reopening can happen. As of last Friday, November 13, 2020 PCHD advised that there were 150 COVID-19 cases that had been reported in Pima County School Districts. Only 5% of those cases had been contracted at school, and 95% of those cases had been contracted outside of school. This shows that community spread is a really big issue. He also mentioned that in the schools the spread is more adult to adult, not adult to student or student to student. The biggest conduit of community spread is failure to realize that mask wearing and social distancing is not just for school, but for everyone, everywhere, at all times. When there is a more relaxed atmosphere, people are taking off their masks, events such as parties, athletic events, sleepovers, faculty lounges, carpooling, etc. There have been times where quarantine is significant because people are not wearing a mask or social distancing is not maintained. Superintendent Jaeger mentioned that he sent out a letter to staff today, urging everyone to recognize that wearing a mask, along with staying six-feet apart from one another, really does work to slow the spread of the virus.

Keeping schools open is dependent upon not only compliance at school, but also community-wide compliance. What people do on the weekend ultimately has an impact on teachers, students and other staff members. Last week, the State Superintendent of Public Education, public school superintendents, and the Director of Arizona Department of Health Services held a press conference to talk about this very issue and the importance of broader community-based compliance with mitigation measures.

Superintendent Jaeger then asked each Cabinet member to give their update.

Mr. Bejarano reported that staff at the schools have expressed how much they enjoy having the students back on campus. He mentioned that one challenge has been the change in teaching practices, that being the "Flipped Learning Model". Teachers record the content for the students, students watch the video before coming to class, and have access to the video to refer to when needed. The advantages of this program, are students can control the pace at which they learn; students and families have 24/7 access to the video instruction online; teachers don't have to repeat the same information; and videos provide on-demand instruction and allows the teacher to move around the room to work with individual students. The challenges of this learning model include students that are not watching the instructional videos during asynchronous time, and students

whose families do not have internet access, therefore the student must watch the instructional video while attending in-person days.

Dr. Lopez spoke to the Board about reading and the pandemic. So much of teaching reading requires sitting with the student, listening closely. While we are asking everyone to stay six feet away from each other, this is not an easy task. They have noticed students are not moving forward as quickly as in years past. However, having the students in-person two days a week has made a big difference. This tells us that teachers make a difference. Having good software provides practice. She said that in the spring there will be standardized testing, which means that Move On When Reading will still be in effect for third graders. Third grade teachers and principals will meet tomorrow via Zoom and use a VITAL collaboration protocol to look at data and provide recommendations for instruction. Third grade is the gateway year. If students do not pass the standardized tests, they must be retained. Kindergarten through third grade are the fundamental years, where students learn to read, after third grade students read to learn. 63% of students had an increase in their percentile rank from 2019 to 2020 Fall to Fall (NWEA MAP Reading), and 37% of students had a decrease in their percentile rank from 2019 to 2020 Fall to Fall (NWEA MAP Reading).

Dr. Lopez noted challenges through the K-12 programs including: managing educational opportunities for students in quarantine; prioritizing standards to teach when all are important; preparing students for high stakes assessments; managing expectations of what can be taught given these conditions; employee support staff absences due to quarantines; time it takes to process positive cases and ensure accurate and timely communication with substitutes. At times, teachers in specialist areas are called upon to cover regular classroom teacher absences due to lack of substitutes.

Updated student enrollment in the Amphi Academy Online (AAO) are as follows: 701 in elementary, 308 in middle school, and 511 in high school, for a total student count of 1,520 in AAO. There are 58 students on the elementary waitlist and 100 students on the secondary waitlist. Mr. Bejarano noted that as of today the waitlist for the secondary grew to 110 students. He noted that they are looking into shifting staff to assist with AAO.

Dr. McKinney shared information on how our District coordinators are supporting Amphi teachers.

Pam Vandivort is doing an excellent job supporting teachers in middle school in the Inquiry-based 3D curriculum. Lauren Marlatt was part of that team that designed the program. The team is supporting teachers by insuring they have the materials needed to make science come alive.

Polly Kimminau, the District math coordinator continues to support teachers creating lessons, slides, and project based learning lessons for teachers to use through Google Classroom. She also supports the teachers with ALEKS (Assessment and LEarning in Knowledge Spaces Web-based, artificially intelligent assessment and learning system).

Karla Campillo-Soto, District literacy coordinator, has been meeting with principals and department heads, learning our system, and examining data and practices.

Dr. McKinney explained that beginning in December, the coordinators will have “office hours” via Zoom to support teachers with targeted strategic plans such as, collaborative project-based learning, personalized learning, reading and writing, projects that support the Portrait of A Graduate, and well-defined evidenced-based curriculum. They will be holding trainings for interventionists and special education teachers in the Wilson “Foundations” & “Just Words” curriculum. She mentioned Arizona Bill-2019-SB 1318 regarding dyslexia. This bill requires at least one Kindergarten through third grade teacher at each school be specially trained in dyslexia, and said that every teacher in Amphi is required to participate in a video training on how to

recognize dyslexia. Dr. McKinney also mentioned training sessions on WestEd VITAL Collaboration Data-Driven Goal Setting for third grade reading, eighth grade middle school math, and high school algebra.

Ms. Call was excited to inform the Board that three Amphi schools earned the school-wide Advancement Via Individual Determination (AVID) School wide Site of Distinction, the highest rating a school can achieve within the AVID certification continuum. These are schools that are implementing both AVID Elective and AVID School wide with high levels of fidelity. AVID is school-wide when the AVID System transforms the instruction, systems, leadership and culture of a school, ensuring college and career readiness for all students. She acknowledged the hard work of the AVID Site Coordinators at these schools, they are Brock Lange at Amphitheater High School, Jennifer Queiruga at Amphitheater Middle School, and Jessica Roodvoets and Lisa Harper at La Cima Middle School. Rio Vista Elementary is a Showcase School for the state of Arizona and New Mexico, this year the AVID Showcases are virtual, she commended the teachers that have continued their professional development through these virtual showcases.

Ms. Call updated the Board on the Career and Technical Education (CTE) programs in the District. Mary Dixon at Ironwood Ridge High School and Rob Cannon at Canyon del Oro High School head up the theater programs at these two high schools. Students are designing and building sets, programming the lighting, creating the costumes, and running the soundboards themselves. IRHS's theater programs are all virtual this year while CDO's theater programs are live with limited seating.

Ms. Call noted that students that have over a 3.0 grade point average and are in a CTE pathway are eligible for membership into the National Technical Honor Society (NTHS). NTHS honors the achievement of the top CTE students, provides scholarships to encourage the pursuit of higher education, and cultivates excellence.

Ms. Call said that she and Ms. McGraw offer "Office Hours" to provide assistance to teachers to focus on Social Emotional Learning (SEL) – these sessions assist staff on professional self-care. Teachers are welcome to come and go from this virtual two-hour session. They can send in questions before hand, exchange ideas and experiences with colleagues, and give and receive encouragement. Amphitheater School District is collaborating with "Choose Love", a support program for middle and high school teachers and students that takes a proactive approach to support students.

Ms. McGraw talked about The Family Room, a monthly support session for families. The December 2, 2020 virtual session will focus on support during the holidays. Amphi's District social workers, along with Ms. Call and Ms. McGraw, will be available to talk about ways to cope with the stresses of the holiday season in a COVID-19 world.

Ms. McGraw updated the Board on other services. Special Education and related services have continued in the hybrid model as well as through Amphi Academy Online (AAO), including all IEP, MET, and reevaluation meetings. These meetings are conducted through a Zoom platform. Special Education Department continues to provide "Office Hours" for those who would like assistance. Linda Haller, Assistant Director of Student Services, Robert Wolf, Assistant Director of Student Services and Ms. McGraw are available to assist staff, similar to the "Office Hours" Dr. McKinney talked about. Feedback from those who have attend previous Office Hours found it to be beneficial. Their department continues to process mask accommodations for staff and students requesting to wear a personal protective equipment (PPE) other than a facemask. One example is a face shield. She said their department also monitors other PPE required in the District and obtains the necessary supplies.

Dr. Cherie Gaither, Director of School Health Services, provided information on positive active COVID-19 cases in the District. As of the date of this report, there were four active cases in the

elementary schools, there were eight active cases in the middle schools, there were three active cases in the high schools, and in other District sites there was one active case. She also provided the number of close contacts where there may be exposures to a student or employee. There were 21 in the elementary schools, there were 11 in the middle schools, there were 6 in the high schools, and at other District sites there were 17.

Dr. Gaither mentioned that the challenges in containing the spread, are holidays and weekend activities, Pima County Health Department (PCHD) turnaround time to process cases, and the ongoing staffing issues in our health offices. She then pointed out best practices to stop the spread of a virus including, wearing a mask or face covering, washing hands, social distancing to every extent possible, cleaning and sanitizing your work area, and continuing the District's health and safety mitigation efforts.

Mr. Burns talked about the "COVID-19 Crushers" – the District's quick-response teams that are trained in cleaning and disinfecting areas of high and or emergency needs. The District has two teams, staffed by the grounds department with appropriate PPE.

He then reported the District's Food Service Department is serving over 30,000 meals a week, and has served over 650,000 meals to families in our community since the pandemic began.

The District's Transportation Department is running smoothing, with a few challenges as drivers are out for various reasons and routes have to be changed.

Ms. Tong reported on compliance and mitigation protocols that are continuously updated as the Center for Disease Control and Prevention (CDC) learns more about COVID-19. Internal protocols are put place to protect those on campus and at the sites when a positive case is reported. According to CDC guidelines, if a person (student or staff) has COVID-19 symptoms, or tests positive for COVID-19, that person, and those that have had close contact with a COVID-19 positive person, must leave work and quarantine for at least ten days or until they receive a negative test result. Because of these situations, substitutes are needed quickly and at times immediately. There are over 300 qualified teacher substitutes in the District's database. The District continues to run ads to hire qualified substitutes. If a substitute cannot be hired, the District may send a qualified certified employee to cover a class until a substitute arrives.

Ms. Tong noted that all requests for Americans with Disabilities Act (ADA) accommodations have been addressed. She also mentioned that the District provides employee support through the Employee Assistance Program (EAP). There is a link on the District website with a list of services available to staff.

Ms. Valenzuela delivered information on the District's COVID-19 Dashboard. The dashboard is updated as information comes in regarding a positive COVID-19 case at one of the District's sites. The dashboard is located on the District's website under COVID-19 Information. The dashboard shows the current number of positive COVID-19 cases for employees and for students in the hybrid learning model, as well as, the percentages of cases for each group. When a person who tested positive returns to their site, the case is removed from the dashboard so that the data remains timely and accurate. Ms. Valenzuela provides this information to the public media on a weekly basis. She provides the following information; school or department, student or staff, date of positive test, and number of individuals in quarantine as a result. Providing this information to the public provides transparency and builds trust. Data is sorted by active and inactive cases since we opened in the hybrid learning model.

Mr. Little updated the Board on the Enrollment Stability Grant Funding with final numbers being provided to school districts in the next few weeks. This will assist Mr. Little with the December Budget Revision that will be at the next Board meeting.

He noted that there are 4,000 Chromebooks on order that the District should be receiving in early 2021.

Superintendent Jaeger asked the Board if they had any questions on any of the information provided to them in this report.

President Day asked how many people are utilizing the monthly Family Room meetings. Ms. McGraw said that last month forty-five parents signed up, however only eighteen parents attended the session. In September, twenty-two parents attended the meeting. She said the responses from the families that attended the sessions were favorable, they really appreciated the strategies, support, ideas, and being able to talk as a group with the school social workers. Through a survey of the parents, the topic for November's session was self care strategies. The December topic will be on support during the holidays.

Dr. Baker thanked Ms. Tong for the information on the substitutes. He then asked if the Board could be provided with the number of students that are gone. He noted a newspaper article regarding this topic and would like specific numbers and information about Amphitheater School District.

There were no other questions.

### **PUBLIC COMMENT**

President Day read the Call to the Audience procedures.

Mr. Roper addressed the Board and Superintendent Jaeger saying that the Arizona Health Department is hard to interpret because COVID-19 reported cases lag by two weeks. He said the CDC published an indicator and risk threshold that covers school guidance and five different categories. He quoted CDC's several COVID-19 indicators and concluded that the situation is quite different from when there was a peak. He said he is worried about holiday gathering exposures. He urged the Board to return to remote learning following the Thanksgiving break.

President Day called for a seven-minute break.

### **B. Status of Bond Projects**

Mr. Burns presented the following report on the Bond projects throughout the District. *For detailed information on the Bonds report see Exhibit 2.*

Amphitheater High School (AHS) Bonds projects include the Central Plant 1 cooling tower replacement and cafeteria serving line renovation. Arizona School Facilities Board (SFB) projects include a structural evaluation of the 300 wing, the AHS main gym roof replacement, Central Plant 1 cooling tower replacement, and classroom 413 Heating, Ventilation and Air Conditioning (HVAC) replacement.

Canyon del Oro High School (CDO) Bonds projects include the replacement of the east parking lot lights, and HVAC design retrofit to the Dance Studio in building BN. School Facility Board (SFB) projects include the campus roofing phase I for buildings D, E, J, JE and N, which are now complete. Buildings K, JW, M, S and T are near completion. Campus roofing phase II construction will begin soon.

Ironwood Ridge High School (IRHS) Bonds projects include Americans with Disabilities Act of 1990 (ADA) repairs to the science tables, which is near completion. SFB projects underway include weatherization assessments on buildings E-F, and the roof replacement on buildings A, E and F.

Copper Creek Elementary School Bonds projects include the design work for staff and special needs restroom remodel, which is now complete. SFB projects include the assessment of the roof on the Multi-Purpose Room (MPR).

Coronado K-8 School Bonds projects include the security fence and handrails painting, access control improvements, replacement of card readers, new head end equipment, new door controllers and lockdown buttons. The elementary building Air Conditioning unit replacement is complete.

Cross Middle School SFB projects include the roof replacement.

Harelson Elementary School SFB projects include the Funhouse weatherization assessment.

Holaway Elementary School Bonds projects include the east side security fence improvements.

La Cima Middle School Bonds projects include the carpet renovation in building C, and completion of room 118 washer and dryer hook up.

Mesa Verde Elementary School Bonds projects include painting of the playground equipment, exterior fences, and gates. SFB projects include the roof replacement.

Painted Sky Elementary School Bonds projects include the replacement of one 130-ton chiller.

Rillito Center SFB projects include building A and D weatherization, and the campus roofing replacement, which is near completion.

Rio Vista Elementary School Bond projects include improvements to the access controls.

Walker Elementary School SFB projects include the HVAC replacement.

Wilson Elementary School Bond projects include the fire alarm system replacement.

### **C. Report of Governing Board Delegate, Dr. Scott Baker, on the Arizona School Boards Association (ASBA) Delegate Assembly**

Dr. Baker reported on the Arizona School Boards Association (ASBA) Delegate Assembly

He explained that one of the roles of the ASBA is to lobby the legislature on behalf of the public school districts in the state of Arizona. This year the Delegate Assembly was held virtually. The purpose of the Delegate Assembly is to vote on topics the ASBA will be lobbying for. In advance of the assembly, a committee meets to determine the topics to be recommended to the delegates.

Typically, the four main areas are:

1. Adequately and equitably fund district schools to at least the national median per pupil funding
2. Preserve and strengthen local control
3. Improve outcomes for all students
4. Require public accountability for taxpayer dollars spent on education

This year an additional priority was added:

*Managing the Impact of COVID-19 on Public Schools*

Dr. Baker presented the main topics, which included the following for school year 2020-2021:

- hold school districts harmless for significant enrollment losses;
- provide flexibility in seat time and attendance requirements;
- suspend states' standardized testing requirements;
- enact a moratorium on school letter grades;
- provide districts' flexibility in teacher evaluation requirements and procedures;
- regulatory relief if the pandemic interrupts future school years;

- state funded program to purchase bulk personal protective equipment for distribution to districts;
- funding for increased expenses due to COVID-19, especially the cost to meet the social and emotional needs of students;
- technology modernization and improvements to ensure students can continue learning;
- unless a public emergency is declared, allow districts to close if needed because of a community outbreak; and
- protect school districts from liability if a community member contracts COVID-19 while engaged in a school sponsored activity.

**D. Review of Enrollment Projections and Actual Enrollment for Current (2020-2021) School Year**

*For detailed information on the Review of Enrollment Projections and Actual Enrollment for Current (2020-2021) school year see Exhibit 3.*

Superintendent Jaeger stated typically this is the time of year to review the projected enrollment versus what the actual student enrollment is, and how close the District was to the projections. He invited Ms. Tong and Mr. Little to present the information.

Ms. Tong reminded the Board that in years past, Districts received funding based on what the prior year enrollment was on a certain date. Currently, fiscal year funding is calculated by student's Average Daily Membership (ADM), during the first 100 days of the current school year. In July 2020, an executive order was issued by Governor Ducey, which allowed student's attendance to be counted utilizing Zoom, Goggle classroom, or their task packet (if they have no internet), as long as a distance learning plan was submitted to the state and approved. The District has submitted and received approval for distance based learning. Ms. Tong noted that fewer students are actually attending than were projected. She provided a slide presentation showing the projected enrollment versus the actual enrollment at all schools in the District, which showed a decrease in enrollment. However, Amphi Academy Online reflected an increase in enrollment. Total district decrease is 1,066 students.

Mr. Little explained the projected ADM for this year is 10,900. The formulas used to calculate funding is very complicated this year. Since the school year began, some students have participated in both online and in-person learning at brick and mortar schools.

Funding for online students is reduced compared to students in brick and mortar schools, and with more students online this year, funding will be less than projected. He continued saying, the calculation for online learning will not be known until June 30, 2021. Therefore, a budget revision will be done in December.

He stated many other school districts in Arizona have similar funding challenges, and hopes the legislature will recognize the funding reductions and create a relief package for future funding.

Ms. Tong concluded by saying, because some students are not logging in and therefore are not being counted, and some students are not attending at all, those factors will affect funding. She mentioned that there are some teacher vacancies listed, but currently there is not a need to fill them. Due to the pandemic, the financial outlook is not as good as desired, but the District is doing the best they can given the circumstances.

There were no questions.

**7. CONSENT AGENDA<sup>3</sup>**

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

**A. Approval of Appointment of Non-Administrative Personnel**

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

**B. Approval of Personnel Changes**

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

**C. Approval of Leave(s) of Absence**

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

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

*Separation(s) and termination(s) were approved as listed in Exhibit 7.*

**E. Approval of Stipend for Coaching Volunteers**

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

**F. Approval of Minutes of Previous Meeting(s)**

*Minutes of the September 22, 2020, October 13, 2020, and October 27, 2020 meetings were approved as submitted in Exhibit 9.*

**G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,163,620.86**

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

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1104	\$5,521.15	1105	\$178,431.14	1106	\$274,067.07
1107	\$49,320.97	1108	\$221,942.59	1109	\$14,280.62
1110	\$1,104.28	1112	\$25,871.46	1113	\$140,467.12
1114	\$38,999.20	1115	\$40,428.88	1117	\$97,847.04
1118	\$30,420.64	1119	\$243,586.32	1120	\$223,885.67
1121	\$3,610.99	1122	\$573,835.72		

**H. Acceptance of Gifts**

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

**I. Approval of Parent Support Organization(s) - 2020-2021**

*Governing Board approved La Cima PTO for the 2020-2021 school year as submitted in Exhibit 12.*

**J. Approval of School Facilities Board (SFB) Grant for Amphitheater High School Classroom 413 HVAC Replacement**

*Governing Board approved the SFB grant for Amphitheater High School classroom 413 HVAC replacement as submitted in Exhibit 13.*

**K. Award of Contract for Fencing Materials and Installation Based on Response to Invitation for Bids (IFB) 10-15-2020**

*Governing Board approved the Award of Contract for fencing materials and installation based on response to invitation for bids as submitted in Exhibit 14.*

**L. Award of Contract for Amphi High School Main Gym Roof Replacement Project - Based Upon Responses to Invitation for Bids (IFB) 10-22-2020**

*Governing Board approved the Award of Contract for Amphi High School main gym roof replacement project based on responses to invitation for bids as submitted in Exhibit 15.*

**M. Approval of School Facilities Board (SFB) Grant for Donaldson Elementary School Music Room HVAC Replacement**

*Governing Board approved the SFB grant for Donaldson Elementary School music room HVAC replacement as submitted in Exhibit 16.*

**N. Approval of Textbook for Adoption - IB Mathematics Textbook**

*Governing Board approved the adoption of the IB Mathematics textbook as submitted in Exhibit 17.*

**O. Approval of the 2019-20 School Level Reporting Forms**

*Governing Board approved the 2019-2020 School Level reporting forms as submitted in Exhibit 18.*

**8. STUDY**

**A. Study of November 3, 2020 Election Results**

Superintendent Jaeger invited Ms. Tong to review the Election Results.

Ms. Tong showed a Power Point Presentation of the Pima County election results and congratulated President Day, Vice President Cox Golder, and Board Member Dr. Baker on their re-election.

Ms. Tong discussed the voter approved Arizona Ballot Measure Proposition 208. She said the proposition will be a benefit to the District. The tax revenue will be placed in the Student Support and Safety Fund (SSSF) to be distributed to schools based on student count. 50% to hire and increase base compensation for teachers and classroom support personnel; 25% to hire and increase base compensation for student support services personnel; and 10% to provide mentoring and retention programming for new classroom teachers. Ms. Tong noted that the funds will not be distributed until April 2022.

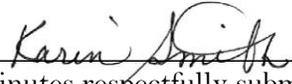
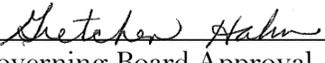
**9. PUBLIC COMMENT**

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

*There were none.*

**11. ADJOURNMENT**

*President Day made a motion to adjourn the meeting. Vice President Cox Golder seconded the motion. There was no discussion. Roll call vote in favor - 5: President Day, Vice President Cox Golder, Dr. Baker, Mr. Kopec, and Ms. Zibrat. Roll call vote opposed - 0. The meeting adjourned at 8:55 p.m.*

  
\_\_\_\_\_  
Minutes respectfully submitted for Governing Board Approval  
Karin Smith, Executive Assistant to the Superintendent & Governing Board  
  
\_\_\_\_\_  
Gretchen Hahn, Secretary III, Governing Board Office

December 2, 2020

Date

\_\_\_\_\_  
Ms. Deanna M. Day, M.Ed., Governing Board President

December 8, 2020

Date



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

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**DATE OF MEETING:** December 08, 2020

**TITLE:** Approval of Vouchers Totaling and Not Exceeding Approximately \$2,191,679.57  
(Final Total)

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**BACKGROUND:**

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

**RECOMMENDATION:**

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

**INITIATED BY:**

Scott Little, Chief Financial Officer

Date: December 07, 2020

Todd A. Jaeger, J.D., Superintendent



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

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**DATE OF MEETING:** December 08, 2020

**TITLE:** Acceptance of Gifts

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**BACKGROUND:**

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

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**RECOMMENDATION:**

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

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**INITIATED BY:**

Scott Little, Chief Financial Officer

Date: November 18, 2020

Todd A. Jaeger, J.D., Superintendent

Gift and Donation List		
Gifts and Donations	Exhibit	12/8/2020
Ck in the amount \$133.10	Kroger	Nash Elementary School
Ck in the amount \$326.00	Fidelity Charitable	Prince Elementary School
Ck in the amount \$455.00	Fidelity Charitable	La Cima Middle School
Ck in the amount \$555.00	Fidelity Charitable	La Cima Middle School
Ck in the amount \$250.00	Cascade Foundation of Southern Arizona, Inc.	Wilson K-8
Library Books	Stephanie Williams	Rio Vista Elementary
Ck in the amount \$60.00	Raytheon	Other
Ck in the amount \$180.00	Raytheon	Donaldson Elementary
Ck in the amount \$600.00	Fidelity Charitable	Innovation Academy
Ck in the amount \$55.44	Coca-Cola Give	Wilson K-8
1 Cremona Student Violin	Lin Ferns-Migneault	Other
2 iPads	Bob Grassi	Donaldson Elementary



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

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**DATE OF MEETING:** December 08, 2020

**TITLE:** Receipt of October 2020 Report on School Auxiliary and Club Balances

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**BACKGROUND:**

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

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**RECOMMENDATION:**

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

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**INITIATED BY:**

Scott Little, Chief Financial Officer

Date: November 18, 2020

Todd A. Jaeger, J.D., Superintendent

**Amphitheater Public Schools  
Summary of Activity for All Schools  
Auxiliary Account  
For the Month Ending October 31, 2020**

Beginning Balance	\$ 2,238,530.67
Plus Deposits	212,382.43
Less Disbursements	<u>(85,615.42)</u>
Ending Book Balance For All Schools	<u><u>\$2,365,297.68</u></u>
Outstanding Deposits	(182,154.76)
Outstanding Checks	<u>25,457.28</u>
Ending Bank Balance For All Schools	<u><u>\$2,208,600.20</u></u>

**Amphitheater Public Schools  
Summary of Activity for All Schools  
Student Activity Accounts  
For Month Ending October 31, 2020**

Beginning Balance	\$ 632,181.08
Plus Deposits	34,628.43
Less Disbursements	<u>(16,114.33)</u>
Ending Book Balance For All Schools	<u><u>\$650,695.18</u></u>
Outstanding Deposits	\$ (5,929.00)
Outstanding Checks	<u>11,821.74</u>
Ending Bank Balance For All Schools	<u><u>\$656,587.92</u></u>

**Amphitheater Public School District #10  
Student Activity Account  
Schedule of Club Balances  
For Month Ending October 31, 2020  
For Elementary/Middle Schools**

**Amphi Middle School**

Student Gov't	\$3,280.39
AVID	\$1,212.29
Culture Exchange	\$1,146.07
MESA Club	148.06
NJHS	401.56
Odyssey of the Mind	752.17
Science Club	1,511.52
Sports Academy	30.00
Yearbook	2,377.16
-Deposits in Transit/+Outstanding Checks	0.00
<b>Amphi Middle School Total</b>	<b>\$10,859.22</b>

**Copper Creek Elementary**

Student Council	\$946.14
Accelerated Reader Club	845.33
Turq. Times	32.38
-Deposits in Transit/+Outstanding Checks	1,371.86
<b>Copper Creek Total</b>	<b>\$3,195.71</b>

**Coronado K-8 Schools**

Elementary Student Council	\$4,758.12
Middle School Student Council	292.14
Astronomy/Space & Science	221.76
Band	3,951.05
C.H.O.I.C.E.S.	420.99
Chorus	1,319.41
Coronado FCA	42.00
Coronado Musicians Club	1,120.05
Indoor Percussion Club	755.00
Kids Helping Kids	339.13
NEHS	41.00
National Junior Honor Society	2,970.29
Odyssey of the Mind	1,577.35
Orchestra	930.57
Running Club	3,012.56
Wrestlers Club	871.70
-Deposits in Transit/+Outstanding Checks	0.00
<b>Coronado Total</b>	<b>\$22,623.12</b>

**Cross Middle School**

Student Council	\$7,365.11
6th Grade Club	282.15
Band Club	2,060.92
Choir Club	2,216.40
Future Problem Solvers	145.00
Guitar Club	2,088.46
Life Skills Exploratory Club	142.96
Math Counts	242.87
Musical Theater Club	1,315.32
NJHS	552.00
Orchestra Club	4,478.73
PE Club	3,162.13
Star Club	1,550.57
Tri-M Club	335.31
Web Club	509.59
-Deposits in Transit/+Outstanding Checks	-596.49
<b>Cross Middle School Total</b>	<b>\$25,851.03</b>

**Amphitheater Public School District #10  
Student Activity Account  
Schedule of Club Balances  
For Month Ending October 31, 2020  
For Elementary/Middle Schools**

**Donaldson Elementary**

Student Council	\$1,436.40
-Deposits in Transit/+Outstanding Checks	0.00
<b>Donaldson Total</b>	<b>\$1,436.40</b>

**Harelson Elementary**

Student Council	\$921.23
5th Grade Activities	125.36
Track	307.65
-Deposits in Transit/+Outstanding Checks	0.00
<b>Harelson Total</b>	<b>\$1,354.24</b>

**Holaway Elementary**

Student Council	\$856.24
-Deposits in Transit/+Outstanding Checks	0.00
<b>Holaway Total</b>	<b>\$856.24</b>

**Innovation Academy**

Student Council	\$1,374.07
Algebra Club	\$395.37
Entrepreneur Club	\$43.90
Odyssey of the Mind	\$3,287.47
-Deposits in Transit/+Outstanding Checks	\$0.00
<b>Innovation Academy Total</b>	<b>\$5,100.81</b>

**Keeling Elementary**

Student Council	\$930.71
-Deposits in Transit/+Outstanding Checks	0.00
<b>Keeling Total</b>	<b>\$930.71</b>

**La Cima Middle School**

Student Council	\$8,739.97
NJHS	1,108.00
-Deposits in Transit/+Outstanding Checks	0.00
<b>La Cima Total</b>	<b>\$9,847.97</b>

**Mesa Verde Elementary**

Student Council	\$3,946.90
-Deposits in Transit/+Outstanding Checks	247.00
<b>Mesa Verde Total</b>	<b>\$4,193.90</b>

**Nash Elementary**

Student Council	\$1,913.00
-Deposits in Transit/+Outstanding Checks	0.00
<b>Nash Total</b>	<b>\$1,913.00</b>

**Amphitheater Public School District #10  
Student Activity Account  
Schedule of Club Balances  
For Month Ending October 31, 2020  
For Elementary/Middle Schools**

**Painted Sky Elementary**

Student Council	\$2,628.26
Nature Shop	\$1,713.54
Orchestra	\$358.97
Band	\$184.45
Chorus	\$591.45
Milers	\$76.48
OM	\$951.79
Bagel & Books	\$42.80
Sign Language	\$87.00
Algebra	\$0.00
Yoga	\$169.00
NEHS	\$8.32
Garden Club	\$8.00
Sewing Club	\$3.05
Art Club	\$110.00
Sports Club	\$120.01
-Deposits in Transit/+Outstanding Checks	45.82
<b>Painted Sky Total</b>	<b><u>\$7,098.94</u></b>

**Prince Elementary**

Student Council	\$441.72
-Deposits in Transit/+Outstanding Checks	0.00
<b>Prince Total</b>	<b><u>\$441.72</u></b>

**Rio Vista Elementary**

Student Council	\$1,061.98
-Deposits in Transit/+Outstanding Checks	0.00
<b>Rio Vista Total</b>	<b><u>\$1,061.98</u></b>

**Walker**

Student Council	\$2,844.09
-Deposits in Transit/+Outstanding Checks	0.00
<b>Walker Total</b>	<b><u>\$2,844.09</u></b>

**Wilson**

Student Council	\$6,982.66
Algebra Club	473.77
Archery Club	354.67
Art Club	2,906.76
Elementary Art	280.00
Elementary Choir	693.39
GameMakers	210.00
MS Choir	2,660.92
MS Theater Club	394.64
National Junior Honor Society (NJHS)	989.26
Odyssey of the Mind	566.83
Robotics Club	1,078.53
Science Club	60.00
Science Club K-2	1,392.61
STEM Club	1,865.06
Yearbook Club	3,945.54
-Deposits in Transit/+Outstanding Checks	20.00
<b>Wilson Total</b>	<b><u>\$24,874.64</u></b>

**Amphitheater Public School District #10  
 Student Activity Account  
 Schedule of Club Balances  
 For Month Ending October 31, 2020  
 For Elementary/Middle Schools**

<b>Total K-8 Club Balances</b>			<b><u>\$124,483.72</u></b>
		Plus: Outstanding Checks	\$0.00
		Less: Outstanding Deposits	-175.00
		Less: NSF/Bk Charges	0.00
		Bank Deposit Errors	0.00
		<b>Bank Balance</b>	<b><u>\$124,308.72</u></b>
		Sweep Account	\$ 124,308.72
			\$0.00

**Amphi High School  
Student Activity Account  
Schedule of Club Balances  
For the Month Ending October 31, 2020**

1001 Student Council	\$ 8,738.80	1520 Media Club	1,223.37
1001-ICC Student Council - ICC	3,794.36	1560 National Honor Society	75.72
1035 Art Club	881.41	1590 Odyssey of the Mind	876.16
1070 Band Club	179.46	1600 Orchestra Club	1,006.17
1080 Baseball/Diamond Club	1,336.95	1610 MESA Club	0.00
1085 Boys Golf Club	0.00	1630 Panther Popcorn	3,346.04
1110 Girls Basketball Club	676.78	1730 ASL Club	2,476.76
1113 Drama Club	823.55	1744 Auto Skills USA Amphi Chapter	1,143.60
1115 Choir Club	2,241.43	1745 Soccer - Boys Club	112.82
1120 AVID Club	389.16	1751 Solar Car Club	335.63
1128 Mt. Bike Club	533.26	1770 Softball Club	934.20
1145 AHS Chess Club-GOT	20.00	1780 Spanish Club	794.04
1172 Dance Club	77.43	1785 AHS Spiritlines	1,279.87
1180 Boys Basketball	2,268.88	1787 Senior Class Club	0.00
1200 Panther Partners Club	3,281.60	1790 Cross Country Club	174.29
1223 Creative Writing Club	34.50	1795 Panthers Cross Country Club	33.13
1226 Early Childhood Club	135.85	1803 HOSA Club	987.28
1227 Yearbook Club	248.08	1830 Swim Club	1,360.37
1234 FFA Club	6,442.22	1835 Girls Tennis Club	11.72
1235 FFA - Fair Checks	11,150.00	1840 Boys Tennis Club	5.58
1240 Fut Comp Scientists of AHS	267.20	1850 Tech Theater Club	380.68
1245 French Club	2,090.70	1860 Trackers - Track/Field	88.38
1255 Photo Club	4,161.41	1900 Volleyball - Girls	3,124.37
1265 Equality Club	320.00	1905 Beach Volleyball Club	2,747.70
1280 Greenhouse Club	62.70	1950 Bookstore - Over/Under	0.00
1290 Wrestling	422.45	1960 VEX Robotics	0.00
1300 Football Club	2,010.78		
1310 Inter Act Club	1,604.24		
1350 Boys Volleyball	109.35		
1470 Girls Soccer	116.76		
1480 Link Crew	\$ 1,446.69		

**Amphi High School Total Clubs** \$78,383.88

Plus: Outstanding Checks 1,552.54

Less: Outstanding Deposits (Inc CC's) -323.00

NSF Checks/Void/Stale/Account Adj 0.00

**Bank Balance** \$79,613.42

Sweep Account \$ 79,613.42

\$0.00

**Canyon Del Oro High School  
Student Activity Account  
Schedule of Club Balances  
For the Month Ending October 31, 2020**

1001 Student Council	\$ 47,571.67	1400 HOSA-Bio Science	\$ 308.58
1020 Academic Decathlon	434.32	1420 IB Club	259.47
1031 Black Excellence Student Union	76.77	1470 Socdeer - Girls	-
1034 AM Art Club	200.00	1472 Latino Student Union	7.68
1050 Amphi All-Stars Club/Special Olympics	392.84	1480 Link Crew	1,976.53
1060 Asian American Cultural Society	18.11	1530 Model Un	78.84
1070 Band Club	200.00	1560 National Honor Society	390.32
1081 Be Kind /Ben's Bell Club	465.64	1575 United Native Nations	-
1083 Biology Club	486.95	1590 Odyssey of the Mind	6,992.16
1084 Bowling Club	347.85	1600 Orchestra Club	3,309.55
1085 Boys Golf	9,372.55	1640 Ping Pong	-
1110 Basketball - Girls	7,818.64	1650 Psychology Club	28.00
1113 Drama Club	3,399.24	1710 Math Club	205.72
1115 Choir	14,447.80	1740 Sign Language Club	3.67
1118 Engineering Club	843.85	1742 Senior Spirit Squad	1,640.51
1128 Mountain Bike	-	1743 Skills USA_Architecture	2,835.56
1140 Chemistry Club	352.64	1744 Skills USA Autos	3,253.24
1145 Chess	-	1745 Soccer Boys	2,327.60
1150 Culinary Arts/FCCLA	3,666.62	1755 Society	-
1155 Catering	10,948.74	1770 Softball Club	8,712.00
1172 Dance	1,720.26	1780 Spanish Club	841.23
1180 Boys Basketball	2.66	1785 Spiritline/ Cheer	3,010.84
1200 Dream Team	3,148.85	1791 Cross Country	2,681.85
1220 Girls Who Code Club	-	1800 Sports Medicine- HOSA	859.73
1224 Entrepreneurship Club	197.00	1830 Swim Club	13,250.32
1225 Environmentalist Club	513.40	1835 Tennis Club - Girls	2,967.89
1226 Early Childhood	3,406.55	1840 Tennis Club - Boys	1,265.88
1227 Yearbook	9,035.46	1860 Track/Field Club	16,600.57
1230 FCA Club	7.00	1865 TRI-M Club	810.00
1245 French Club	126.76	1880 Unicycle	-
1255 Photography Club	2,879.51	1905 Volleyball-Beach	365.00
1267 LGBTQ+	254.62	19401 Young Life	-
1270 German Club	353.95	1950 Bookstore Over/Under	-
1280 Golf - Girls	-		
1290 Wrestling	2,361.76		
1300 Football Club	3,994.53		
1345 Take-A-Hike Club	133.18		
1350 Boys Volleyball	780.18		

**CDO High School Total Clubs** **\$204,942.64**

Plus: Outstanding Checks	2,142.38
Less: Outstanding Deposits Inc CCs	-1,225.00
Deposit Adjustment	-
NSF Checks/Void/Stale/Account Adj	0.00
<b>Bank Balance</b>	<b><u>\$205,860.02</u></b>

Sweep Account **\$205,860.02**

**Ironwood Ridge High School  
Student Activity Account  
Schedule of Club Balances  
For the Month Ending October 31, 2020**

1001 Student Council	\$ 33,474.80	1470 Girls Soccer	5,680.48
1035 Art Club	2,320.43	1515 Musical Club	15,853.66
1036 Van Gogh's Ear	96.85	1530 Model UN	2,270.86
1040 Photography/Skills USA	-	1540 Trash Club	-
1070 Band Club	1,124.01	1560 National Honor Society	3,325.96
1075 Cares for Kids	212.37	1590 Odyssey of the Mind	-
1080 Baseball	-	1595 Japanese	268.87
1085 Boys Golf	205.46	1600 Orchestra	4,568.00
1090 National Diversity	-	1630 Journalism	8,549.70
1110 Girls Basketball	1,493.58	1700 Club Green	1,047.69
1113 Drama	29,183.47	1720 Athletic Club	11.14
1115 Choir	3,697.35	1745 Soccer-Boys	1,031.21
1140 Chemistry	329.00	1750 Robotics Club	3,195.73
1146 Political Action	304.00	1770 Softball Club	230.01
1150 Culinary Arts	1,212.57	1780 Spanish Club	46.00
1172 Pomline	4,229.91	1785 Spirit-Cheer Club	2,613.85
1180 Boys Basketball	577.98	1790 Cross Country	3,184.03
1203 Pop till you Drop	1,209.30	1800 Sports Medicine	280.00
1215 Animal Club	-	1830 Swim Club	3,097.86
1227 Yearbook	14,415.43	1835 Tennis - Girls	300.76
1230 FCA-Fellowship Christian Ath	-	1840 Boys Tennis	1,756.62
1245 French	1,325.40	1850 Tech Theater Club	3,301.56
1255 Film	1,301.93	1860 Track & Field	1,362.81
1260 Gaming	107.95	1900 Volleyball-Girls	21,483.69
1265 Q Club	304.57	1905 Beach Volleyball	23,850.64
1275 Girls Golf	51.33	1910 So. AZ Veterans Heritage Club	1,547.91
1285 History/Travel	1,130.69	1940 Young Life	15.00
1290 Wrestling	753.12	1950 Bookstore O/S	-
1300 Football	24,833.74		
1340 Peer Support	-		
1350 Boys Volleyball	5,751.74		
1400 HOSA-Bio Science Club	3,409.15		
1430 Key Club	954.77		

**IRHS School Total Clubs** \$242,884.94

Plus: Outstanding Checks	8,126.82
Less: Outstanding Deposits (Inc CC's)	-4,206.00
NSF Checks/Void/Stale/Account Adj	0.00
Deposit Error/Adjustments	0.00
<b>Bank Balance</b>	<u><u>\$246,805.76</u></u>

Sweep Account \$246,805.76

\$0.00



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

---

**DATE OF MEETING:** December 08, 2020

**TITLE:** Approval of Parent Support Organization(s) – 2020-2021

---

**BACKGROUND:**

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

Painted Sky PTO  
Project Graduation – CDO  
CDO Orchestra Booster Club  
Ironwood Ridge Cross Country & Track  
CDO Woman Soccer Booster Club

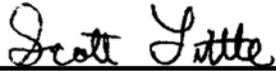
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**RECOMMENDATION:**

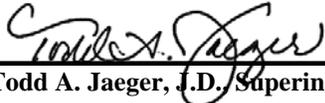
It is the recommendation of the Administration that the Governing Board approve this (these) organization(s).

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**INITIATED BY:**

  
Scott Little, Chief Financial Officer

Date: November 30, 2020

  
Todd A. Jaeger, J.D., Superintendent

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

School Year 2020-2021

Name of Organization CDO Women Soccer Booster Club

School Canyon del Oro High Sch

Related Student Organization or Club \_\_\_\_\_

Taxpayer I.D. 47-5362780

**OFFICERS:**

**Name:** Sundee Hawkins

**Name:** Stephanie Black Zibrat

Office Held: President

Office Held: Treasurer

Address: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 6/2/20

Date taking office: 6/2/20

**Name:** Stacey Gist

**Name:** \_\_\_\_\_

Office Held: Vice President

Office Held: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 6/2/20

Date taking office: \_\_\_\_\_

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

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

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

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

Member meetings held how often? \_\_\_\_\_ Executive meetings held how often? \_\_\_\_\_

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

Signature Sundee Hawkins Date \_\_\_\_\_

Signature Stephanie Black Zibrat Date 6/2/2020

Signature [Signature] Date 6/2/2020

Signature \_\_\_\_\_ Date \_\_\_\_\_

Site Administrator's Approval: [Signature] Signature \_\_\_\_\_

Signature \_\_\_\_\_ Date 11/9/20

For district use: Finance Department recommendation: approval  
Governing Board Agenda date: 12/8/20

Rec'd 11/12

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

School Year 2020-2021

Name of Organization Painted Sky PTO

School Painted Sky Elementary

Related Student Organization or Club \_\_\_\_\_

Taxpayer I.D. 86-1002763

OFFICERS:

Name: Jennifer Tate

Name: Lorena Perez

Office Held: President

Office Held: Treasurer

Address: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 08/09/18

Date taking office: 08/08/19

Name: Stephanie Rehrmann

Name: Kellie Collet

Office Held: Vice President

Office Held: Secretary

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 08/09/18

Date taking office: 08/13/20

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

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

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

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

Member meetings held how often? Quarterly Executive meetings held how often? Monthly

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

Jennifer Tate 8/7/20  
Signature Date

Stephanie Rehrmann 8/18/20  
Signature Date

Lorena Perez 8/13/20  
Signature Date

Site Administrator's Approval: Betty Papadimitriou 11.12.2020  
Signature Date

For district use:

Finance Department recommendation: approved

Governing Board Agenda date: 12/8/20

Rec'd 11/13/20

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

School Year 2020-2021

Name of Organization Project Graduation - CDO

School Canyon del Oro HS

Related Student Organization or Club \_\_\_\_\_

Taxpayer I.D. 26-2470375

OFFICERS:

Name: Tiffany Bucciarelli - Fay

Name: Joeli Secrest

Office Held: President

Office Held: Treasurer

Address: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 08/01/19

Date taking office: 09/12/18

Name: Larry Atkinson

Name: \_\_\_\_\_

Office Held: Vice Chairman

Office Held: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 07/01/17

Date taking office: \_\_\_\_\_

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

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

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

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

Member meetings held how often? Monthly Executive meetings held how often? Monthly

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

Gary Fleimon 9-15-20  
Signature Date

Joeli Secrest 8/27/2020  
Signature Date

See attached  
Signature

Date Signature Date

Site Administrator's Approval: Tara Bullough 4/6/20  
Signature Date

For district use: Finance Department recommendation: approved  
Governing Board Agenda date: 12/8/20

Revd 11/6

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

School Year 2020-2021

Name of Organization CDO Orchestra Booster Club

School Canyon del Oro HS

Related Student Organization or Club \_\_\_\_\_

Taxpayer I.D. 81-3519995

OFFICERS:

Name: Aaron Dionise

Name: Tina Cioca

Office Held: President

Office Held: Treasurer

Address: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 5/18/20

Date taking office: 5/18/20

Name: Steve Merritt

Name: Venus Knox

Office Held: Vice President

Office Held: Secretary

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 5/18/20

Date taking office: 5/14/18

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

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

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

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

Member meetings held how often? Monthly Executive meetings held how often? Annually

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

Signature	Date	Signature	Date
<u>Tina Cioca</u>	<u>5-18-2020</u>	<u>Venus Knox</u>	<u>5-18-20</u>
Signature	Date	Signature	Date
<u>Tara Bullen</u>	<u>4/4/20</u>		

For district use: Finance Department recommendation: approve  
Governing Board Agenda date: 12/8/20

Revd 11/6

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

School Year 2020-2021

Name of Organization Ironwood Ridge Cross Country & Track School Ironwood Ridge High Sch

Related Student Organization or Club \_\_\_\_\_ Taxpayer I.D. 84-4327658

OFFICERS:

Name: Kenny Schied  
Office Held: President  
Address: \_\_\_\_\_

Name: Jennifer Pueschner  
Office Held: Treasurer  
Address: \_\_\_\_\_

E-mail: \_\_\_\_\_  
Phone(s): \_\_\_\_\_

E-mail: \_\_\_\_\_  
Phone(s): \_\_\_\_\_

Date taking office: 11/05/20

Date taking office: 1/1/20

Name: Jeff Brunet  
Office Held: \_\_\_\_\_  
Address: \_\_\_\_\_

Name: Jane Morrison  
Office Held: \_\_\_\_\_  
Address: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Phone(s): \_\_\_\_\_

Date taking office: 11/06/20

Date taking office: 11/06/20

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

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

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

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

Member meetings held how often? every 8 wks Executive meetings held how often? every 3 wks

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

Kenny Schied 11/06/2020  
Signature Date

Jennifer Pueschner 11/06/2020  
Signature Date

Jeff Brunet 11/6/2020  
Signature Date

Jane E Morrison 11/06/2020  
Signature Date

Site Administrator's Approval: [Signature]  
Signature

11/17/20  
Date

For district use: Finance Department recommendation: 12/8/20 approved  
Governing Board Agenda date:

Revd 11/17/20



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

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**DATE OF MEETING:** December 08, 2020

**TITLE:** Approval of the 2020-2021 District 301 Plan

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**BACKGROUND:**

The Arizona Department of Education requires that each district Governing Board approve a District Classroom Site Fund Pay for Performance Compensation Plan by December 31<sup>st</sup> of each year. ARS 15-977 requires that the plan comply with fourteen key elements to obtain approval. The plan for 2020-2021 has very minor changes from the previous year. These updates include; date and year changes, inserting available achievement data from last year, and updating language in some areas. The achievement data in the plan this year is minimal due to being unable to give local and State assessments at the end of last school year. Assessments were cancelled due to the COVID-19 pandemic.

The updated District 301 Plan for 2020-2021 is attached for review and approval. Changes are indicated in red font.

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**RECOMMENDATION:**

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

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**INITIATED BY:**

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Dr. Roseanne Lopez, Associate Superintendent for Elementary Education      Date: November 23, 2020

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Todd A. Jaeger, J.D., Superintendent



Katherine Hoffman  
Superintendent of  
Public Instruction

## Submission Guidelines for Classroom Site Fund Pay for Performance Compensation Plan

School District: AMPHITHEATER UNIFIED SCHOOL DISTRICT #10

Fiscal Year: 2020-2021

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

The Amphitheater plan includes student performance results on a site selected method of summative assessment in the targeted academic area for that school (e.g., NWEA MAP testing in math or reading, **Waterford Assessment of Core Skills (WACS)**, etc.). The formative assessment for this plan is in the form of a site selected student engagement goal and assessment. Teachers and administrators at each site determine the academic focus areas and the focus area for student engagement based upon analysis of data from the previous year. The results of State testing in the area of reading or math is utilized for Goal II. **The 2020 AzM2 results were scheduled to be used to determine the performance pay for Goal II. The test was not given due to the COVID-19 pandemic and therefore there are no results for this purpose.** The 301 Site Plan aligns with the school's improvement plan and the district continuous improvement plan. School improvement plans are submitted to the Arizona Department of Education through ALEAT.

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

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

### Sample goals:

- Students will show evidence of observable student engagement behaviors during classroom activities as measured by the 'Effective Learning Environments Observation Tool' (ELEOT) from the AdvancED accreditation system.
- (SCHOOL NAME) students will maintain or exceed their participation in extra-curricular offerings or in-class participation in any of the following activities: 21<sup>st</sup> century clubs, tutoring, band, O.M., reading, math,

science family/teacher nights, interactive field trips and /or by participating in a production or a computer simulation during the 2020-2021 school year. This will be measured by attendance records in extracurricular activities from fall to spring as well as participation surveys. The surveys will be given to each student attending (SCHOOL NAME) by their classroom teacher at the beginning and end of the 2020-2021 school year.

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

**Sample Goal:**

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

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

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

The AzMERIT results are utilized to determine teacher success with Goal II. The AzMERIT is closely aligned with the Arizona College and Career Readiness Standards. All of the site selected methods of assessment are also tied closely to the Arizona College and Career Readiness Standards. For Goal I, schools select a method of assessment to monitor growth. Most all elementary and middle schools choose the NWEA MAP test in the area of Reading or Math for this section. WACS is chosen by several schools for grades K and 1. High schools do not have one consistent standardized test given to all students. Each of the high schools have developed a test that assesses one or more standards or skills that the school level plan addresses.

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

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

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

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

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

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

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

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

A parent climate survey is given each year to gather parent perceptions of the quality of their child's school. The survey results are utilized in the formation of the school improvement plan. The 301 Site Plan is in alignment with the school improvement plan. The Amphitheater School District utilizes the parent version of the AdvancED survey annually. This is a component of our systems accreditation. The survey data is utilized, in part, to determine the performance of each school and each teacher in the "Group A" category for teacher evaluation. As the teacher evaluation "label" is now a part of the pay out, and we utilize parent surveys as a portion of the overall rating, we meet this criteria. **This survey was not administered in the spring of 2020 due to school closures.**

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

Each school has the option of including ratings of school quality by students as a portion of the school engagement goal, Goal IA. The parent climate survey includes questions that directly address the student perceptions of the quality

of their school. The AdvancED surveys, administered annually, include survey participation for students at all levels K-12.

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

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

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

The Amphitheater Governing Board held a Public Hearing on the Performance Pay Plan on April 11, 2006. At that time the Governing Board approved a waiver of this requirement. The rationale for the waiver was that teachers were, and continue to be, actively involved in the development and implementation of the 301 Site Plans. Plan approval occurs at each site every year. Each participant signs a participation agreement form. This serves as documentation of the "vote" on the plan. District-wide, participation in 301 Site Plans is between 98%-100% annually. This has been consistent over time.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Classroom Site Fund: 013-Other (40%)**

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

- **Teacher Salaries**

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

**Distribution:** Fund 011 and 013 are currently built in to the teacher's regular contracted salary amounts. Fund 012, the performance pay element, is distributed to participating teachers in a lump sum payment in late October or early November of every year. It is based on the school-based 301 plan results from the previous school year. All participants in the plan from the previous school year are paid regardless of their status with the district in October or November (e.g., retired, resigned, etc.). The amount of the payout varies each year based on the accumulation of the fund. The entire fund is distributed according to the degree of accomplishment of the school plan. The 301 Oversight Committee reviews all results of the plans in September of each year prior to making recommendations to the Governing Board for pay out approval. The distribution of the performance pay for 2019-2020 occurred on **November 13, 2020**.

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

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

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

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

Highly Effective Performance Classification: 100% of the available funds

Effective Performance Classification: 95% of the available funds

Developing Performance Classification: 85% of the available funds

Ineffective Performance Classification: \$0

Example:

***Total Amount Available Per Participant: \$2500***

33% of the total amount: \$825

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

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

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

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

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

**Amphitheater Unified School District**  
**301 Performance Pay Plan 2019-2020**

**Overview**

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

**Rationale**

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

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

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

**Eligibility**

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

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

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

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

### **Compensation**

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

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

Teachers who are involved for the first time will receive their sign on compensation of up to \$600 at the same time as returning teachers receive their pay for performance monies. Actual compensation amounts are determined by revenue received from the state, number of participants, and the number that are successful.

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

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

## **Structure of the 301 Site Plan**

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

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

**2. Rationale of the Site Plan:**

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

- **School Engagement** *(one or two areas)*

- **Core Content Area**

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

Attendance Rate from previous year \_\_\_\_\_

Graduation Rate \_\_\_\_\_ **OR**

Drop Out Rate \_\_\_\_\_

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

**5. Goal I, Part A: School Engagement**

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

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

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

**7. Goal II: AzMERIT**

*Goal Statement: In grades 3-8, 75% of all continuously enrolled students will maintain or exceed the **AzM2** scale score from the prior year in core content area of **English Language Arts** or **Math**.*

**8. Professional Development**

- Rationale: *(address how this will support the site plan)*

- Content:

- Dates:

- Attendance Records:

**9. Support of Site Plan**

- Strategies/activities teachers will do to support plan:

- Means of documenting individual teacher involvement:

**10. Concerns/limitations**

## Reporting Results

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

Amphitheater 301 Performance Pay Plan Results  
School:

### 1. Goal I, Part A: School Engagement

- Restate Goal
- Pre-assessment Data Results
- Post-assessment Data Results
- Briefly state supporting evidence
  
- Goal Met                    \_\_\_\_\_YES                    \_\_\_\_\_NO

### 2. Goal I, Part B: Site Based Assessment

- Restate Goal:
- Pre-assessment Data Results
- Post-assessment Data Results
- Briefly state supporting evidence
  
- Goal Met                    \_\_\_\_\_YES                    \_\_\_\_\_NO

### 2. Goal II: **AzMERIT**

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

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

### **3. Inclusion of district and school performances**

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

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

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

*Goal II:* **AzMERIT** results will be used to determine the compensation for Goal II.

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

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

### **4. Inclusion of other measures of academic progress**

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

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

**5. Inclusion of dropout or graduation rates**

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

**6. Inclusion of attendance rates**

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

**7. Inclusion of rates of school quality by parents**

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

**8. Plan includes rates of school quality by students**

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

**9. Input from teachers and administrators**

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

### **10. Approval of the plans based on an affirmative vote of 70% of eligible teachers**

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

### **11. Appeals process**

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

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

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

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

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

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

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

Teachers who have been recommended for non-renewal for inadequate classroom performance are not eligible for monies from the performance-based plan. Non-renewal would be recommended based on administrative evaluation of classroom performance. District policy states that the results of any evaluation which would result in a loss of income

may be appealed. The appeal procedures for individual teachers in this situation are available in the district policy manual.

### **12. Regular evaluation of effectiveness/committee membership structure**

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

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

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

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

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

### **14. Allocation of funding according to the requirements A.R.S. 15-977**

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

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

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

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

#### **Classroom Site Fund: 013-Other (40%)**

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

- **Teacher Salaries**

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

### **15. Requirements of the plan are based on the classroom performances of an individual teacher**

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

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

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

For the **2020-2021** District Plan, 33% of the available dollars for performance pay for a teacher will be based on the performance classification determined by the Amphitheater Teacher Performance Evaluation System (ATPES) as required by ARS 15-977. Since the full amount of the pay varies by year due to fluctuations in sales tax revenue, the actual dollar amount of this portion of the pay will vary from year to year. The classifications are and the percentage of the overall available dollars attainable that will make up the 33% are as follows:

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

Example:

***Assuming a Total Amount Available Per Participant: \$2500***

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

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

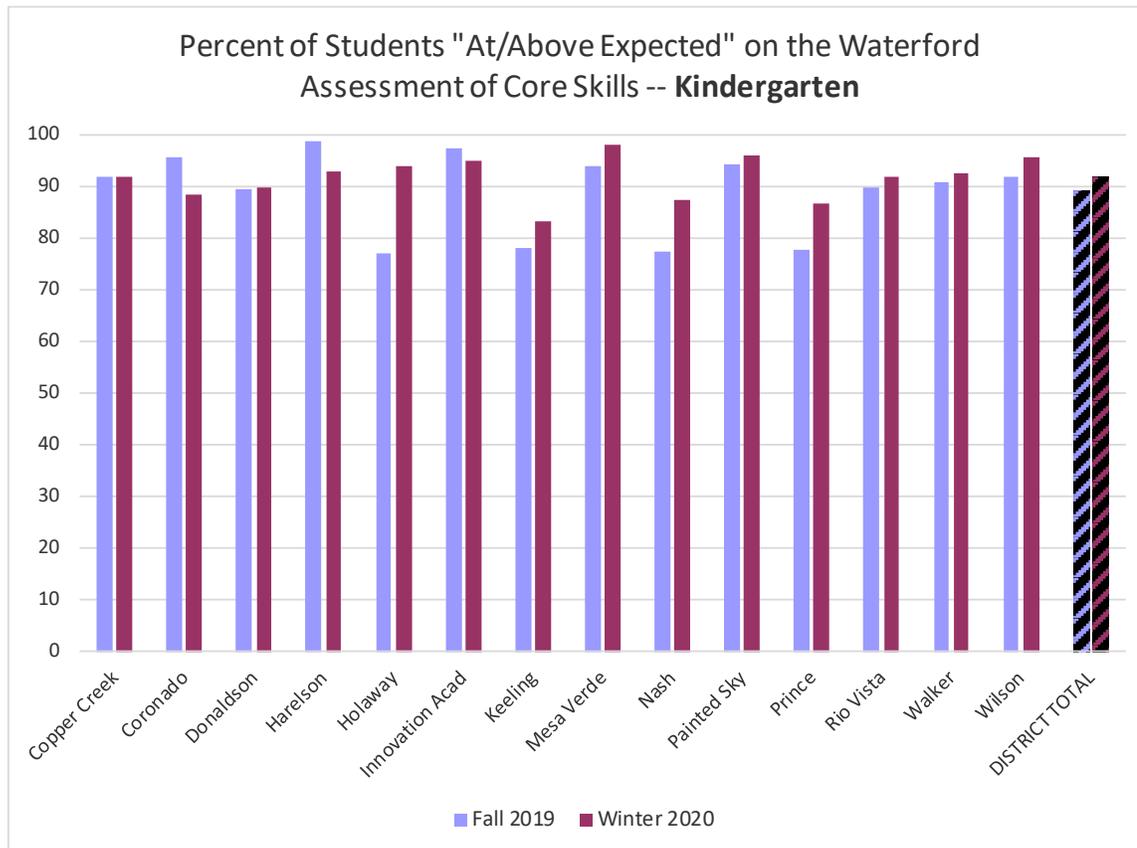
**Summary of WACS Data for 2019-20**

The following summaries and charts describe the results of the Waterford Assessment of Core Skills (WACS). Given to Kindergarten and First grade students, WACS is a browser-based standardized test designed to test student literacy skills within three to ten skill sets. WACS adapts to each student's needs by giving easier or harder questions, depending on whether the student answers the previous question correctly. At the end of the assessment, WACS records the student's test score and identifies the student as either "At/Above Expected" or "Below Expected," based on the expectations of that assessment window.

The charts below provide the percent of students "At/Above Expected" for both Fall and Winter assessment windows, by grade level. Due to school closures during the COVID-19 pandemic, students were not assessed during Spring 2020.

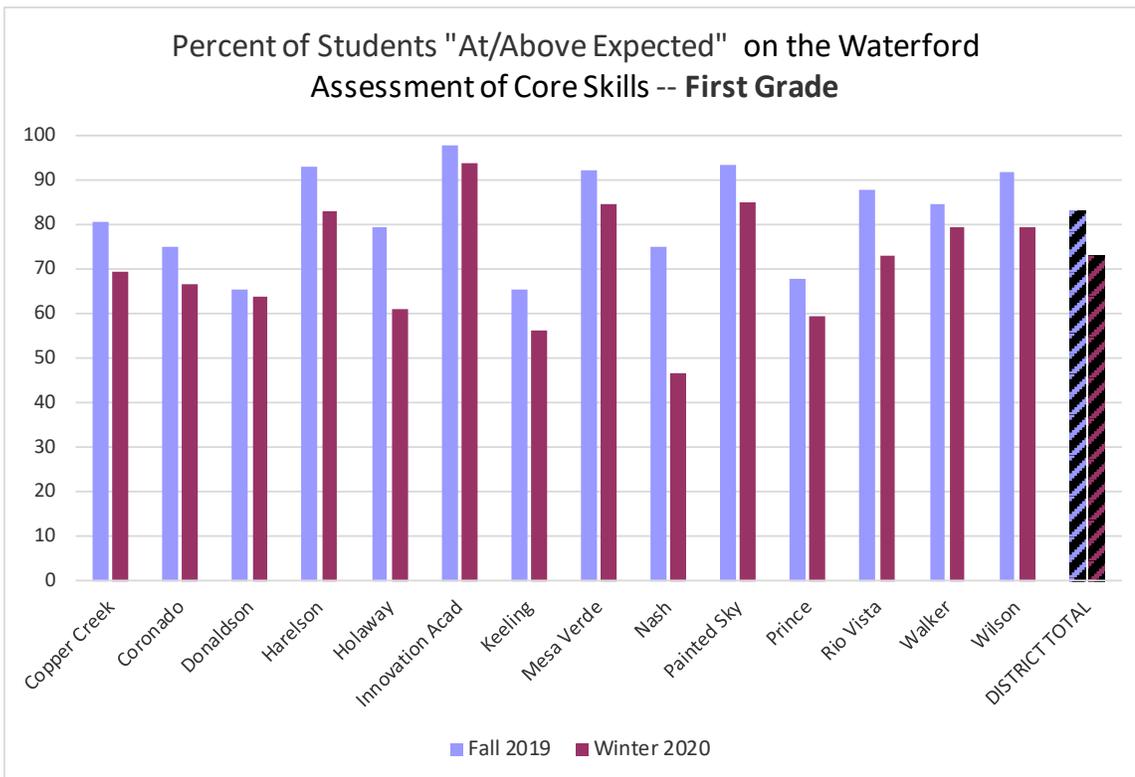
**Kindergarten Results**

- Overall, 92% of Kindergarten students were "At/Above Expected" by Winter 2020; up from 89% in Fall 2019.
- From Fall to Winter, all but three elementary schools showed an increase in the percent of Kindergarten students "At/Above Expected".
- Holaway and Nash both had large increases in the percent of students who were "At/Above Expected" from Fall to Winter.
- All four (4) of the schools that were below 80% "At/Above Expected" in Fall 2019 improved by Winter 2020.
- The percent of students "At Benchmark" by Spring 2019 ranged from 89% to 98%.



## First Grade Results

- Overall, 73% of First Grade students were “At/Above Expected” by Winter 2020; down ten percentage points from Fall 2019.
- From Fall to Spring, all schools showed a decrease in the percent of First Grade students “At/Above Expected”. Nash had the largest decrease (-28.5 percentage points).
- Three (3) schools had above 80% of their students score in the “At/Above Expected” range in Winter 2020; down from nine (9) schools in Fall 2019.
- Five (5) schools had fewer than 1 in 3 students score in the “At/Above Expected” range in Winter 2020 (Donaldson, Holaway, Keeling, Nash, and Prince). One (1) school (Nash) had fewer than 1 in 2 students score in the “At/Above Expected” range.
- The percent of students “At Benchmark” by Spring 2018 ranged from 47% to 94%



### **Summary of Longitudinal District-Level AzMERIT Data**

This section typically highlights changes in the proficiency rates on the Arizona state achievement test, the AzMERIT. **Due to school closures as a result of the COVID-19 pandemic, students were not given the AzMERIT assessment during Spring 2020.**

In Spring 2021, students will again take the AzMERIT assessment, however, it will change in the following ways:

- The assessment will only be available as an end-of-year assessment (not an end-of-course assessment), which means the content of the high school test will change.
- Students in high school will take the AzMERIT assessment as a sophomore, and it is expected to cover:
  - English 9 and English 10 courses (AzMERIT ELA)
  - Algebra I and Geometry courses (AzMERIT Math)

**NWEA MAP Data is not available for this report due to school closures in the spring of 2020.**



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

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**DATE OF MEETING:** December 08, 2020

**TITLE:** Summer Institute 2021 Teacher Stipends

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**BACKGROUND:**

We once again have the opportunity to offer stipends to teachers and in-house trainers for attending or preparing training sessions offered during the summer of 2021. Results Based Funding dollars allocated for replication efforts would be used for this purpose. The Board previously approved performance pay payouts to teachers in Results Based Funding schools which totaled 60% of the total dollars received. The remaining 40% was set aside dedicated to improving all schools through replication efforts.

**We propose the approval of the same three types of stipends/addendums as were approved in 2019 and 2020 for the summer of 2021:**

**New teacher “Building Outstanding Organized Teachers (BOOST)” training addendum:** \$150.00 per 6 hour training day for teachers new to the profession and for those teachers who have been out of the profession for five or more years. Teachers hired for the 2021-2022 school year who are new to the profession would attend a three day intensive training preparing them for the first weeks of school. The training will be scheduled during July of 2021.

**Teacher Training Stipend:** \$175.00 per 6 hour training day for returning teachers who have signed contracts for the 2021-2022 school year. The availability of the stipend would be limited to training sessions aligned with replication efforts. The training session information would clearly indicate the target audience for the training and whether or not the training session attendees are eligible for the stipend. Teachers fitting this audience profile would be eligible for a stipend (e.g., third grade teachers responsible for reading instruction, sixth grade teachers responsible for science instruction, etc.).

**Trainer Stipend:** \$500 per six hour training day (inclusive of any preparation time prior to the workshop). We have a number of employees who are highly skilled in the focus areas of the training we need to provide. We would like to provide a stipend to our own employees to serve as trainers rather than hiring outside consultants when possible.

The stipends for training would be available while Results Based Funding is available. At present, we have some remaining funds available to support training stipends for the summer of 2021.

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**RECOMMENDATION:**

The administration recommends that the Governing Board approve the Results Based Funding Summer Institute Stipends for 2021 detailed in the above background information.

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**INITIATED BY:**

**Dr. Roseanne Lopez, Associate Superintendent for Elementary Education**

**Date: November 23, 2020**

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



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

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**DATE OF MEETING:** December 08, 2020

**TITLE:** Approval of 2021-2022 Governing Board Meeting Schedule

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**BACKGROUND:**

Meeting dates of the Amphitheater Governing Board typically are held the second and fourth Tuesday of each month during the regular school year. These meetings include regular and special meetings as noted on the attachment. The 2021-2022 Governing Board meeting schedule for the Amphitheater School District are presented to the Board for approval.

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**RECOMMENDATION:**

The Administration recommends that the 2021-2022 meeting schedule for the Amphitheater Governing Board be approved as presented.

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**INITIATED BY:**

Karin Smith, Executive Assistant  
To the Superintendent & Governing Board

Date: November 20, 2020

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Todd A. Jaeger, J.D., Superintendent

## **Amphitheater Governing Board 2021-2022 Meeting Schedule**

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

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

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

<u>2021-2022</u>	<u>TYPE OF MEETING</u>
<b>Tuesday, July 13, 2021</b> Tuesday, July 27, 2021	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, August 10, 2021</b> Tuesday, August 24, 2021	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, September 14, 2021</b> Tuesday, September 28, 2021	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, October 05, 2021</b> Tuesday, October 26, 2021	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, November 09, 2021 *</b>	<b>Regular Public Meeting</b>
<b>Tuesday, December 07, 2021 *</b>	<b>Regular Public Meeting</b>
<b>Tuesday, January 11, 2022</b> Tuesday, January 25, 2022	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, February 08, 2022</b> Tuesday, February 22, 2022	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, March 08, 2022</b> Tuesday, March 22, 2022	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, April 12, 2022</b> Tuesday, April 26, 2022	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, May 10, 2022</b> Tuesday, May 24, 2022	<b>Regular Public Meeting</b> Special Public Meeting
<b>Tuesday, June 14, 2022</b> Tuesday, June 28, 2022	<b>Regular Public Meeting</b> Special Public Meeting

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

*For Governing Board approval December 08, 2020*



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

---

**DATE OF MEETING:** December 08, 2020

**TITLE:** Approval of Supplemental Texts and Materials

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**BACKGROUND:**

Attached is a list of new supplemental texts and materials. This list is provided to the Board in December and in April.

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**RECOMMENDATION:**

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

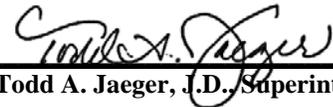
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**INITIATED BY:**



Michael Bejarano  
Associate Superintendent for Secondary Education

Date: November 18, 2020



Todd A. Jaeger, J.D., Superintendent

**SUPPLEMENTAL TEXTS**

<b>Course</b>	<b>Level</b> <i>Grade or Grade Range</i>	<b>TITLE</b>	<b>Publisher</b>	<b>Copyright</b>	<b>ISBN#</b> <i>Please use 10 digit # if available.</i>	<b>Submitted by</b> <i>School Name</i>
ELL	HS	Side by Side 1	Pearson	2010	9780130267443	Huseby
ELL	HS	Side by Side 1 Guide	Pearson	2010	9780132199773	Huseby
ELL	HS	Side by Side 2	Henry Holt	2010	9780130267573	Huseby
ELL	HS	Side by Side 2 Guide	Villard Books	2010	9780130272898	Huseby
ELD	HS	A Long Walk to Water	Houghton Mifflin Harcourt	2010	9780547577319	Huseby
ELD	HS	One Crazy Summer	Amistad	2010	9780060760908	Huseby
Language Arts	12-Mar	newsela.com				Lopez 105
ASL	HS	Signing Naturally Units 1-6 - Teacher's Curriculum	DawnSign Press	2008	9781581212075	IRHS
ASL	HS	Signing Naturally Units 7-12 - Teacher's Curriculum	DawnSign Press	2014	978158121281	IRHS
ASL	HS	For Hearing People Only	Deaf Life Press	2016	9780970587602	IRHS
History of US I	Pima CC -Dual Enrollment	America: A Narrative History Vol 1 (P)	Norton	2019	0-393-66893-2 13: 9780393668933	IRHS
History of US II	Pima CC -Dual Enrollment	America: A Narrative History + Access Card Vol 2 (P)	Norton	2018	0-393-66894-0 13: 9780393668940	IRHS
College Algebra A	Pima CC -Dual Enrollment	Graphical Approach to College Algebra	Pearson	2018	0-13-469652-2	IRHS
Human Anatomy&Physiology/Histology	Pima CC - Dual Enrollment	Anatomy and Physiology Coloring Workbook: A Complete Study Guide	Savvas	2019	978-0134459363	IRHS
Human Anatomy&Physiology/Histology	Pima CC - Dual Enrollment	Human Anatomy and Physiology - Brief Atlas	Savvas	2019	978-0321662613	IRHS
Human Anatomy&Physiology/Histology	Pima CC - Dual Enrollment	Study Guide for Human Anatomy and Physiology	Savvas	2019	978-0134780230	IRHS
Human Anatomy&Physiology/Histology	Pima CC - Dual Enrollment	Printed Test Bank for Human Anatomy and Physiology	Savvas	2018	978-0134788944	IRHS
RAMS 101	MS	7 Habits of Highly Effective Teens	Simon & Schuster	1998/2014	9781476764665	Cross

RAMS 101	MS	7 Habits of H.E.T. Personal Workbook (supp. To book)	Simon & Schuster	2014	9781476764689	Cross
RAMS 101	MS	Out of My Mind	Atheneum Books for Young Rea	2012	9781416971719	Cross
Social Emotional Learning	PreK-12	Sanford Harmony	Sanford Programs at National U	2019	<a href="https://online.sanfordprograms.c">https://online.sanfordprograms.c</a>	Call
Social Emotional Learning	PreK-12	Kimochis; Feel Guide Elementary	Plushy Feely Corp	2010	<a href="https://kimochis9.mybigcommere.com/">https://kimochis9.mybigcommere.com/</a>	Call
Social Emotional Learning	PreK-12	Kimochis; Feel Guide Early Childhood Education	Plushy Feely Corp	2014	<a href="https://kimochis9.mybigcommerce.com/">https://kimochis9.mybigcommerce.com/</a>	Call
Social Emotional Learning	PreK-12	Kimochis Activity Guide for Mental Health Professionals (Feeling Pillows Guide)	Plushy Feely Corp	2018	<a href="https://kimochis9.mybigcommerce.com/">https://kimochis9.mybigcommerce.com/</a>	Call
Social Emotional Learning	PreK-12	Second Step; Skills for Social and Academic Success Program K-5 Kits	Committee for Children	2011	<a href="https://www.secondstep.org/second-step-social-emotional-learning">https://www.secondstep.org/second-step-social-emotional-learning</a>	Call
Social Emotional Learning	PreK-12	Second Step; Early Learning Program PreK	Committee for Children	2011	<a href="https://www.secondstep.org/second-step-social-emotional-learning">https://www.secondstep.org/second-step-social-emotional-learning</a>	Call
Social Emotional Learning	PreK-12	Second Step; Student Success Through Prevention (Middle School)	Committee for Children	2008	<a href="https://www.secondstep.org/second-step-social-emotional-learning">https://www.secondstep.org/second-step-social-emotional-learning</a>	Call 106
Social Emotional Learning	PreK-12	Second Step; Web-based Program	Committee for Children	2012-2020	<a href="https://www.secondstep.org/second-step-social-emotional-learning">https://www.secondstep.org/second-step-social-emotional-learning</a>	Call
Social Emotional Learning	PreK-12	Second Step; Digital Middle School Curriculum License Agreement	Committee for Children	2017	<a href="https://www.secondstep.org/second-step-social-emotional-learning">https://www.secondstep.org/second-step-social-emotional-learning</a>	Call
Social Emotional Learning	PreK-12	Choose Love	Choose Love Movement	2020	<a href="https://chooselovemovement.org">https://chooselovemovement.org</a>	Call
Language Arts	6	MYPERSPECTIVES ENGLISH LANGUAGE ARTS 2017 DIG	SAVVAS	2017	9780133338928	McKinney
Language Arts	7	MYPERSPECTIVES ENGLISH LANGUAGE ARTS 2017 DIG	Savvas	2017	9780133338935	McKinney
Language Arts	8	MYPERSPECTIVES ENGLISH LANGUAGE ARTS 2017 DIG	Savvas	2017	9780133338942	McKinney
Language Arts	9	MYPERSPECTIVES ENGLISH LANGUAGE ARTS 2017 DIG	Savvas	2017	9780133338959	McKinney
Language Arts	10	MYPERSPECTIVES ENGLISH LANGUAGE ARTS 2017 DIG	Savvas	2017	9780133338966	McKinney
Language Arts	11	MYPERSPECTIVES ENGLISH LANGUAGE ARTS 2017 DIG	Savvas	2017	9780133338973	McKinney
Language Arts	12	MYPERSPECTIVES ENGLISH LANGUAGE ARTS 2017 DIG	Savvas	2017	9780133338980	McKinney
English	HS	No Fear Shakespeare Romeo and Juliet	Spark Notes		1586638459	Huseby





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

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**DATE OF MEETING: December 08, 2020**

**TITLE: Study and Approval of the Governing Board’s Legislative Priorities for the 2021 Fiscal Year**

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**BACKGROUND:**

School district governing board members regularly advocate for public education by raising awareness and engaging in dialogue with both legislators and the community through an established list of legislative priorities. This agenda item is provided to permit Amphitheater’s Governing Board to develop its legislative priorities for the 2021 Arizona’s legislative session. These legislative priorities will then assist to guide and direct Amphitheater’s representatives as they communicate with Arizona legislators to effect legislative actions to benefit the District, its students, and its staff. They will also help ensure that the Board’s philosophies and mission are communicated properly and consistently during the legislative process.

The legislative priorities set by this agenda item will be separate from, but may overlap, those adopted by the Arizona School Board Association (“ASBA”) earlier this year. As a voting member of the ASBA, Amphitheater’s Governing Board provides input to ASBA annually to assist ASBA to form its own legislative agenda with an eye toward benefitting all public schools in the state. As a reminder, the Board previously studied and responded to ASBA’s request for input into that organization’s legislative agenda, and Board representatives have already attended ASBA’s legislative meetings for that purpose.

This agenda item will address a legislative agenda specific to Amphitheater Public Schools. A proposed list of potential discussion items that would be beneficial to Amphitheater, as well as its students and staff, is provided as potential “talking points” to illustrate issues and discussions that the Board may wish to consider as it approves a list of legislative priorities for the District.

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

- Article XI, Section 1. A., of the Arizona Constitution sets forth that, “The legislature shall enact such laws as shall provide for the establishment and maintenance of a general and uniform public school system...” Section 10 requires that, “... the legislature shall make such appropriations, to be met by taxation, as shall insure the proper maintenance of all state educational institutions, and shall make such special appropriations as shall provide for their development and improvement.”
- The legislature has not only failed to meet its constitutional duty, but has violated that duty as well by cutting essential funding to schools.
- Recent efforts by the state to restore capital funds through the creation of the District Additional Assistance does not reimburse the more than \$107 million dollars in capital funds denied to Amphitheater Public Schools by the state for the decade that followed the 2009 recession.
- The State of Arizona needs to revise its funding system to support the increased expectations for Arizona student achievement to enable Arizona’s youth to remain competitive with the rest of the country. Current federal and Arizona state requirements demand higher levels of student achievement, but the state legislature has not revised its current education funding formula to address those ever-increasing requirements.
- The Arizona legislature continues to create laws designed to increase student success, *i.e.*, the new 2019 law requiring mandatory dyslexia testing in elementary schools, but it does not provide additional funding to support those mandates.

- State legislators, not our schools and our conscientious and committed educators, are failing our students. Simple changes are available to the state’s legislators to increase the state’s education funding budget, *i.e.*, an excise tax would provide a new funding source for public education in a budget-neutral manner for Arizona’s taxpayers.
- The Arizona legislature needs to revise Arizona’s current public education funding system to establish consistent and reliable funding sources that will adequately fund public school districts in each of the following essential areas:
  1. Increase Per Student Spending in the State’s Public Schools: Increase support for Arizona’s students to provide greater learning opportunities in the areas of special education, gifted education, sheltered English immersion, and career and technical education.
  2. Provide Adequate Funding for Special Education: Correct the state education funding formula for special education dollars to address special education through Group B weighed formulas. The current education funding formula that provides for special education services through Group A funding wastes tax dollars by giving school district funds identified for special education services to charter schools who are not obligated to provide the special education services required of public school districts.
  3. Provide Competitive Compensation for Public School Employees: Provide sufficient funds to attract and retain the best and most qualified school staff so that Arizona students are competitive with the rest of the United States.
  4. Attract College Graduates to the Teaching Profession: Provide sufficient funding to encourage qualified professionals to enter the teaching profession, particularly in high needs areas such as science, math, technology, special education, Sheltered English Immersion, and career and technical education.
  5. Address Minimum Wage Compression for Public School Employees: Provide sufficient funding to enable school districts to address wage compression experienced due to the annual minimum wage increases required by the Arizona Healthy Families and Minimum Wage Act.
  6. Properly Maintain and Secure Public School Buildings: The current education funding system employed to assist public school districts to maintain and secure public schools does not benefit school districts or students. The process developed by the state legislature that requires school districts to request funds for building repairs and updates through the School Facilities Board (“SFB”) is time and labor intensive, and it is difficult for school districts to obtain sufficient funds to address needed repairs. Moreover, reliance on the state’s general fund to cover repairs approved by the SFB limits the funding available throughout the state for repairs and pits school districts against each other in a fight for available funds from the SFB. School districts should receive sufficient funding as part of the state’s education funding formula to address maintenance and repairs for their own buildings.

**2. Maintain Desegregation Funding.**

- Desegregation funding is an important source of funding for school districts who have additional obligation imposed by a desegregation or OCR order.
- Desegregation and OCR orders typically mandate that school districts undertake some form of corrective action, through the implementation of new programs, services or policies that impose new and additional obligations.
- A.R.S. §15-910 (the desegregation funding statute) provides a separate source of revenue for school districts compelled to implement new programs and services by operation of court orders or OCR decrees.
- Programs and services of school districts directly serving Arizona’s children deserve no less protection than the general fund of the State.

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

- Federal and state reporting and data requirements combine to create a substantial administrative burden for school districts.

- The state continues to change its reporting requirements to require different and new types of information from school districts.
- State reporting requirement changes are made without input from or sufficient notice to school districts. For example, the Arizona Department of Education changed its reporting requirements for the state's AzSAFE reporting twice during the 2019-2020 school year, and each change required school districts to readjust staffing assignments to meet the state's change.
- The worthy goal of putting more funds in the classroom must be reconciled with the ongoing effort to put more burden in administrative functions.

**4. Protect and Support Educator Due Process Rights.**

- While the interests of the student must be the paramount focus of all education decisions and policies, those interests will never be met if educators are led to believe that their rights do not matter.
- A careful balance must be drawn between ensuring students receive services from the most-qualified and effective staff possible and protecting the rights of teachers to due process and opportunities for professional growth.
- Legislative mandates for evaluation outcomes, loss of continuing status, and dismissal from employment deprive school boards of necessary local control.
- State mandates ignore inherent deficiencies in state and data systems that have not been supported with capital funding from the state.

**5. Hold School Districts Harmless from the Financial Impacts of the COVID-19 Pandemic.**

- Student enrollment and attendance across the state were significantly and unexpectedly changed during the first 100 days of SY 2020-2021 entirely due to the pandemic. The State of Arizona has reported that school districts are not able to locate thousands of students who registered to attend public schools in Arizona. Because school districts had to develop plans for staffing schools and issue teacher contracts before the pandemic reached Arizona, school districts should not be held accountable for the current year changes in enrollment for FY 2020-2021.
- Due to the pandemic, public schools had to implement new mitigation strategies that enable physical distance between students at school. These changes required by COVID-19 have limited the number of students that school districts were able to accept through the open enrollment process, which negatively impacts school district budgets in FY 2020-2021.
- As community transmissions increased during fall 2020, families have transitioned students between different learning modalities based on individual family needs. These changes have affected the ability for school districts to count attendance for students enrolled in the school. Since the current funding model for Arizona schools is based on student attendance during the first 100 days of schools, a new funding model is necessary for FY 2020-2021 and any other year affected by the pandemic to hold school districts harmless from unexpected attendance changes.
- School districts were mandated by the State of Arizona to provide supervision for students on their campuses despite public health recommendations that schools teach remotely. As a result, public school districts should be held harmless for any liability for COVID-19 exposures.

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**RECOMMENDATION:**

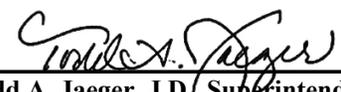
This item is presented for the Board's consideration and approval of the recommended legislative priorities.

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**INITIATED BY:**

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

Date: November 25, 2020

  
 Todd A. Jaeger, J.D., Superintendent



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

---

**DATE OF MEETING:**        **December 8, 2020**

**TITLE:**        **Study and Approval of the Revised Expenditure Budget for Fiscal Year 2020-2021**

---

**BACKGROUND:**

The State of Arizona requires Governing Boards to revise their operating budget for the school year to reflect actual enrollment, carry forwards and interest earnings. The carry forward amounts and interest earnings for the Unrestricted Capital Fund were estimated for the Budget Adoption in July. These budgets have been revised to reflect current projected numbers.

The budget for Maintenance and Operations fund was adjusted down to reflect the lower projected revenues associated with an enrollment drop of 1,410 Average Daily Membership (ADM). The district projected an ADM of 12,360 during the budget adoption in July. This budget revision was based upon a projected 100<sup>th</sup> day ADM of 10,950. Further budget reductions to the Maintenance and Operations fund are also anticipated in the Spring when additional reductions are calculated by the Arizona Department of Education for actual online days. Arizona's School funding formula only provides 95% funding for full-time students and 85% funding for part-time students. This additional budget reduction was spelled out in the Governor's Executive Order 2020-51 2(d). This additional reduction is anticipated to be around \$3 to \$4 million dollars.

The other significant change in the budget is an increase of \$5,614,000 in the Other Federal Projects budget (page 6 of 8 line 17). This increase is the result of the Governor's Enrollment Stability Grant. The estimated funding to the district was originally anticipated to exceed \$10 million dollars. The actual amount of funding for the district from the grant is \$5,613,633.40. The award amounts state-wide were lowered proportionally because insufficient funds were available to fully fund all districts at the proposed 98% of prior-year weighted ADM. In addition, all grants were capped at the maximum of \$500 per student based upon the current 40<sup>th</sup> ADM. The salaries for approximately 60 teachers' salaries will be moved from the Maintenance and Operations fund to the Enrollment Stability Grant which must be spent by the end of December.

---

**RECOMMENDATION:**

It is the recommendation of the Administration that the Governing Board approves this revised budget.

---

**INITIATED BY:**

Scott Little, Chief Financial Officer

Date: December 2, 2020

Todd A. Jaeger, J.D., Superintendent



FY 2021  
STATE OF ARIZONA  
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET  
DISTRICTWIDE BUDGET

Revised #1

Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2021 was

Proposed	<u>June 23, 2020</u>
Adopted	<u>July 14, 2020</u>
Revised	<u>December 8, 2020</u>
	Date

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SIGNED

SIGNED

The FY 2021 budget file for the version described above will be uploaded via

the Common Logon on ADE's website by December 9, 2020.

Type the Date as MM/DD/YYYY

_____ Superintendent Signature	_____ Business Manager Signature
<u>Todd Jaeger</u>	<u>Scott Little</u>
Superintendent Name (Typed Name)	Business Manager Name (Typed Name)

District Contact Employee: Scott Little

Telephone: 520-696-5128 Email: slittle@amphi.com

**REVENUES AND PROPERTY TAXATION**

1. Total Budgeted Revenues for Fiscal Year 2020	\$ <u>110,000,000</u>
2. Estimated Revenues by Source for Fiscal Year 2021 (excluding property taxes)	
Local	1000 \$ _____
Intermediate	2000 \$ _____
State	3000 \$ <u>25,000,000</u>
Federal	4000 \$ <u>14,000,000</u>
TOTAL	\$ <u>39,000,000</u>

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

	Prior FY 2020	Est. Budget FY 2021
Primary Tax Rate:	3.9558	3.7551
Secondary Tax Rates:		
M&O Override	0.4973	0.4699
Special Program Override		0.1645
Capital Override		
Class A Bonds		
Class B Bonds	0.8394	0.8200
CTED	0.0500	0.0500
Desegregation	0.2530	0.2500
Total Secondary Tax Rate	1.6397	1.7544

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

	Budgeted Expenditures	Budget Limit
1. Maintenance and Operation Fund (from pages 1, line 30 and 7, line 11)	\$ <u>91,858,479</u>	\$ <u>91,858,479</u>
2. Unrestricted Capital Fund (from pages 4, line 10 and 8, line A.12)	\$ <u>6,651,527</u>	\$ <u>6,651,527</u>
3. Federal Projects Other Than Impact Aid (from Budget, page 6, Federal Projects, line 18 minus line 16)		\$ <u>22,139,677</u>
4. Total Aggregate School District Budget Limit (sum of lines 1 through 3)		\$ <u>120,649,683</u>

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

1. Average salary of all teachers employed in FY 2021 (budget year)	\$ <u>47,491</u>
2. Average salary of all teachers employed in FY 2020 (prior year)	\$ <u>45,191</u>
3. Increase in average teacher salary from the prior year	\$ <u>2,300</u>
4. Percentage increase	<u>5%</u>

Comments on average salary calculation (Optional):  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Average salary of all teachers employed in FY 2018	\$ <u>38,596</u>
6. Total percentage increase in average teacher salary since FY 2018	\$ <u>23%</u>

**FUND 001 (M&O)**

**MAINTENANCE AND OPERATION (M&O) FUND**

Expenditures	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease			
	Prior FY	Budget FY						Prior FY 2020	Budget FY 2021				
	100 Regular Education												
1000 Instruction	1.	608.00	545.40	18,608,439	6,573,585	775,830	2,180			31,133,883	25,960,034	-16.6%	1.
2000 Support Services													
2100 Students	2.	89.66	89.66	2,314,918	694,476	100,800				3,249,470	3,110,194	-4.3%	2.
2200 Instructional Staff	3.	54.10	54.10	1,147,833	344,350	76,000	20,570	2,080		1,965,643	1,590,833	-19.1%	3.
2300 General Administration	4.	11.75	11.75	796,649	238,995	878,470	23,710	26,230		1,564,435	1,964,054	25.5%	4.
2400 School Administration	5.	91.00	91.00	4,311,856	1,293,557	77,120	680	1,270		5,628,457	5,684,483	1.0%	5.
2500 Central Services	6.	47.30	47.30	1,852,536	555,761	1,672,500	76,000	4,820		3,739,810	4,161,617	11.3%	6.
2600 Operation & Maintenance of Plant	7.	216.43	216.43	5,625,387	1,687,616	4,388,200	4,782,320	7,220		15,958,868	16,490,743	3.3%	7.
2900 Other	8.	0.00	0.00							0	0	0.0%	8.
3000 Operation of Noninstructional Services	9.	7.50	7.50	213,823	64,147	18,200	135,000			401,353	431,170	7.4%	9.
610 School-Sponsored Cocurricular Activities	10.	25.00	25.00	143,600	42,100					187,600	185,700	-1.0%	10.
620 School-Sponsored Athletics	11.	6.00	6.00	252,027	75,608	294,560	141,150	37,570		1,502,750	800,915	-46.7%	11.
630 Other Instructional Programs	12.	0.00	0.00							0	0	0.0%	12.
700, 800, 900 Other Programs	13.	0.00	0.00							0	0	0.0%	13.
Regular Education Subsection Subtotal (lines 1-13)	14.	1,156.74	1,094.14	35,267,068	11,570,195	8,281,680	5,181,610	79,190		65,332,269	60,379,743	-7.6%	14.
200 and 300 Special Education													
1000 Instruction	15.	310.31	310.31	8,923,816	2,677,145	1,057,910	19,770	1,170		11,708,000	12,679,811	8.3%	15.
2000 Support Services													
2100 Students	16.	61.05	61.05	3,464,502	1,039,351	1,533,256	70,580			4,986,000	6,107,689	22.5%	16.
2200 Instructional Staff	17.	21.05	21.05	375,790	112,737	400,120	630			795,902	889,277	11.7%	17.
2300 General Administration	18.	0.00	0.00	133,198	39,959	3,000				151,598	176,157	16.2%	18.
2400 School Administration	19.	1.00	1.00			25,520				12,000	25,520	112.7%	19.
2500 Central Services	20.	0.00	0.00			11,200				6,715	11,200	66.8%	20.
2600 Operation & Maintenance of Plant	21.	1.00	1.00	26,955	8,086	20,020	1,410			48,950	56,471	15.4%	21.
2900 Other	22.	0.00	0.00							0	0	0.0%	22.
3000 Operation of Noninstructional Services	23.	0.00	0.00							0	0	0.0%	23.
Subtotal (lines 15-23)	24.	394.41	394.41	12,924,261	3,877,278	3,051,026	92,390	1,170		17,709,165	19,946,125	12.6%	24.
400 Pupil Transportation	25.	133.78	133.78	3,422,713	891,089	1,803,480	783,640			6,892,301	6,900,922	0.1%	25.
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	95.05	68.94	2,662,223	844,167	471,450	47,160	0		4,025,000	4,025,000	0.0%	26.
530 Dropout Prevention Programs	27.	2.50	2.50	103,000	20,600		5,812			129,412	129,412	0.0%	27.
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0		0	0	0.0%	28.
550 K-3 Reading Program	29.	11.80	11.80	325,392	97,617	4,100	50,168			523,767	477,277	-8.9%	29.
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	1,794.28	1,705.57	54,704,657	17,300,946	13,611,736	6,160,780	80,360		94,611,914	91,858,479	-2.9%	30.

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

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

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total All Disability Classifications	16,667,665	18,823,986	1.
2. Gifted Education	1,040,000	1,120,639	2.
3. Remedial Education	0		3.
4. ELL Incremental Costs	0		4.
5. ELL Compensatory Instruction	0		5.
6. Vocational and Technical Education (non-CTED)	0		6.
7. Career Education (non-CTED)	0		7.
8. Career Technical Education (CTED)	1,500	1,500	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	17,709,165	19,946,125	9.

**Proposed Ratios for Special Education**

(A.R.S. §§15-903.E.1 and 15-764.A.5)

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

**Estimated FTE Certified Employees**

(A.R.S. §15-903.E.2)

	Prior FY	Budget FY
Number of FTE - Certified Employees	904.25	904.25
Number of FTE - Certified Purchased Services Personnel		

**Expenditures Budgeted for Audit Services**

M&O Fund - Nonfederal	<b>6350</b>	<u>0</u>
All Funds - Federal	<i>6330</i>	<u></u>

**FY 2021 Performance Pay (A.R.S. §15-920)**

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

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

**Expenditures Budgeted in the M&O Fund for Food Service**

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

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 6810, 6890	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
							Prior FY 2020	Budget FY 2021	
<b>Classroom Site Fund 011 - Base Salary</b>									
100 Regular Education									
1000 Instruction	1.	817,662	204,416				1,119,839	1,022,078	-8.7%
2100 Support Services - Students	2.	30,662	7,666				41,994	38,328	-8.7%
2200 Support Services - Instructional Staff	3.	20,442	5,110				27,996	25,552	-8.7%
Program 100 Subtotal (lines 1-3)	4.	868,766	217,192				1,189,829	1,085,958	-8.7%
200 and 300 Special Education									
1000 Instruction	5.	153,312	38,328				209,969	191,640	-8.7%
2100 Support Services - Students	6.						0	0	0.0%
2200 Support Services - Instructional Staff	7.						0	0	0.0%
Program 200 and 300 Subtotal (lines 5-7)	8.	153,312	38,328				209,969	191,640	-8.7%
Other Programs (Specify) _____									
1000 Instruction	9.						0	0	0.0%
2100 Support Services - Students	10.						0	0	0.0%
2200 Support Services - Instructional Staff	11.						0	0	0.0%
3300 Community Services Operations	12.						0	0	0.0%
Other Programs Subtotal (lines 9-12)	13.	0	0				0	0	0.0%
Total Expenditures (lines 4, 8, and 13)	14.	1,022,078	255,520				1,399,798	1,277,598	-8.7%
<b>Classroom Site Fund 012 - Performance Pay</b>									
100 Regular Education									
1000 Instruction	15.	3,531,762	882,940				4,406,839	4,414,702	0.2%
2100 Support Services - Students	16.	61,806	15,451				77,120	77,257	0.2%
2200 Support Services - Instructional Staff	17.						0	0	0.0%
Program 100 Subtotal (lines 15-17)	18.	3,593,568	898,391				4,483,959	4,491,959	0.2%
200 and 300 Special Education									
1000 Instruction	19.	573,911	143,478				716,111	717,389	0.2%
2100 Support Services - Students	20.	26,488	6,622				33,051	33,110	0.2%
2200 Support Services - Instructional Staff	21.						0	0	0.0%
Program 200 and 300 Subtotal (lines 19-21)	22.	600,399	150,100				749,162	750,499	0.2%
Other Programs (Specify) _____									
1000 Instruction	23.	220,735	55,185				275,428	275,920	0.2%
2100 Support Services - Students	24.						0	0	0.0%
2200 Support Services - Instructional Staff	25.						0	0	0.0%
3300 Community Services Operations	26.						0	0	0.0%
Other Programs Subtotal (lines 23-26)	27.	220,735	55,185				275,428	275,920	0.2%
Total Expenditures (lines 18, 22, and 27)	28.	4,414,702	1,103,676				5,508,549	5,518,378	0.2%
<b>Classroom Site Fund 013 - Other</b>									
100 Regular Education									
1000 Instruction	29.	1,641,334	410,334				2,623,232	2,051,668	-21.8%
2100 Support Services - Students	30.	61,550	15,388				98,371	76,938	-21.8%
2200 Support Services - Instructional Staff	31.	41,033	10,258				65,581	51,291	-21.8%
2310 Support Services - Governing Board	32.							0	0.0%
Program 100 Subtotal (lines 29-32)	33.	1,743,917	435,980	0	0		2,787,184	2,179,897	-21.8%
200 and 300 Special Education									
1000 Instruction	34.	307,750	76,938				491,856	384,688	-21.8%
2100 Support Services - Students	35.						0	0	0.0%
2200 Support Services - Instructional Staff	36.						0	0	0.0%
2310 Support Services - Governing Board	37.							0	0.0%
Program 200 and 300 Subtotal (lines 34-37)	38.	307,750	76,938	0	0		491,856	384,688	-21.8%
530 Dropout Prevention Programs									
1000 Instruction	39.						0	0	0.0%
Other Programs (Specify) _____									
1000 Instruction	40.						0	0	0.0%
2100, 2200 Support Serv. Students & Instructional Staff	41.						0	0	0.0%
2310 Support Services - Governing Board	42.							0	0.0%
3300 Community Services Operations	43.							0	0.0%
Other Programs Subtotal (lines 40-43)	44.	0	0	0	0		0	0	0.0%
Total Expenditures (lines 33, 38, 39, and 44)	45.	2,051,667	512,918	0	0		3,279,040	2,564,585	-21.8%
Total Classroom Site Funds (lines 14, 28, and 45)	46.	7,488,447	1,872,114	0	0	115 0	10,187,387	9,360,561	-8.1%

The district has budgeted an amount in Fund 011 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 012 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 013 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

**FUND 610**

**UNRESTRICTED CAPITAL OUTLAY (UCO) FUND**

Expenditures		Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/Decrease
							Prior FY 2020	Budget FY 2021	
<b>Unrestricted Capital Outlay Override (1)</b>	1.						0	0	0.0%
<b>Unrestricted Capital Outlay Fund 610 (6)</b>									
1000 Instruction	2.	2,494,083	1,844,282				2,547,724	4,338,365	70.3%
2000 Support Services									
2100, 2200 Students and Instructional Staff	3.	317,373	795,789				192,946	1,113,162	476.9%
2300, 2400, 2500, 2900 Administration	4.		1,200,000				1,667,206	1,200,000	-28.0%
2600 Operation & Maintenance of Plant	5.						0	0	0.0%
2700 Student Transportation	6.						0	0	0.0%
3000 Operation of Noninstructional Services (5)	7.						0	0	0.0%
4000 Facilities Acquisition and Construction	8.						0	0	0.0%
5000 Debt Service	9.						0	0	0.0%
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	2,811,456	3,840,071	0	0	4,407,876	6,651,527	50.9%

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

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

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

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

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 317,373
6642 Textbooks	2,413,719
6643 Instructional Aids	80,364
673X Furniture and Equipment	585,561
673X Vehicles	200,000
673X Tech Hardware & Software	3,054,510

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

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

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

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

Expenditures		UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES		ADJACENT WAYS		
		Fund 610		Fund 630		Fund 695		Fund 620 (2)		
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
<b>Total Fund Expenditures</b>	1.	4,407,876	6,651,527	14,528,348	6,400,000	0	0	832,869	598,700	1.
<b>Select Object Codes Detail (1)</b>										
6150 Classified Salaries	2.	0	0	0	0	0	0	0	0	2.
6200 Employee Benefits	3.	0	0	0	0	0	0	0	0	3.
6450 Construction Services	4.	0	0	0	0	0	0	0	0	4.
6710 Land and Improvements	5.	0	0	0	0	0	0	832,869	598,700	5.
6720 Buildings and Improvements	6.	0	0	14,528,348	6,400,000	0	0	0	0	6.
673X Furniture and Equipment	7.	371,095	585,561	0	0	0	0	0	0	7.
673X Vehicles	8.	287,434	200,000	0	0	0	0	0	0	8.
673X Technology Hardware & Software	9.	1,366,596	3,054,510	0	0	0	0	0	0	9.
6831, 6832 Redemption of Principal	10.	0	0	0	0	0	0	0	0	10.
6841, 6842, 6850 Interest	11.	0	0	0	0	0	0	0	0	11.
Total (lines 2-11)	12.	2,025,125	3,840,071	14,528,348	6,400,000	0	0	832,869	598,700	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	0	0	14,528,348	6,400,000			0	0	13.
New Construction	14.	0	0	0	0	0	0	832,869	598,700	14.
Other	15.	2,025,125	3,840,071	0	0	0	0	0	0	15.
Total (lines 13-15, must equal line 12)	16.	2,025,125	3,840,071	14,528,348	6,400,000	0	0	832,869	598,700	16.

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

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2021 \$ -

**SPECIAL PROJECTS**

**FEDERAL PROJECTS**

- 1. 100-130 ESEA Title I - Helping Disadvantaged Children
- 2. 140-150 ESEA Title II - Prof. Dev. and Technology
- 3. 160 ESEA Title IV - 21st Century Schools
- 4. 170-180 ESEA Title V - Promote Informed Parent Choice
- 5. 190 ESEA Title III - Limited Eng. & Immigrant Students
- 6. 200 ESEA Title VII - Indian Education
- 7. 210 ESEA Title VI - Flexibility and Accountability
- 8. 220 IDEA Part B
- 9. 230 Johnson-O'Malley
- 10. 240 Workforce Investment Act
- 11. 250 AEA - Adult Education
- 12. 260-270 Vocational Education - Basic Grants
- 13. 280 ESEA Title X - Homeless Education
- 14. 290 Medicaid Reimbursement
- 15. 374 E-Rate
- 16. 378 Impact Aid
- 17. 300-399 Other Federal Projects (Besides E-Rate & Impact Aid)
- 18. Total Federal Project Funds (lines 1-17)

**STATE PROJECTS**

- 19. 400 Vocational Education
- 20. 410 Early Childhood Block Grant
- 21. 420 Ext. School Yr. - Pupils with Disabilities
- 22. 425 Adult Basic Education
- 23. 430 Chemical Abuse Prevention Programs
- 24. 435 Academic Contests
- 25. 450 Gifted Education
- 26. 456 College Credit Exam Incentives
- 27. 457 Results-based Funding
- 28. 460 Environmental Special Plate
- 29. 465-499 Other State Projects
- 30. Total State Project Funds (lines 19-29)
- 31. Total Special Projects (lines 18 and 30)

		FTE		TOTAL ALL FUNCTIONS	
		Prior FY	Budget FY	Prior FY	Budget FY
6000		63.80	63.80	4,967,300	4,967,300
6000		1.80	1.80	782,159	782,159
6000		0.20	0.20	430,831	430,831
6000		0.00	0.00	0	0
6000		3.00	3.00	105,443	187,446
6000		1.00	1.00	17,802	17,802
6000		0.00	0.00	0	0
6000		43.00	43.00	2,800,737	2,800,737
6000		1.00	1.00	22,379	22,379
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		1.00	1.00	385,489	389,392
6000		0.00	0.00	0	0
6000		0.00	0.00	1,963,411	1,963,411
6000		0.00	0.00	500,000	500,000
6000		0.00	0.00	0	0
6000		8.00	110.60	4,464,587	10,078,220
		122.80	225.40	16,440,138	22,139,677
6000		2.00	2.00	102,173	61,304
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		0.00	0.00	0	0
6000		0.20	0.20	12,338	12,338
6000		0.00	0.00	350,000	350,000
6000		0.00	0.00	700,000	700,000
6000		0.00	0.00	0	0
6000		9.15	9.15	356,108	356,108
		11.35	11.35	1,520,619	1,479,750
		134.15	236.75	17,960,757	23,619,427

**INSTRUCTIONAL IMPROVEMENT FUND (020)**

- 1. Teacher Compensation Increases
- 2. Class Size Reduction
- 3. Dropout Prevention Programs (M&O purposes)
- 4. Instructional Improvement Programs (M&O purposes)
- 5. Total Instructional Improvement Fund (lines 1-4)

		Prior FY	Budget FY
6000		100,000	100,000
6000		100,000	100,000
6000		298,000	298,000
6000		100,000	58,742
		598,000	556,742

**OTHER FUNDS**

- 1. 050 County, City, and Town Grants
- 2. 071 English Language Learner (1)
- 3. 072 Compensatory Instruction (1)
- 4. 500 School Plant (2)
- 5. 510 Food Service
- 6. 515 Civic Center
- 7. 520 Community School
- 8. 525 Auxiliary Operations
- 9. 526 Extracurricular Activities Fees Tax Credit
- 10. 530 Gifts and Donations
- 11. 535 Career & Tech. Ed. & Voc. Ed. Projects
- 12. 540 Fingerprint
- 13. 545 School Opening
- 14. 550 Insurance Proceeds
- 15. 555 Textbooks
- 16. 565 Litigation Recovery
- 17. 570 Indirect Costs
- 18. 575 Unemployment Insurance
- 19. 580 Teacherage
- 20. 585 Insurance Refund
- 21. 590 Grants and Gifts to Teachers
- 22. 595 Advertisement
- 23. 596 Career Technical Education
- 24. 597 Arizona Industry Credentials Incentive
- 25. 639 Impact Aid Revenue Bond Building
- 26. 650 Gifts and Donations-Capital
- 27. 660 Condemnation
- 28. 665 Energy and Water Savings
- 29. 686 Emergency Deficiencies Correction
- 30. 691 Building Renewal Grant
- 31. 700 Debt Service
- 32. 720 Impact Aid Revenue Bond Debt Service
- 33. 850 Student Activities
- 34. Other \_\_\_\_\_

**INTERNAL SERVICE FUNDS 950-989**

- 1. 9\_\_ Self-Insurance
- 2. 955 Intergovernmental Agreements
- 3. 9\_\_ OPEB
- 4. 9\_\_ \_\_\_\_\_

		Prior FY	Budget FY
6000		0	0
6000		0	0
6000		0	0
6000		752,182	752,182
6000		6,000,000	6,000,000
6000		601,337	601,337
6000		100,000	100,000
6000		2,100,000	2,100,000
6000		1,100,000	1,100,000
6000		1,000,000	1,000,000
6000		50,000	50,000
6000		25,000	25,000
6000		0	0
6000		140,000	140,000
6000		59,000	59,000
6000		121,265	121,265
6000		500,000	500,000
6000		56,980	56,980
6000		0	0
6000		0	0
6000		18,000	18,000
6000		0	0
6000		1,281,273	1,281,273
6000			100,000
6000		0	0
6000		445,000	445,000
6000		4,200	4,200
6000		0	0
6000		0	0
6000		4,500,000	4,500,000
6000		16,000,000	16,000,000
6000		0	0
6000			9,500,000
6000		9,500,000	0

(1) From Supplement, line 10 and line 20, respectively.

**CALCULATION OF FY 2021 GENERAL BUDGET LIMIT  
 (A.R.S. §15-947.C)**

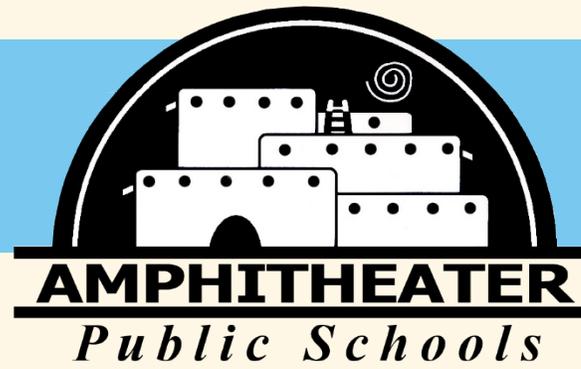
	A. Maintenance and Operation	B. Unrestricted Capital Outlay
*1. FY 2021 Revenue Control Limit (RCL) (from APOR55 tab, page 4)	\$ <u>70,473,944</u>	\$ <u>0</u>
*2. (a) FY 2021 District Additional Assistance (DAA) (from APOR55 tab, page 5)	\$ <u>6,142,620</u>	
(b) DAA Reduction for State Budget Adjustments (from APOR55 tab, page 5)	<u>934,935</u>	
(c) Total DAA (line 2.a minus 2.b)	\$ <u>5,207,685</u>	<u>4,407,685</u>
*3. FY 2021 Override Authorization (A.R.S. §§15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Calculations page, Calculation of Maximum Override for a District No Longer Eligible for a Small School Adjustment, line 6 and Calculation of Small School Adjustment Phase Down Limit, line 6)		
(a) Maintenance and Operation	<u>7,792,593</u>	
(b) Unrestricted Capital Outlay		
(c) Special Program	<u>2,727,407</u>	
*4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (Up to \$50,000 if no election is chosen for phase down, see Calculations page, Calculation of Small School Adjustment Phase Down Limit, line 6)		
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824) Local (Do <b>not</b> include full-day kindergarten or summer school tuition)		
(a) Individuals and Other Private Sources	<u>2,600</u>	<u>145</u>
(b) Other Arizona Districts	<u>1,800,000</u>	<u>67,000</u>
(c) Out-of-State Districts and Other Governments	<u>35,000</u>	<u>300</u>
State		
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)		
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)		
*7. Increase Authorized by County School Superintendent for Accommodation Schools [not to exceed amount on Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 15(e)] (A.R.S. §15-974.B)		
8. Budget Increase for:		
(a) Desegregation Expenditures (A.R.S. §15-910.G-K)	<u>4,025,000</u>	
* (b) Tuition Out Debt Service (from Calculations page, Calculation of Tuition Out for High School Students, line 5) (A.R.S. §15-910.M)	<u>0</u>	
* (c) Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 13) (A.R.S. §15-943.01)	<u>4,072,523</u>	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)	<u>129,412</u>	
(e) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2019 (A.R.S. §15-910.N)		
* (f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)		
* (g) FY 2020 Performance Pay Unexpended Budget Carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.f) (A.R.S. §15-920)	<u>0</u>	
(h) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)		
* (i) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)		
*9. Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.		
(a) Prior Year Over Expenditures/Resolutions:		
(b) <u>Decrease for Transfer from M&amp;O to Energy and Water Savings Fund</u>		
(c) <u>Increase for Energy and Water Savings Fund Transfer to M&amp;O</u>		
(d) <u>Noncompliance Adjustment</u>		
(e) <u>ADM/Transportation Audit Adjustment</u>		
(f) <u>Other:</u>		
*10. Estimated Allocation of Additional Funding (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)		
11. FY 2021 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)	\$ <u>91,858,479</u>	
12. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line A.11)		\$ <u>4,475,130</u>

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



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

English Language Learners Supplement	FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
	Prior FY	Budget FY							Prior FY 2020	Budget FY 2021	
<b>Expenditures</b>											
<b>English Language Learner Fund 071 (A.R.S. §15-756.04)</b>											
1000 Instruction	1.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	2.	0.00							0	0	0.0%
2200 Instructional Staff	3.	0.00							0	0	0.0%
2300 General Administration	4.	0.00							0	0	0.0%
2400 School Administration	5.	0.00							0	0	0.0%
2500 Central Services	6.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	7.	0.00							0	0	0.0%
2700 Student Transportation	8.	0.00							0	0	0.0%
2900 Other	9.	0.00							0	0	0.0%
<b>Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)</b>	10.	0.00	0.00	0	0	0	0	0	0	0	0.0%
<b>Compensatory Instruction Fund 072 (A.R.S. §15-756.11)</b>											
1000 Instruction	11.	0.00							0	0	0.0%
2000 Support Services											
2100 Students	12.	0.00							0	0	0.0%
2200 Instructional Staff	13.	0.00							0	0	0.0%
2300 General Administration	14.	0.00							0	0	0.0%
2400 School Administration	15.	0.00							0	0	0.0%
2500 Central Services	16.	0.00							0	0	0.0%
2600 Operation & Maintenance of Plant	17.	0.00							0	0	0.0%
2700 Student Transportation	18.	0.00							0	0	0.0%
2900 Other	19.	0.00							0	0	0.0%
<b>Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)</b>	20.	0.00	0.00	0	0	0	0	0	0	0	0.0%



2020-2021 Budget Revision #1  
December 8, 2020





# Changes from Adopted Budget

## Revision #1

- Enrollment reduced from 12,360 to 10,950
- Adopted Budget and Staffing was based upon enrollment of 12,360
- Revenue Shortfall of \$7,451,982
- Increased Federal Other (Page 6 Line 17) for the Enrollment Stability Grant (\$5,614,000 )



# Changes from Adopted Budget

## Revision #1

### Enrollment Stability Grant

Formula should have provided Amphitheater with \$10,461,468

Estimated Total State-Wide exceeded \$623 million with only \$370 million in funding available

124

Grant awards were lowered to 59.4% of formula  
(Amphitheater's allocation should have been \$6,213,817)

\$500 cap per student based upon 40<sup>th</sup> Day ADM

Amphitheater's Final Allocation \$5,614,000





# Changes from Adopted Budget

## Revision #1

### Governor's Executive Order 2020-51

“Consistent with Executive Order 2020-41, the state funding for students receiving instructions via distance learning on either a full-time or part-time basis shall be treated as a student receiving instruction via Arizona online instruction as prescribed in A.R.S. 15-808. School districts and charter schools that comply with the provisions of Executive Order 2020-41, Executive Order 2020-44 and this Executive Order will be eligible to receive grant funding from the Enrollment Stability Grant program to address any potential funding shortfall that might occur”

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# Changes from Adopted Budget

## Revision #1

Additional Future Budget Reduction of  
\$3,213,907

