

SPECIAL PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, January 25, 2022

5:30 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. This meeting will also be audio streamed live for the public online. The link for the meeting will be posted on the District's website, www.amphi.com.

Persons present at the Board meeting may complete a form requesting to speak to the Board. Individuals who wish to address the Board in-person during Call to the Audience should fill out a public comment card and hand it to the Governing Board Secretary located in the main hallway of the Leadership and Professional Development Center. All comments are limited to 3 minutes to ensure an equitable opportunity to address the Board. In addition, to ensure adequate time is available for other Governing Board business, a maximum time limit for Public Comment will be observed. Those unable to speak within the specified time limits may also submit comments to the Board in writing.

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

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

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

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

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

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

Ms. Vicki Cox Golder, President

2. **EXECUTIVE SESSION***

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A. Motion to Recess Open Meeting and Hold an Executive Session for:

A. Consideration and Determination of Appeal of Long-term Suspension/Expulsion Hearing Officer's Decision Pursuant to A.R.S. §15-843(A) and Determination of Whether to Accept the Hearing Officer's Recommendations about Expulsion Pursuant to A.R.S. §15-843(F)(2), Regarding:

a. Student # 30035490

B. Consideration and Decision Upon Long-term Suspension/Expulsion Hearing Officer's Recommendations, Pursuant to A.R.S. §15-843(F)(2), Regarding:

a. Student # 30036169

b. Student # 30061987

c. Student # 30062194

d. Student # 30058403

C. Discussion and Consultation with Representatives of the Governing Board In Order to Consider its Position and Instruct Its Representatives in the Meet and Confer Process Pertaining to Policy, Compensation and Benefits for Certificated, Professional Non-Teaching, Support and Administrative Staff Pursuant to A.R.S. § 38-431.03(A)(5), and

D. Discussion or Consultation with the Attorneys of the Public Body, Pursuant to A.R.S. § 38-431.03(A)(3), Concerning Pandemic Conditions and Mitigation Measures.

3. **RECONVENE PUBLIC MEETING** (at approximately 6:30 p.m.)

4. **PLEDGE OF ALLEGIANCE**

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

Tuesday, February 8, 2022 at 6:00 p.m., Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership & Professional Development Center, SE Entrance and Parking

6. **INFORMATION²**

A. Superintendent's Report; Update on Pandemic Conditions and Operations

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B. Presentation on Amphitheater Course Catalog

27

7. **PUBLIC COMMENT¹** (45 Minutes Maximum)

8. **CONSENT AGENDA³**

A. Approval of Appointment of Administrative Personnel

202

B. Approval of Appointment of Non-Administrative Personnel

204

C. Approval of Personnel Changes

207

D. Approval of Leave(s) of Absence

216

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

F. Approval of Stipend for Coaching Volunteers

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G. Approval of Contract Forms for 2022-2023 Fiscal Year; Direction to Administration to Issue Appropriate Contracts to Renewing Contracted Staff; and Modification of Previously Approved Retention Stipend Amounts for Returning Employees to be 4% in FY 2022-2023 and 5% in FY 2023-2024	222
H. Approval to Provide Post-Retirement Employment Opportunities during the 2022-2023 Fiscal Year	299
I. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,872,174.17	303
J. Acceptance of Gifts	304
K. Award "As Needed" Custodial Services Pursuant to Request for Bids (RFB) 1-12-2022	306
L. Award of Contract for Access Points, Network Switches with Switch Components and Associated Licensing Request for Proposals (RFP) 01-11-2022	307
M. Approval of Out of State Travel	308
N. Approval of Budget Neutral Leave Buy-Back Program for Classroom Teachers (For Pilot in Current Fiscal Year)	332
O. Approval of the Summer Institute 2022 Teacher Stipends	334
P. RISE, Tutoring and Summer School Teacher Hourly Rate Increase 2022	335
Q. Approval of Intergovernmental Agreement for Network Services through Sun Corridor Network	336
R. Approval of School Facilities Oversight Board (SFOB) Grant for Holaway Sewer Repair	349
9. <u>STUDY/ACTION</u>	
A. Study and Approval of the Governing Board's Legislative Priorities for the 2022-2023 Fiscal Year	359
B. Study and Approval of new REACH course for 2022-2023	363
10. <u>PUBLIC COMMENT</u>¹ (45 Minutes Maximum)	
11. <u>BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS</u>	
12. <u>ADJOURNMENT</u>	

In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at www.amphi.com, and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible.

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

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

DATE OF MEETING: **January 25, 2022**

TITLE: **Executive Session**

- A. Motion to Recess Open Meeting and Hold an Executive Session for:**
- A. Consideration and Determination of Appeal of Long-term Suspension/Expulsion Hearing Officer's Decision Pursuant to A.R.S. §15-843(A) and Determination of Whether to Accept the Hearing Officer's Recommendations about Expulsion Pursuant to A.R.S. §15-843(F)(2), Regarding:**
 - a. Student # 30035490**
 - B. Consideration and Decision Upon Long-term Suspension/Expulsion Hearing Officer's Recommendations, Pursuant to A.R.S. §15-843(F)(2), Regarding:**
 - a. Student # 30036169**
 - b. Student # 30061987**
 - c. Student # 30062194**
 - d. Student # 30058403**
 - C. Discussion and Consultation with Representatives of the Governing Board In Order to Consider its Position and Instruct Its Representatives in the Meet and Confer Process Pertaining to Policy, Compensation and Benefits for Certificated, Professional Non-Teaching, Support and Administrative Staff Pursuant to A.R.S. § 38-431.03(A)(5), and**
 - D. Discussion or Consultation with the Attorneys of the Public Body, Pursuant to A.R.S. § 38-431.03(A)(3), Concerning Pandemic Conditions and Mitigation Measures.**

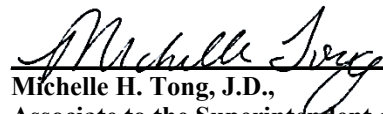
BACKGROUND:

The Board may wish to convene an executive session to discuss the items listed above pursuant to A.R.S. § 15-843(A) and (F)(2) and/or A.R.S. § 38-431.03(A)(3) and (5).

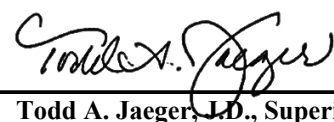
RECOMMENDATION:

The administration recommends the Board take action to convene an Executive Session.

INITIATED BY:


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

Date: January 12, 2022


Todd A. Jaeger, J.D., Superintendent



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: January 25, 2022

TITLE: Superintendent's Report; Update on Pandemic Conditions and Operations

BACKGROUND:

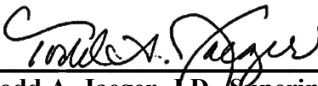
The Superintendent will be providing a review of recent and future activities in the District and community. The Superintendent will also review pandemic conditions and data and their impact on school operations.

RECOMMENDATION:

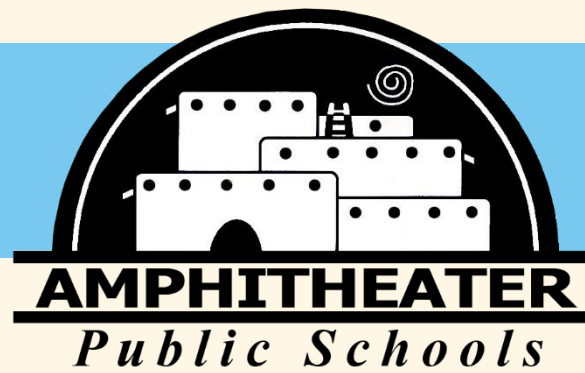
This item is presented for the Board's information.

INITIATED BY:

Date: January 13, 2022



Todd A. Jaeger, J.D., Superintendent

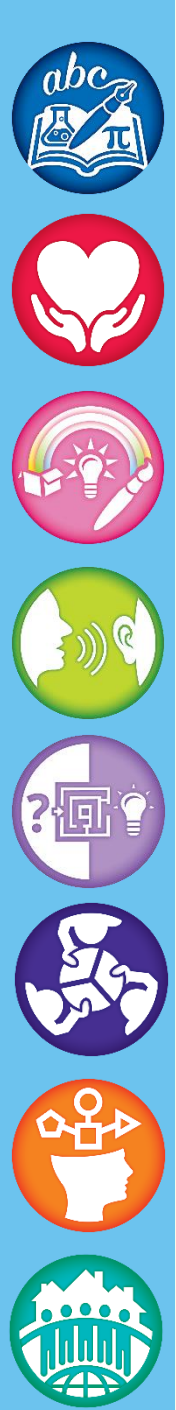


January 25, 2022

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Superintendent's Report





Around the Schools



Students competed in the Amphitheater District Spelling Bee last week. Congrats to all who participated. The top five in order of first to fifth place were: Kiera Franks from Cross Middle School, Natalia Hightower from Wilson K-8, Neal Qin from Amphi Academy Online, Kian Huff from Cross Middle School and Muhammad Yusuf Maruf from Walker Elementary School. The winning word was “espousal.”



Around the Schools



Rio Vista Elementary School students have a special instructor, Sylvia Estrella, coming in to teach them yoga and the benefits of mental awareness and physical health.



Amphi Middle School students who work with Mighty Mentors got a surprise this week. They learned what the volunteers do for a living. This includes working in law enforcement, finance, education and in medical fields. Thank you to our mentors!



Around the Schools



Last week, Scott Carlson, a professional pottery maker, visited Nash Elementary School and taught students how to make clay. He brought along his potter's wheel and made mini vases for first-and third-graders to take home.



Canyon del Oro High School's Early Childhood Education Career and Technical Education students have been putting their skills to work this week teaching and playing with our preschool students.



Around the Schools



At Amphitheater High School, we see students in some of our other Career and Technical Education programs learning and growing with hands-on activities. These include students taking classes in the District's TV/Video Production, Auto Diesel, Welding, and Sports Medicine programs.



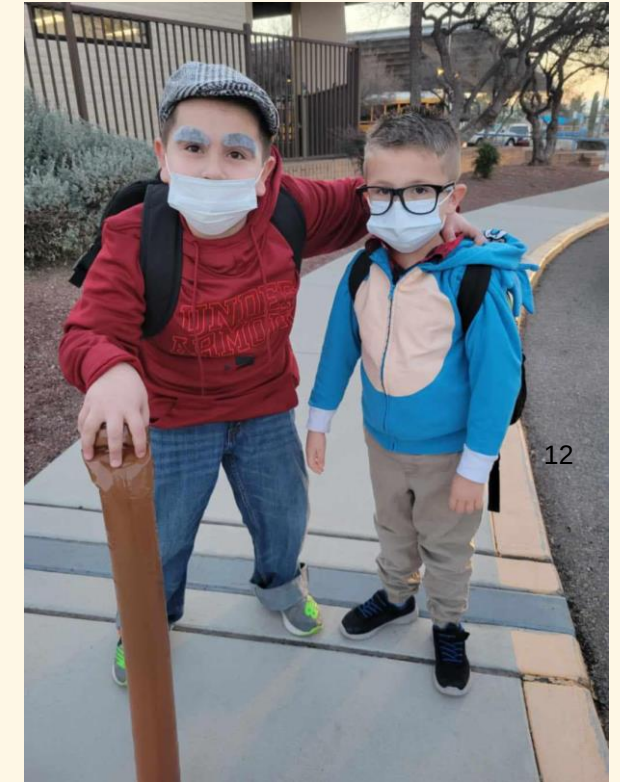
Around the Schools



January 20 was the 100th day of school, and our schools and students celebrated the day in traditional fashion, many dressing as 100-year-olds! Here we see pictures from Keeling Elementary School, Innovation Academy and Holaway Elementary School. Principal Rowdy Frederiksen was joined by his “twin brother” Zero the Hero for the occasion.



Around the Schools



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Here are a few more photos from the 100th Day celebrations at Prince, Donaldson and Painted Sky Elementary Schools.



Thank You



Thank you to the Amphi Foundation and volunteers who helped Nash Elementary School students pick out shoes and socks at Kohl's last week. The shopping trip was part of the Foundation's Shoes to Smiles program.

The Pandemic and Mitigation Efforts

Review of Data

Pandemic Status

Epi curve Pima County COVID cases

COVID-19 Cases by Day

Data currently shown for **All Time**
Date updated: 1/10/2022

Select time frame:

All Time

Last 6 Months

Hover for more information

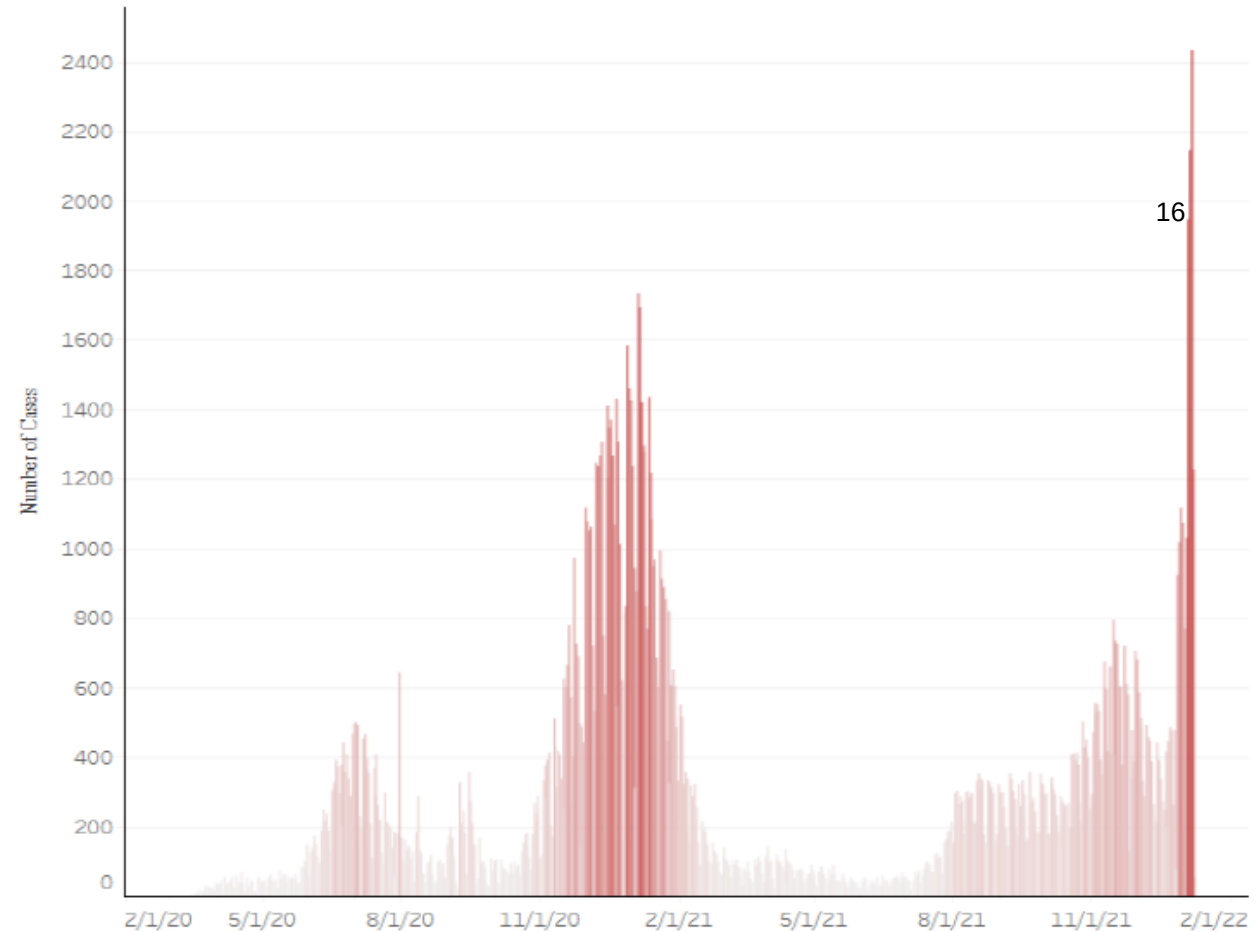
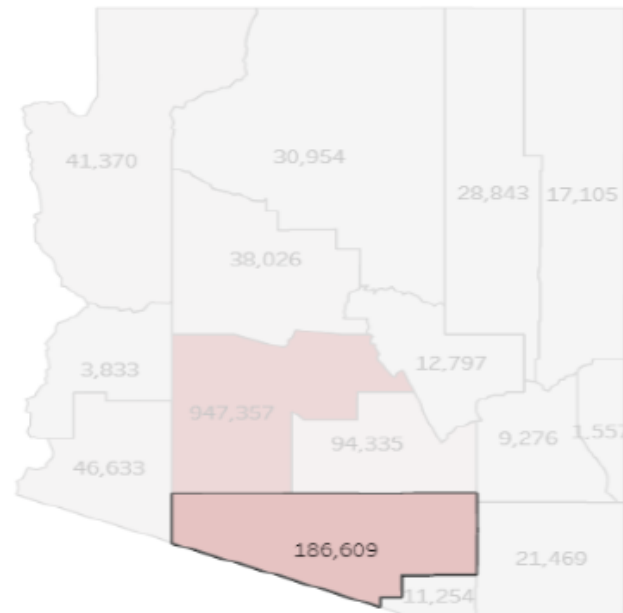
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What is an Epi Curve?

An epi curve is a visual display of cases associated with an outbreak by a specific date. In the graph below, the date of specimen collection is used as the date.

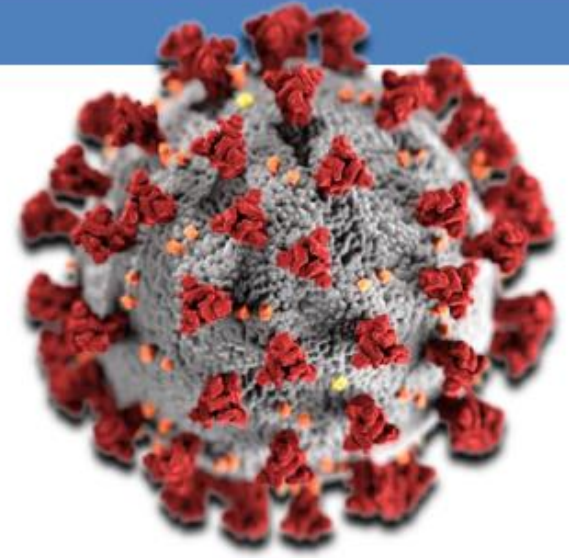
Epi Curves may be used to describe an outbreak's time trend or distribution of cases over time, the general sense of the outbreaks' magnitude, and the most likely time period of exposure.

Click below to filter data by county of residence.



Pima County COVID-19:

- As of 1/12/22:
- HIGH transmission
- ~2000 new daily cases
- 11,360 cases in the County
- 1084 cases/100K
- 28% test positivity
- 64 deaths over last 7 days
- Accelerated school transmission



Pima County Data – Entire Pandemic

January 11 Report:



TOTAL CASES
174,189



TOTAL DEATHS
3,206

FEMALE CASES
51.85 %

MALE CASES
47.09 %

<5 YEARS
2.02 %

05-19 YEARS
16.67 %

20-44 YEARS
43.71 %

45-54 YEARS
13.23 %

55-64 YEARS
11.37 %

65+ YEARS
12.97 %

18

Updated this week:



TOTAL CASES
200,095



TOTAL DEATHS
3,345

FEMALE CASES
52.12 %

MALE CASES
46.74 %

<5 YEARS
2.15 %

05-19 YEARS
17.03 %

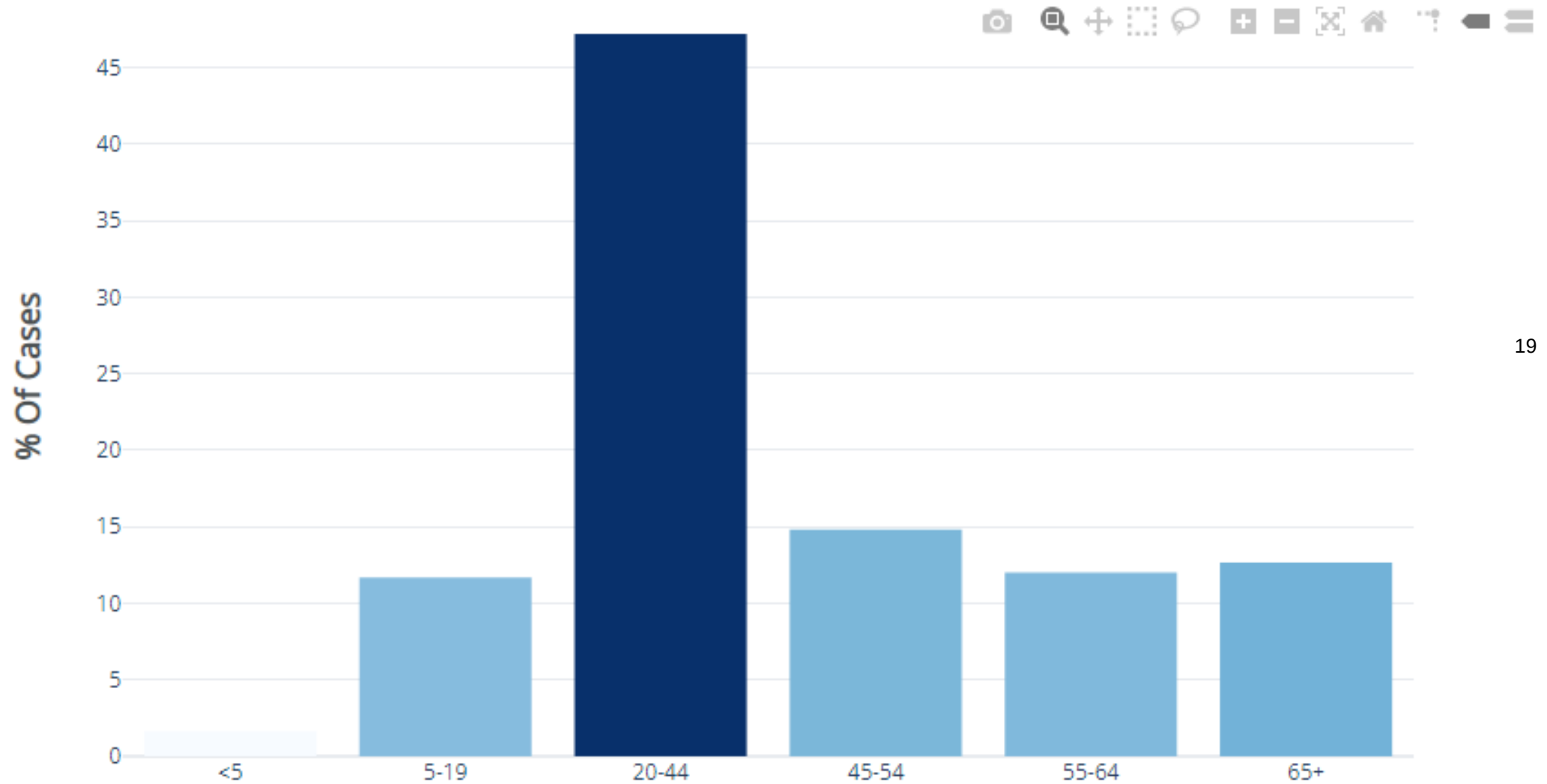
20-44 YEARS
44.11 %

45-54 YEARS
13.04 %

55-64 YEARS
11.07 %

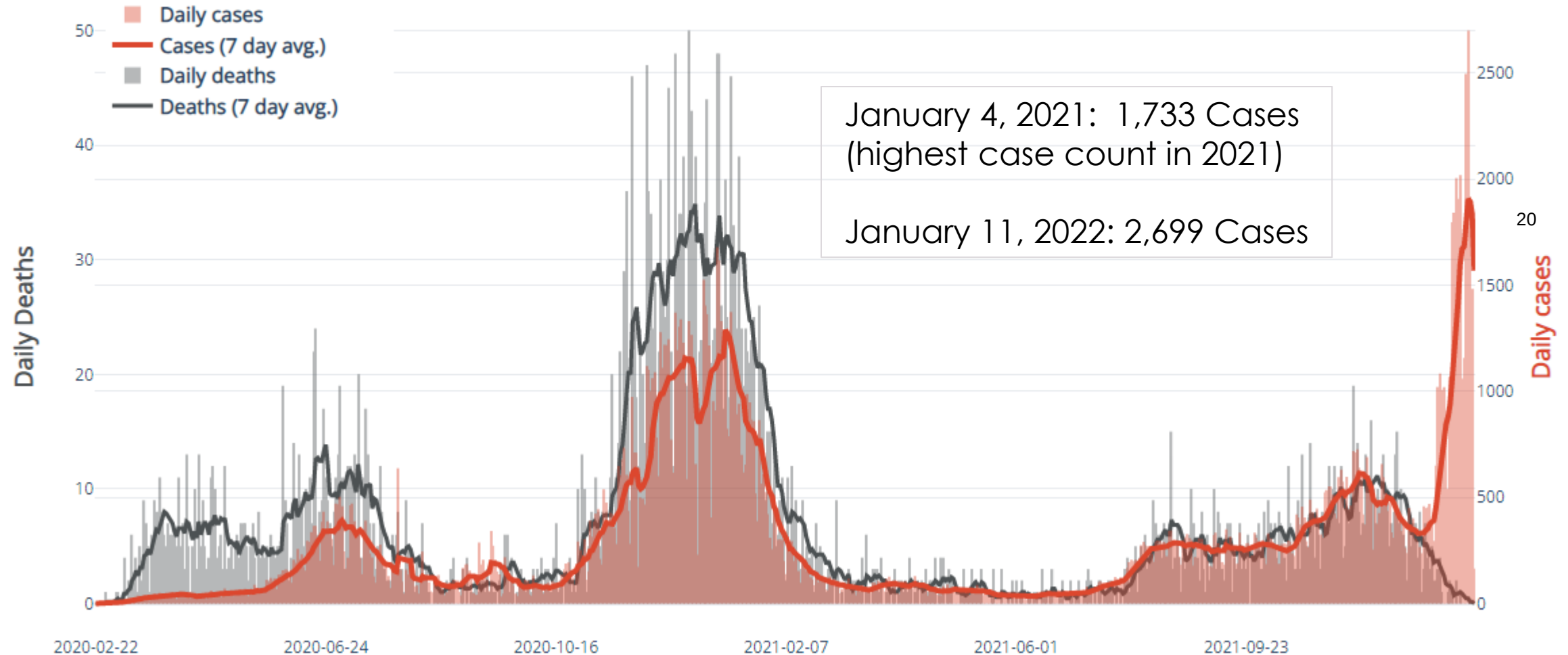
65+ YEARS
12.40 %

% Of Total Cases By Group Of Age

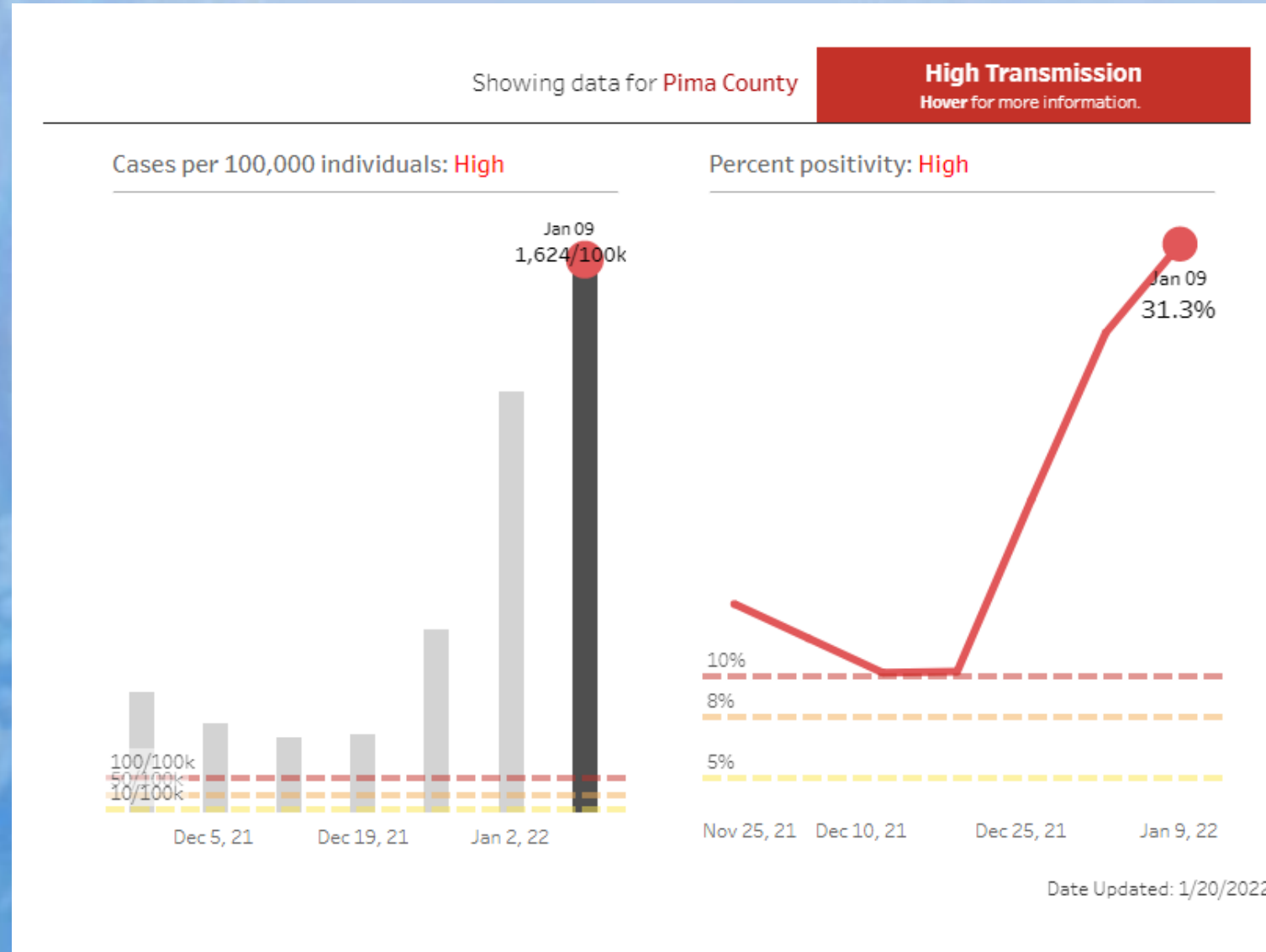


Perspective: Cases and Deaths over the Entire Pandemic Period (Pima County)

Cases and Deaths



The 2 Key Indicators: Cases per 100K and Percent Positivity in Tests



The Pima County Metric Charts

COVID IN THE COUNTY

Pima County is on **Red Alert** for high transmission rate of COVID-19



HIGH RISK

Pima County's case rate is **1,658 per 100,000**—more than 16 times the CDC threshold for high transmission of 100 cases per 100,000. **◀ Cases increasing**

Cases over two consecutive weeks (with complete reporting of cases)

Percent Positivity

COVID-19 like illness

Criteria not met

Progress

Criteria met

Lab Testing Availability and Utilization

Hospital Bed Capacity

Sufficient Personal Protective Equipment (PPE) for Emergency Responders

Criteria not met

Progress

Criteria met

		22

Timely case investigation

Testing of symptomatic contacts within 48 hours

Facilities/support for patients who can't be discharged home – Statewide

Criteria not met

Progress

Criteria met

Amphi District Cases -- Current and Entire School Year



14

Active cases in Employees

Equates to 0.72% of Employees



102

Active cases in Students

Equates to 0.84% of the Student Population

Last Board Meeting:

11 Employee Cases

74 Student Cases

854 YTD Total Cases

School Cases

As reported since July 20, 2021.
Updated on Thursdays.

Total cases: 11,609

Outbreaks: 320

Updated: 1/20/22, 1:25 p.m.

District/category	Cases
Amphitheater	1,365
Catalina Foothills	292
Continental	98
Flowing Wells	537
Marana	947
Sahuarita	616
Sunnyside	1,163
Tanque Verde	168
Tucson Unified	3,170
Vail	1,324
Other	1,929

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[Pima County COVID-19
Data and Reports](#)

Misleading Data on PCHD Website

- › PCHD district/school case counts only include state reported data.
- › From the beginning, Amphitheater wanted to provide tests to our families, so we obtained a federal CLIA Waiver which obligates us to report any tests that we administer. At that time, this was the only way that schools were permitted to provide testing.
- › In Amphitheater, we report any positive test that is reported to us even if we did not administer it.
- › Eventually, PCHD began providing tests that can be administered at home. These do not have the same reporting requirements for schools or districts with CLIA waivers. This is why cases reported on the PCHD dashboard for some districts don't match the numbers the districts report on their own dashboards. For example:
 - Marana's actual count of cases to date for the current school year is 2,095, which is accurately reported on the Marana school district's website.
 - Marana cases reported by PCHD (947) only include direct state report cases – only half of Marana's full case count for the current school year.

OSHA Employee Vaccination Mandate

- › USSC decision invalidated vaccination mandate for employers of 100+ employees
- › District immediately terminated its compliance process regarding employee vaccination data



Questions?



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **January 25, 2022**

TITLE: **Presentation on Amphitheater Course Catalog**

BACKGROUND:

In Fall 2021, Beth Lake, Community and Family Engagement Coordinator, and Matt Munger conducted a comprehensive review of the Amphitheater's Course Catalog to consider potential revisions, updates and information that should be made to the existing Course Catalog.

The review included potential changes to the Course Catalog and Tyler SIS that would create alignment between the course names in the Course Catalog, Tyler course numbers and student transcripts.

Included in the review were the following team members:

- Michael Warrick, Student Data Management and Systems Analyst
- Karla Campillo-Soto, District Literacy Coordinator
- Polly Kimminau, District Math Coordinator
- Pam Vandivort, District Science Coordinator

The presentation to the Governing Board will include a review of the following topics

- Course description changes
- Course name changes
- Course number changes
- Alignment of course names and course numbers as reflected on transcript
- Newly included resources for parents and students
- Changes to weighted grades
- Forthcoming plans for Middle School Course Catalog

RECOMMENDATION:

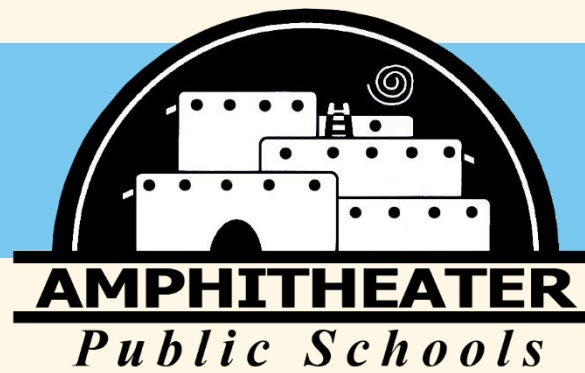
This is presented to the Governing Board as an informational item.

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: January 18, 2022

Todd A. Jaeger, J.D., Superintendent



Amphitheater Academic Guide

A Review of Revisions and New Features in the Course
Catalog

28



Beth Lake

Community and Family Engagement Coordinator

Matt Munger

Associate Superintendent for Secondary Education



Advising Committee

Karla Campillo-Soto

- Former District Literacy Coordinator

Polly Kimminau

- District Math Coordinator

Pam Vandivort

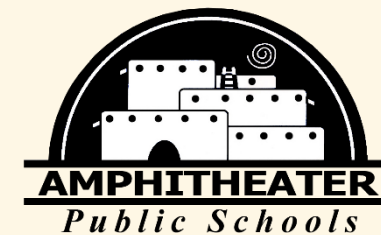
- District Science Coordinator

Michael Warrick

- Student Data Management and Systems Analyst



Rationale for Updates and Revisions



In Fall 2022, at the request of the Superintendent, a committee was formed to conduct a comprehensive review of Amphitheater's Course Catalog, which included a review and revision of course names and course descriptions.

As part of the review and revisions, we specifically evaluated current course names and the impact on student interest, as well as, the perceived academic experience students would receive in courses, such as English 9, 10, 11 and 12.

Additionally, we reviewed the current formatting of course descriptions and the student or parent experience when reading the descriptions.

Furthermore, we consider new features that could provide supporting information to students and parents as they looked at potential courses for the current/following year(s). Moreover, we also looked at creating alignment between the published Academic Guide, course numbers in Tyler and information that appeared on student transcripts.

Course Name Changes

Section: ENGo0g	English 9
Grade: 9	All Year
Course offered at: AHS CDO IRHS	
Prerequisites: None	
This on-level course concentrates on grammar and usage, spelling, vocabulary development, sentence and paragraph writing, and research skills. Reading instruction includes an intensive study of the elements of fiction and informational texts. Listening and speaking skills are developed through class discussions and oral presentations. Independent reading is a requirement.	

Section: ENGo16	Honors English 9
Grade: 9	All Year
Course offered at: CDO IRHS	
Prerequisites: Honors English eligibility and teacher recommendation	
This course concentrates on a survey of classical literature with an emphasis on improving critical thinking and reading skills. Composition instruction focuses on literary analysis, narrative and research writing, and includes applied grammar and vocabulary development. Listening and speaking skills are developed through class discussions and oral presentations. Independent reading is a requirement. This course carries a weighted grade.	

Section: ENGo10	English 10
Grade: 10	All Year
Course offered at: AHS CDO IRHS	
Prerequisites: English 9	
This on-level course concentrates on the writing process from pre-writing to revision, with an emphasis on writing for various purposes. Students read, discuss, and analyze selected poetry, short stories, novels, drama, and non-fiction. Listening and speaking skills are developed through class discussions and oral presentations. Independent reading is a requirement.	

Course: ~~ENGo0gA/ENGo0gB~~	English 9: Analyzing Cultural Connections through Literature
Grade: 9	All Year
Course offered at: AHS CDO IRHS	
Prerequisites: None	
Students will have an opportunity to develop their critical thinking skills applied to literature. Through an intensive analysis of fiction and informational texts, students will: • Develop personal perspectives about challenges, relationships, and connections among different cultures • Concentrate on research skills applied to reading, writing, listening, and speaking. • Apply their critical thinking skills to class discussions and oral presentations (an integral part of the program) • Independent reading is a requirement	

Course: ENGo16A/ENGo16B	Honors English 9: Classical Literature and Composition
Grade: 9	All Year
Course offered at: CDO IRHS	
Prerequisites: Honors/AP English eligibility and teacher recommendation	
In this course, students will have an opportunity to exercise their critical thinking and reading skills applied to classic literature. Composition instruction includes applied grammar and vocabulary development, and focuses on: • Literary analysis • Narrative and research writing • Independent reading is a requirement In addition, students have ample opportunities to apply their critical thinking skills to class discussions and oral presentations as an integral part of this program. This course carries a weighted grade.	



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Course Name Changes

Current (SY2021-22) Course Names and Course Codes:		New (SY2022-23) Course Names and Course Codes:	
Electives:		Electives:	
• Spanish for Spanish Speakers I	MLG030	• Spanish for Native Speakers I	MLG030A/MLG030B
• Spanish for Spanish Speakers II	MLG031	• Spanish for Native Speakers II	MLG031A/MLG031B
• Spanish for Spanish Speakers III	MLG032	• Spanish for Native Speakers III	MLG032A/MLG032B
English:		English:	
• English 9	ENG009	• English 9: Analyzing Cultural Connections through Literature	ENG009A/ENG009B
• Honors English 9	ENG016	• Honors English 9: Classical Literature and Composition	ENG016A/ENG016B
• English 10	ENG010	• English 10: Discovering a Personal Point of View	ENG010A/ENG010B
• Honors English 10	ENG017	• Honors English 10: Analysis of Literature and Composition	ENG017A/ENG017B
• English 11	ENG011	• English 11: America through Literature	ENG011A/ENG011B
• English 12	ENG012	• English 12: The British Classics	ENG012A/ENG012B
Math:		Math:	
• Advanced Geometry	MTH013	• Honors Geometry	MTH013A/MTH013B
• Advanced Algebra II	MTH004	• Honors Algebra II	MTH004A/MTH004B

Course Description Changes



Section: ENGo19		AP English Language & Composition
Grade: 11	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Honors/AP English eligibility or A/B in Honors English 9 & 10, and teacher recommendation</i>		
This course concentrates on an intensive survey of American literature and non-fiction, and prepares a student to take the College Board's Advanced Placement exam in Language and Composition. Students analyze and interpret texts while identifying and explaining the author's use of rhetorical strategies and techniques. Students write in a variety of genres and contexts including rhetorical analysis, argumentation, persuasion, and synthesis of research. Listening and speaking skills are developed through class discussions and polished oral presentations. Independent reading is a requirement. Each school has required summer reading to be completed before the fall semester begins. Please visit the English/Language Arts Department website for the list. This course carries a weighted grade.		

Student/Parent user friendly



Course: ENGo19A/ENGo19B		AP English Language & Composition
Grade: 11	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Honors/AP English eligibility or A/B in Honors English 9 & 10, and teacher recommendation</i>		
This course concentrates on an intensive survey of American literature and non-fiction, and prepares a student to take the College Board's Advanced Placement exam in Language and Composition. In this course, students use their critical thinking skills to analyze and interpret text when: - Identifying and explaining the author's use of rhetorical strategies and techniques - Writing in a variety of genres and contexts, including rhetorical analysis, argumentation, persuasion, and synthesis of research - Developing listening and speaking skills through class discussions and <i>polished</i> oral presentations - Independent reading is a requirement - Each school has a <i>required</i> summer reading list to be completed before the fall semester begins. Please visit the English/Language Arts Department website for the list. - This course carries a weighted grade - For more information on this class, please visit the AP site This course carries a weighted grade.		

Course Description Changes



Section: SClo03		Chemistry
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Concurrent enrollment in Algebra II preferred; current science teacher approval required</i>		
This course covers topics such as atomic structure, chemical reactions, stoichiometry, gas laws, bonding, and acid-base chemistry. Considerable time is spent executing analytical labs with accuracy being an essential component of success. Fee applied to students taking this as a fourth science course.		



Course: SClo03A/SClo03B		Chemistry
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Concurrent enrollment in Algebra II preferred; current science teacher approval required</i>		
Chemistry is the study of the behaviors and characteristics of matter- and matter is what makes up all things, both living and non-living. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Developing and using modes to explore atomic structure • Investigating chemical reactions, conservation of matter, gas laws, chemical bonding and acid-base characteristics • Investigating phenomena through analytical laboratory experiments • Evaluating how the use of chemistry-related technologies have impacted societies ethically, socially, politically and economically • Practicing laboratory skills and accuracy goals		
<i>Fee applied to students taking this as a fourth science course.</i>		

Revise language to create interest without intimidation

Course Description Changes



35



Section: MTHo18		AP Statistics
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade of "C" or better in Pre-Calculus or Advanced Alg. II or "A" in Alg. II</i>		
This college-level course covers four major content areas: exploring data, designing studies, probability, and statistical inference and is equivalent to a one-semester college course in statistics. Students may elect to take the AP Statistics Test which may give them one semester of college math credit. This class may be taken concurrently with other math classes. This course carries a weighted grade.		



Course: MTHo18A/MTHo18B		AP Statistics
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade of "C" or better in Pre-Calculus or Honors Alg. II or "A" in Alg. II</i>		
AP Statistics is an introductory college-level statistics course focusing on the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students develop an understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts. Students may elect to take the AP Statistics Exam which may give them one semester college math credit. This course may be taken concurrently with other math courses. In this course, students will... • Explore one- and two-variable data • Collect data • Study probability, random variables, and probability distributions. • Understand sampling distributions • Develop an understanding of and work with Inference for Categorical and Quantitative Data • Interact with the digital platform, SaplingPlus, which extends the learning with an interactive eBook, a variety of video supports, and online homework with error-specific feedback • For more information on this class, please visit the AP site. This course carries a weighted grade.		

Alignment of Course Info

2122

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to 1 of 1

Req Status	Next Course	Course #	Course Name	Subj Area
			Biology	
●	●	SCI001	Biology	SCI ELE

2122

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1 to 2 of 2

Req Status	Next Course	Course #	Course Name	Subj Area
		ENG_009		
●	●	ENG1009	English 9 Part 1	ENG
●	●	ENG2009		

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to 2 of 2

Req Status	Next Course	Course #	Course Name	Subj Area
		ENG009%		
●	●	ENG009A	English 9: Analyzing Cultural Connections through Literature A	ENGL
●	●	ENG009B	English 9: Analyzing Cultural Connections through Literature B	ENG

2223

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1 to 2 of 2

Req Status	Next Course	Course #	Course Name	Subj Area
		SCI%	Biology%	
●	●	SCI001A	Biology A	SCIE ELEC
●	●	SCI001B	Biology B	SCIE

2122

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to 1 of 1

Req Status	Next Course	Course #	Course Name	Subj Area
			Biology	
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1 to 2 of 2

Req Status	Next Course	Course #	Course Name	Subj Area
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●	●	ENG2009		

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to 2 of 2

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2223

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●	●	SCI001A	Biology A	SCIE ELEC
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to 1 of 1

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1 to 2 of 2

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to 2 of 2

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2223

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2122

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Revision of course numbers promotes:

- Clarity between 1st and 2nd semester courses for students, parents, teachers, counselors and post-secondary schools
- Improves accuracy and predictability with Tyler scheduling tools.

Alignment of Course Info

Ironwood Ridge High School Grd 11 17-18 Fall

AP Calculus AB	A-	0.50
Marching Band	A+	0.50
Jazz Combo	A+	0.50
Pre AP Chemistry	B+	0.50
US/AZ History	A	0.50
Introduction to Engineering	A-	0.50
Design		
English 11 Part 1	A	0.50

Crd Att: 3.50 Cmp: 3.50

Weighted GPA: 4.1429

Ironwood Ridge High School Grd 11 17-18 Spring

AP Calculus AB	A	0.50
Jazz Combo	A+	0.50
Pre AP Chemistry	B+	0.50
US/AZ History	A-	0.50
Wind Ensemble	A+	0.50
Introduction to Engineering	A	0.50
Design		
English 11 Part 2	A+	0.50

Crd Att: 3.50 Cmp: 3.50

Weighted GPA: 4.1429

Ironwood Ridge High School Grd 11 17-18 Fall

AP Calculus AB Part 1	A-	0.50
Marching Band	A+	0.50
Jazz Combo A	A+	0.50
Honors Chemistry A	B+	0.50
US/AZ History A	A	0.50
Introduction to Engineering	A-	0.50
Design A		
English 11: America through	A	0.50
Literature A		

Crd Att: 3.50 Cmp: 3.50

Weighted GPA: 4.1429

Ironwood Ridge High School Grd 11 17-18 Spring

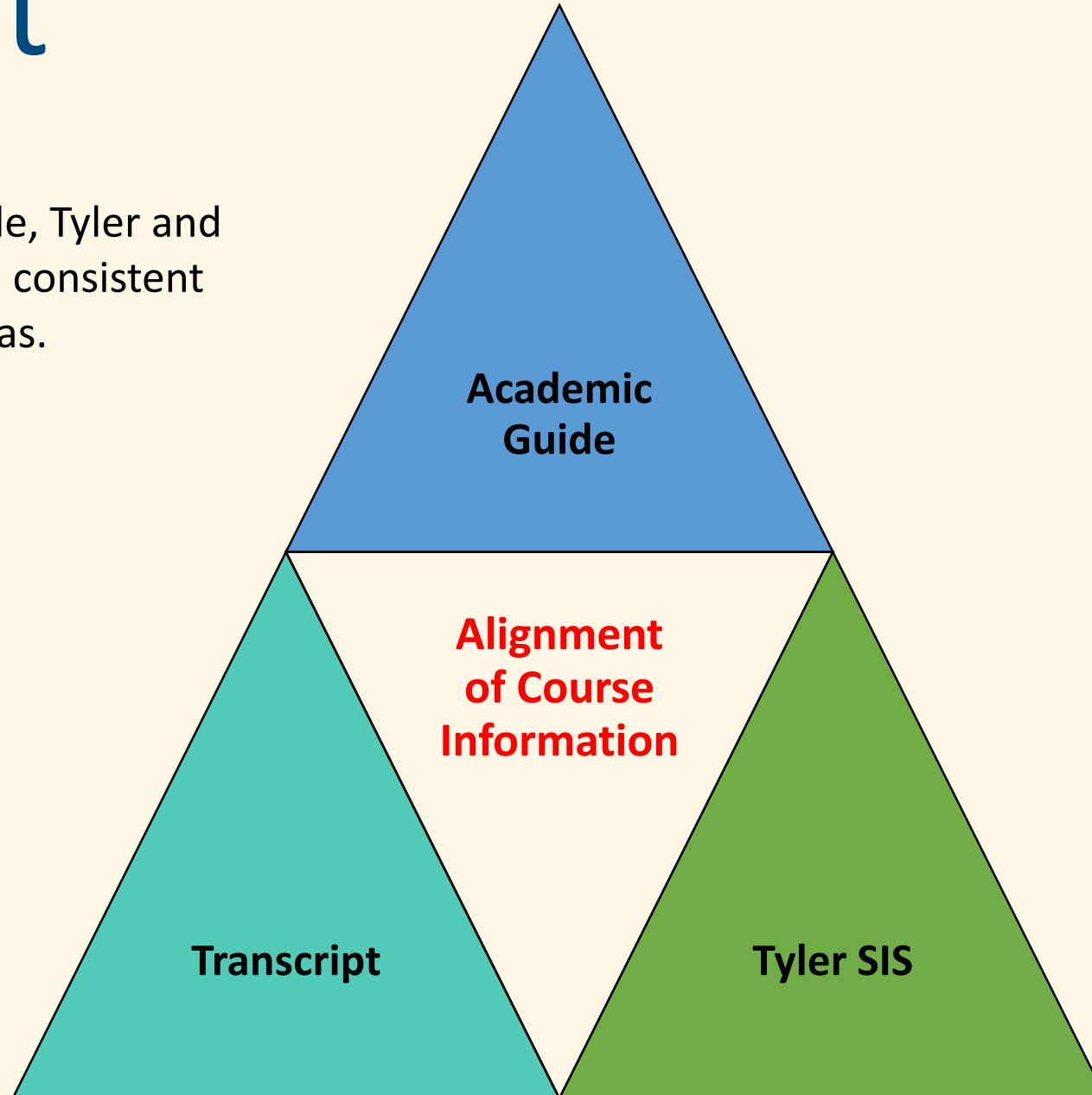
AP Calculus AB Part 2	A	0.50
Jazz Combo B	A+	0.50
Honors Chemistry B	B+	0.50
US/AZ History B	A-	0.50
Wind Ensemble B	A+	0.50
Introduction to Engineering	A	0.50
Design B		
English 11: America through	A	0.50
Literature B		

Crd Att: 3.50 Cmp: 3.50

Weighted GPA: 4.1429

Alignment

Revisions in Academic Guide, Tyler and Student Transcripts creates consistent appearance in all three areas.



Resources/Info for Students and Parents



EDUCATION AND CAREER ACTION PLAN (ECAP)

"Effective for the graduating class of 2013, schools shall complete for every student in grades 9-12 an Arizona Education and Career Action Plan." (R7-2-302.05) "An ECAP reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals. Ideally, the initial plan will be developed in middle school and updated on a yearly basis throughout high school and the postsecondary years." (Arizona Department of Education)

The Amphitheater School District supports the use of our online program, [Major Clarity](#), to help students build their ECAP's. The student and parent accounts may be created at any time with access to it at any time via the internet. Please refer to the counseling web page for more information.

ACT Aspire / ACT

ACT Aspire is the statewide high school achievement test, which will be administered to students in Grade 9. The Aspire test assess students' readiness in five areas covered by the ACT test: English, math, reading, science and writing. Beginning in spring 2022, this test will replace the AASA (formerly [AZMerit](#)).

ACT is the statewide high school achievement test, which will be administered to students in Grade 11. The ACT test covers five academic skill areas: English, mathematics, reading, scientific reasoning and writing. Beginning in spring 2022, this test will replace the AASA (formerly [AZMerit](#)).

This course counts as a math requirement for graduation but does not meet the upper-level math requirement for state universities.

This course does not meet NCAA Clearinghouse requirements for collegiate student-athletes.

Course: MTH018A/MTH018B		AP Statistics
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: Grade of "C" or better in Pre-Calculus or Honors Alg. II or "A" in Alg. II		
AP Statistics is an introductory college-level statistics course focusing on the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students develop an understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts. Students may elect to take the AP Statistics Exam which may give them one semester college math credit. This course may be taken concurrently with other math courses. In this course, students will...		
• Explore one- and two-variable data • Collect data • Study probability, random variables, and probability distributions. • Understand sampling distributions • Develop an understanding of and work with Inference for Categorical and Quantitative Data • Interact with the digital platform, SaplingPlus, which extends the learning with an interactive eBook, a variety of video supports, and online homework with error-specific feedback • For more information on this class, please visit the AP site.		
This course carries a weighted grade.		

AZSCI

AZSCI is a standards-based assessment that measures student proficiency of the Arizona Academic Content Standard in Science. A passing score on AzSCI is not required for graduation.

CARDIOPULMONARY RESUSCITATION (CPR)

The State of Arizona Senate Bill 1127 states that school districts shall provide public school pupils with one or more training sessions in Cardiopulmonary Resuscitation (CPR), through the use of psychomotor skills in an age-appropriate manner, during high school.

FINANCIAL LITERACY/PERSONAL FINANCIAL MANAGEMENT

The State of Arizona Senate Bill 1184 states that school districts shall provide public school pupils with financial literacy and personal financial management instruction during the Economics course.

Next Steps

Starting in Summer 2022, we will begin work on a unified Middle School Academic Guide. The Academic Guide book will provide students and parents with information on:

- Course opportunities
- Program and career pathways that students will have the opportunity to pursue in Amphitheater
- Information on 4 Year Academic Plans
- Educational Career Action Plans





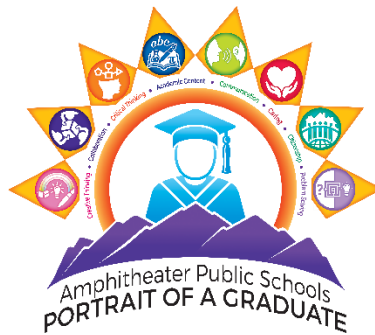
ACADEMIC GUIDE

*FIND YOUR PATHWAY
TO SUCCESS*

2022-2023

Course Catalog

amphi.com



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 Tassi Call, Associate Superintendent for Elementary Education
 Matthew Munger, Associate Superintendent for Secondary Education
 Michelle H. Tong, J.D., Associate to the Superintendent and General Counsel
 Scott Little, Chief Financial Officer

ANNUAL NONDISCRIMINATION NOTICE

Amphitheater Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies are handled at 701 W. Wetmore Road, Tucson, Arizona 85705 by David Rucker, Equity & Safety Compliance Officer and Title IX Coordinator, (520) 696-5164, drucker@amphi.com, or Kristin McGraw, Executive Director of Student Services, (520) 696-5230, kmcgraw@amphi.com.

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OUR HIGH SCHOOLS

*COMPREHENSIVE PUBLIC HIGH SCHOOLS AND
ONLINE ACADEMY*

AMPHITHEATER HIGH SCHOOL

125 W. Yavapai Rd., Tucson, AZ 85705
(520) 696-5340 | amphi.com/AmphiHigh



PATHWAYS

- Agriscience
- Automotive Diesel Technology
- Dance
- Digital Photography
- Early Childhood Education
- Film & TV Production
- Instrumental Music
- JROTC
- Photo Design (YK)
- Sports Medicine
- Software & App Design
- Technical Theater
- Theater Arts
- Visual Arts
- Vocal Arts
- Welding Technology
- World Languages

PROGRAMS

- AVID
- Cambridge Academy

AP COURSES

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Computer Science A
- Computer Science Principles
- English Language and Composition
- English Literature and Composition
- Environmental Science
- French Language & Culture
- Music Theory
- Physics 1
- Psychology
- Spanish Language & Culture
- Statistics
- Studio Art
- American Government & Politics
- US History

LANGUAGES

- American Sign Language I, II, III, IV
- French I, II, III, IV
- Spanish I, II, III, IV, AP

DUAL ENROLLMENT

- American Sign Language
- English Composition I & II
- History of the United States I & II
- Introduction to Western Civilization I & II

CERTIFICATIONS

- Adobe Certified Associate Photoshop
- Adobe Certified Associate Premier
- CompTIA IT Fundamentals
- Emergency Medical Responder
- First Aid/CPR
- Food Handlers
- OSHA 10
- Paraprofessional
- Safety and Pollution Prevention
- Student ASE (G1, A1-A8)

CANYON DEL ORO HIGH SCHOOL



25 W. Calle Concordia, Tucson, AZ 85704
(520) 696-5560 | amphi.com/CDO

PATHWAYS

- Architectural Drafting & Design
- Automotive Technology
- Bioscience
- Construction Technologies
- Culinary Arts
- Dance
- Digital Photography
- Early Childhood Education
- Engineering
- Graphic Design (YK)
- Instrumental Music
- JROTC
- Sports Medicine
- Software & App Design
- Technical Theater
- Theater Arts
- Visual Arts
- Vocal Arts
- World Languages

PROGRAMS

- International Baccalaureate (IB) Diploma
- International Baccalaureate (IB) Certificate

LANGUAGES

- American Sign Language I, II, III, IV
- French I, II, III, IV, AP, IB
- German I, II, III, IV, AP, IB
- Spanish I, II, III, IV, AP, IB

AP COURSES

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Computer Science A
- Computer Science Principles
- Economics (Semester)
- English Language and Composition
- English Literature and Composition
- French Language & Culture
- German Language & Culture
- Music Theory
- Physics C: Mechanics
- Psychology
- Spanish Language & Culture
- Statistics
- Studio Art
- American Government & Politics (Semester)
- US History
- World History

IB COURSES

- Chemistry SL/HL
- Computer Science SL
- Dance SL
- Environmental Systems & Societies SL
- History HL
- Literature HL
- Literature & Performance SL
- Mathematics: Analysis and Approaches SL
- Music SL

- Social & Cultural Anthropology SL/HL
- Visual Arts SL/HL

DUAL ENROLLMENT

- American Sign Language
- Architectural Design & Drafting
- Automotive Technology III
- Bioscience
- Construction Technology
- Culinary Arts
- Engineering

CERTIFICATIONS

- ACF NOCTI Level 2
- Adobe Autodesk Certified User
- Adobe Certified Associate Photoshop
- Biotechnician Assistant Credentialing Exam
- CompTIA IT Fundamentals
- Emergency Medical Responder
- First Aid/CPR
- Food Handlers
- NCCER
- OSHA 10
- Paraprofessional
- Safety and Pollution Prevention
- ServSafe® Food Management Certification
- Student ASE (G1, A1-A8)

IRONWOOD RIDGE HIGH SCHOOL



2475 W. Naranja Dr., Tucson, AZ 85742
(520) 696-3902 | amphi.com/IRHS

PATHWAYS

- Bioscience
- Culinary Arts
- Digital Photography
- Engineering
- Film & TV Production
- Graphic Design
- Instrumental Music
- JROTC
- Music & Audio Production
- Nursing Services
- Photo Design (YK)
- Sports Medicine
- Software & App Design
- Technical Theater
- Theater Arts
- Visual Arts
- Vocal Arts
- World Languages

PROGRAMS

- PCC AZ General Education Certificate (AGEC-A)

LANGUAGES

- American Sign Language I, II, III, IV
- French I, II, III, AP
- Spanish I, II, III, IV, AP

AP COURSES

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Computer Science A
- Computer Science Principles
- Economics
- English Language and Composition
- English Literature and Composition
- Human Geography
- Music Theory
- Physics C: Mechanics
- Psychology
- Spanish Language & Culture
- Statistics
- Studio Art
- American Government & Politics
- US History
- World History

DUAL ENROLLMENT

- American Sign Language
- An Economic Perspective
- Basic Design
- Bioscience
- College Algebra
- Culinary Arts
- Digital Photography
- Elementary Spanish I & II
- Engineering
- English Composition I & II
- Exploring Art & Visual Culture

- General Biology
- General Chemistry
- Healthcare Foundations
- History of the United States I & II
- Human Anatomy
- Intro to Human Anatomy
- Intro to Physics
- Intro to Politics
- Intro to Psychology
- Music Fundamentals
- Nursing Services I & II
- Nursing Service Clinical Lab I & II
- Nursing Services Skills Lab I & II
- Structure of Music
- Topics in College Math

CERTIFICATIONS

- ACF NOCTI Level 2
- Adobe Autodesk Certified User
- Adobe Certified Associate Photoshop
- Adobe Certified Associate Premier
- Biotechnician Assistant Credentialing Exam
- Certified Nursing Assistant
- CompTIA IT Fundamentals
- Emergency Medical Responder
- First Aid/CPR
- Food Handlers
- Licensed Nursing Assistant
- OSHA 10
- Paraprofessionals
- ServSafe® Food Management Certification

AMPHI ACADEMY ONLINE

(520) 696-5356 | amphi.com/AmphiAcademy

ENGLISH LANGUAGE ARTS

- English Language Arts 9
- English Language Arts 10
- English Language Arts 11
- English Language Arts 12

MATHEMATICS

- Algebra I
- Geometry
- Intermediate Algebra
- Algebra II
- Pre-Calculus
- Financial Math
- Statistics

SCIENCE

- Biology
- Chemistry
- Physics
- Earth and Space Science
- Environmental Science

SOCIAL STUDIES

- World History
- US History
- Government
- Economics

LANGUAGE

- Spanish I, II, III

ELECTIVES

- Art History I
- Career Planning and Development
- Healthy Living
- Lifetime Fitness
- Psychology

SAMPLE COURSE SEQUENCE

The following is a suggested sequence of courses (22 credits) required to graduate.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 4 Credits	English 9 or higher	English 10 or higher	English 11 or higher	English 12 or higher
Mathematics ¹ 4 Credits	Algebra 1 or higher	Geometry or higher	Algebra 2 or higher	Mathematics Elective higher than Algebra 2
Science 3 Credits	Biology or other science	Physics or other science	Chemistry or other science	
Social Studies 3 Credits	World History or higher		US History or higher	Economics/Government or higher
Physical Education ² 1 Credit	1 Physical Education course			
Pathway ³ 2-4 Credits	See Career Cluster, Pathways & Programs for requirements			
Electives ⁴ 3-5 Credits	Students will take additional electives to earn a total of 22 credits			

¹ – The state requires that students must complete Algebra 2 or equivalent to graduate.

² – Two (2) semesters of Marching Band or JROTC constitutes 0.5 credit physical education.

³ – To fulfill this graduation requirement, 1.0 credit must be earned in either CTE/JTED or Fine Arts.

⁴ – Many 4-year universities require 2 years of the same world language for admittance.

EARNING COLLEGE CREDIT IN HIGH SCHOOL

ADVANCED PLACEMENT

Advanced Placement (AP) allows high school students to take college-level courses at their high school with the potential to earn college credit by receiving a passing score on the AP subject exam, as determined by the college.

	AHS	CDO	IRHS
AP Art & Design	●	●	●
AP Biology	●	●	●
AP Calculus AB	●	●	●
AP Calculus BC	●	●	●
AP Chemistry	●	●	●
AP Computer Science A	●	●	●
AP Computer Science Principles	●	●	●
AP Economics		● (Sem)	● (Sem)
AP English Language and Composition	●	●	●
AP English Literature and Composition	●	●	●
AP Environmental Science	●		
AP French Language & Culture	●	●	
AP German Language & Culture		●	
AP Human Geography			●
AP Music Theory	●	●	●
AP Physics C: Mechanics		●	●
AP Physics I	●		
AP Psychology	●	●	●
AP Spanish Language & Culture	●	●	●
AP Statistics	●	●	●
AP American Government & Politics	●	● (Sem)	● (Sem)
AP US History	●	●	●
AP World History		●	●

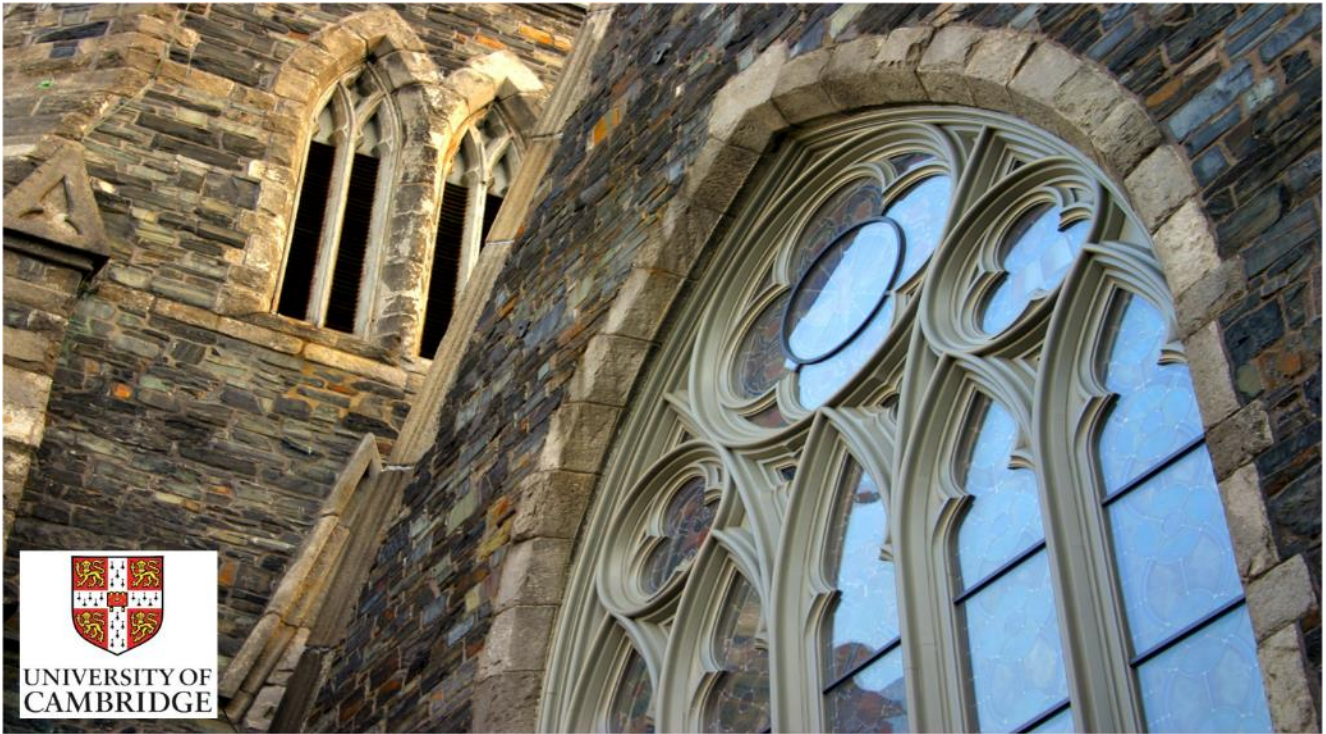
 AHS – Amphitheater High School

 CDO – Canyon del Oro High School

 IRHS – Ironwood Ridge High School

CAMBRIDGE ACADEMY

At Amphitheater High School



The Cambridge Academy helps students make the most of high school and allows them to customize their experience to support their goals and interests. Amphitheater High is the only school in Tucson to offer the program, which prepares students for opportunities to take advanced classes, earn college credit, graduate early and explore career and technical education. Students who complete The Cambridge Academy program, which is based on curriculum and assessments from the University of Cambridge, and pass the assessments earn a prestigious Grand Canyon High School Diploma.

The Grand Canyon Diploma is a high school diploma available to any Arizona student who demonstrates readiness for college-level mathematics, science, history, English, and fine art courses. Students qualify by passing a series of board examinations (Cambridge International exams) to show college readiness. Students can qualify for a Grand Canyon Diploma as early as the end of their 10th grade year. Students who earn a Grand Canyon Diploma are entitled to all the rights and privileges of a person who graduates with a traditional high school diploma.

DUAL ENROLLMENT

Dual enrollment allows high school students to take college-level courses at their high school through partnerships between Amphitheater Public Schools and Pima Community College (PCC) and the University of Arizona (UA). Students earn both high school and college credit by passing the class. *Online only

	AHS	CDO	IRHS
An Economic Perspective (PCC ECN 150)*			•
Architectural Drafting & Design (PCC)		•	
American Sign Language (UA SERP 370A, 370B)	•	•	•
Automotive Technology III (PCC AUT 100, 101, 105)		•	
Basic Design (PCC ART 100)			•
Bioscience (UA MCB 101 / MCB 102)		•	•
College Algebra (PCC MAT 151)			•
Construction Technology (PCC)		•	
Culinary Arts (PCC CUL 105, 115, 150, 160)		•	•
Digital Photography (PCC DAR 128)			•
Elementary Spanish I (PCC SPA 101)*			•
Elementary Spanish II (PCC SPA 102)*			•
Engineering 102 (UA ENGR 102)		•	•
English Composition I & II (PCC WRT 101 / PCC WRT 102)	•		•
Exploring Art & Visual Culture (PCC ART 105)			•
General Biology (PCC BIO 181 / PCC BIO 182)			•
General Chemistry (PCC CHM 151 / PCC CHM 152)			•
Healthcare Foundation (PCC HCA 100)			•
History of the United States I & II (PCC HIS 141 / PCC HIS 142)	•		•
Human Anatomy, Physiology, & Histology (PCC BIO 201 / PCC BIO 202)			•
Introduction to Human Anatomy & Physiology (PCC BIO 160IN)			•
Introductory Physics I (PCC PHY 121IN)			•
Introduction to Politics (PCC POS 100)			•
Introduction to Psychology (PCC PSY101)*			•
Introduction to Western Civilization I & II (PCC HIS 101 / PCC HIS 102)	•		
Music Fundamentals and Music Theory Review (PCC MUS 102 / PCC MUS 103)			•
Nursing Services I (PCC NRS 104 / PCC NRS 104LC)			•
Nursing Services I Clinical Lab (PCC NRS 104CL)			•
Nursing Services I Skills Lab (PCC NRS 104LS)			•
Nursing Services II (PCC NRS 105)			•
Nursing Services II Clinical Lab (PCC NRS 105CL)			•
Nursing Services II Skills Lab (PCC NRS 105LS)			•
Structure of Music & Aural Perceptions (PCC MUS 125 / PCC MUS 127)			•
Topics in College Math (PCC MAT 142)			•

INTERNATIONAL BACCALAUREATE (IB)

At Canyon del Oro High School



The International Baccalaureate (IB) Diploma Programme is a college preparatory program with a comprehensive and rigorous liberal arts curriculum, leading to examinations and/or component works externally assessed by IB at the end of each course. It is designed for the university-bound, academically-focused student, willing to engage in a challenging holistic curriculum during their last two years of high school.

Students choose from six subject groups. IB Diploma Programme courses are taken in grades 11-12. Students can choose between the full IB Diploma or IB Certificate Pathway. Note, prerequisites apply which are listed with each course description.

Full IB Diploma: In this option, students earn the full IB Diploma upon successful completion of their scheduled IB courses and associated core components. The core requirements are considered a cornerstone connecting all 6 subjects and are thus required to earn the full IB Diploma. The core includes:

1. Completing an interdisciplinary course called **Theory of Knowledge**
2. Completing an **extended essay** reflecting independent research
3. Completing a **CAS** portfolio (extracurricular activities that can be categorized as creativity, activity, and/or service).

IB Certificate Pathway: In this option, students take one to three IB courses if they choose not to take the full IB Diploma. The IB issues certificates and transcripts for courses students register for and take examinations in. Both options are additional recognition in addition to earning a CDO Diploma.

All IB classes are at the honors level at CDO. Students may be granted advanced placement status and/or college credit on the basis of IB course completion and how well they perform in each class. Information regarding the IB Diploma Programme is available from the IB Coordinator's office at Canyon del Oro. Contact: Amy Bomke, (520) 696-5592, abomke@amphi.com, or visit our school website in the Academic's section.

CAREER CLUSTERS, PATHWAYS & PROGRAMS OF STUDY

OFFERINGS AT A GLANCE

	AHS	CDO	IRHS
ARTS & LANGUAGE			
Dance	●	●	
Instrumental Music	●	●	●
Theater Arts	●	●	●
Visual Arts	●	●	●
Vocal Arts	●	●	●
World Languages	●	●	●
EDUCATION, HOSPITALITY, AND PUBLIC SERVICE			
Early Childhood Education	●	●	
Culinary Arts		●	●
Junior Reserve Officers' Training Corps (JROTC)	●	●	●
HEALTHCARE			
Nursing Services			●
Sports Medicine	●	●	●
SKILLED AUTOMOTIVE & CONSTRUCTION TRADES			
Automotive Diesel Technology	●		
Automotive Technology		●	
Construction Technologies		●	
Technical Theater	●	●	●
Welding Technologies	●		
STEM			
Agriscience	●		
Architectural Drafting & Design		●	
Bioscience		●	●
Digital Photography	●	●	●
Engineering		●	●
Film & TV Productions	●		●
Graphic Design			●
Graphic Design (YK)		●	
Music and Audio Production			●
Photo Design (YK)	●		●
Software & App Design	●	●	●
ADDITIONAL PATHWAYS AND PROGRAMS			
AVID Pathway	●		
Cambridge Academy	●		
IB Diploma Programme		●	
PCC AZ General Education Certificate			●

AGRISCIENCE

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Future Careers

- Livestock Producer
- Veterinary Assistant
- Agriculture Educator
- Livestock or Food Inspector
- Veterinarian
- Animal Scientist
- Biologist

Requirements

Year 1

Agriscience I

Year 2

Agriscience II

Year 3

Agriscience III

Optional

Year 4

Agriscience IV

Agriscience SOE CTS199

Agriscience Internship



Summary A

Students will be prepared for entry-level jobs in the agriculture industry and to study agriculture science at a technical school or 2-year or 4-year college or university.

- Develop skills working with various species of livestock
- Acquire an understanding of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment
- Operate and manage aspects of livestock production, reproduction, health, and feeding
- Conduct research and study the agriculture industry, natural resource systems, agriculture mechanics, food sciences and more
- Study nutritional requirements of animals and nutritive values of animal feed materials

Credits

This pathway is a minimum of 3 years.

ARCHITECTURAL DRAFTING & DESIGN

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS



Future Careers

- Architect
- Engineer
- Interior Designer
- Plans Examiner
- General Contractor
- Building/Safety Inspector

Requirements

Year 1

Architectural Drafting I

Year 2

Architectural Drafting II

Optional

Year 3

Architectural Drafting III*

Year 4

Architectural Drafting IV

Architectural Drafting
Internship

**Dual Enrollment PCC*

Summary

Students will be prepared for immediate employment in entry-level positions in the drafting industry and to continue to study at a technical school or 2-year or 4-year college or university.

- Learn techniques of sketching, drafting, computer aided drafting (CAD) programs, layout, design, blueprint interpretation, and all phases of drawing house plans
- Instruction in construction and structural design, architectural and engineering drawings, problem solving, and 3D architectural rendering
- Build 3D house models from wood and foam board along with designing and constructing various projects and other real-life projects
- Students can demonstrate their skills in regional, state, and national SkillsUSA competitions

Credits

This pathway is a minimum of 2 years.

AUTOMOTIVE DIESEL TECHNOLOGY

Future Careers

- Diesel Technician
- Automotive Technician
- General Maintenance Technician
- Heavy Vehicle & Mobile Equipment Service Technician
- Parts & Service Equipment Sales

Requirements

Year 1

Automotive Diesel I

Year 2

Automotive Diesel II

Year 3

Automotive Diesel III

Optional

Year 4

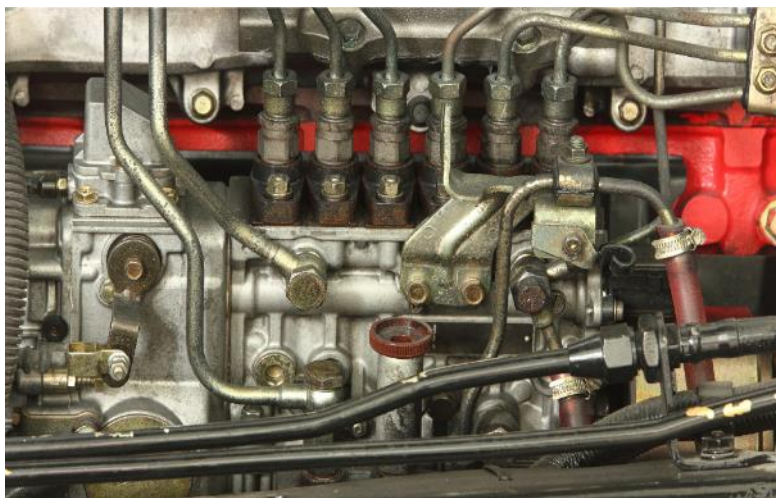
Automotive Diesel IV

Automotive Diesel Internship

Credits

This pathway is a minimum of 3 years.

SKILLED AUTOMOTIVE AND CONSTRUCTION TRADES



Summary A

Students will be prepared for immediate employment in entry-level positions such as Lube Technician and Basic Technician and to continue to study at a technical school or 2-year or 4-year college or university.

- Learn techniques and skills of basic automotive care in the first year of the program, including tire mounting, tire balancing, cooling systems, brake replacement, and oil changes
- Learn to use advanced computer diagnostics to troubleshoot and repair modern auto-diesel systems
- Perform repair, service and preventive maintenance operations on auto-diesel engines, chassis, and powertrains
- Learn maintenance and repair of systems on medium-duty and heavy-duty equipment
- Students can demonstrate their skills in regional, state, and national SkillsUSA competitions

Industry Certifications

- OSHA 10 General Industry
- Safety and Pollution Prevention
- Student ASE (G1, A1-A8)



AUTOMOTIVE TECHNOLOGY

SKILLED AUTOMOTIVE AND CONSTRUCTION TRADES

Future Careers

- Auto Service Technician
- Mechanic
- General Maintenance Technician
- Service Advisor
- Parts & Service Equipment Sales

Requirements

Year 1

Automotive Technology I

Year 2

Automotive Technology II

Year 3

Automotive Technology III *

Optional

Year 4

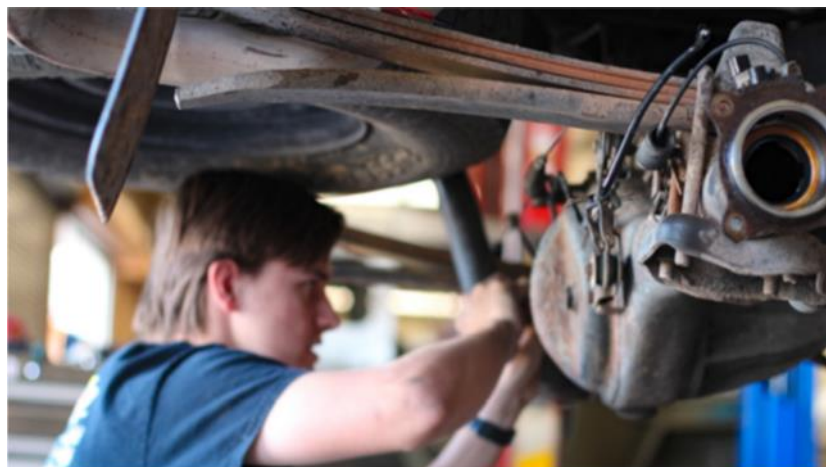
Automotive Technology IV

Automotive Technology Internship

**Dual Enrollment PCC*

Credits

This pathway is a minimum of 3 years.



Summary

Students will be prepared for immediate employment in entry-level positions such as Lube Technician and Basic Technician and to continue to study at a technical school or 2-year or 4-year college or university.

- Learn all basic automotive techniques and skills including tire mounting, tire balancing, cooling systems flushes, brake replacement, and oil changes
- Receive instruction on basic and advanced engine fundamentals
- Demonstrate understanding of electrical circuitry in transportation applications
- Work-based learning instruction to advance knowledge in suspension and brakes
- Analysis of engine performance and drivetrain
- Students can demonstrate their skills in regional, state, and national SkillsUSA competitions

Industry Certifications

- OSHA 10 General Industry
- Safety and Pollution Prevention
- Student ASE (G1, A1-A8)



ABOUT

AVID—Advancement Via Individual Determination—fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms. With the appropriate postsecondary preparation and a focus on soft skills that businesses need, AVID students are ready to shape their path and change our world.



Summary A

AVID is a 4-course pathway that encourages and supports students on their quest to thrive in rigorous high school coursework as they prepare for college. Students focus on organizational skills, study skills, critical thinking, and learning how to ask probing questions. Students have the opportunity to receive academic help from peers and college tutors. AVID students participate in enrichment and motivational activities that help prepare them for college while also helping to improve their self-image as they become academically successful students, leaders in school, and role models for their peers.

All AVID elective students are required to participate in a school-sponsored sport, a school club, or to complete community service throughout the school year.

This pathway requires a special application process. Students should speak with a school counselor to learn more about this pathway.

Requirements

Year 1

AVID Elective

Year 2

AVID Elective

Year 3

AVID Elective

Year 4

AVID Elective

**Students must complete an AP, Cambridge, or dual enrollment course in grade 11 or 12*

Credits

This pathway is a minimum of 4 years.

BIOSCIENCE

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Future Careers

- Physician
- Nurse
- Nurse Practitioner
- Molecular Biologist
- Laboratory and Crime Lab Technician
- Biochemist
- Biomedical Engineer
- Nuclear Medicine Physician
- Microbiologist
- Bioinformatics Scientist
- Zoologist
- Pharmaceutical Salesperson

Requirements

Year 1

Bioscience I (weighted grade)*

Year 2

Bioscience II (weighted grade)*

Optional

Year 3

Bioscience III (weighted grade)*

Year 4

Bioscience Internship

**Dual Enrollment UA*

Credits

This pathway is a minimum of 2 years.



Summary



Students will be prepared for college-level life science classes and employment in the Allied Health industries such as Lab Technician, Cell Biologist, and Pharmacologist.

- Learn how the world of bioscience is used in the medical, agricultural, and food industries
- Work with scientific instruments that are commonly found in a research laboratory
- Research genetic characteristics or expressions, isolate, analyze, and synthesize proteins, enzymes, DNA, and other molecules
- Develop skills making common laboratory solutions and research the effects of substances, such as drugs, hormones, bacteria, food plant, and cell cultures on tissues
- Explore bioscience careers, history, and applications of recombinant DNA technology
- Program will culminate with students conducting independent research projects that will be presented at regional science competitions

Industry Certifications

- OSHA 10 Healthcare
- BACE (Biotechnician Assistant Credentialing Exam)



CONSTRUCTION TECHNOLOGIES

Future Careers

- Electrician
- Mason
- Carpenter
- Plumber
- Engineer
- Construction Manager
- Welder

Requirements

Year 1

Construction Technology I

Year 2

Construction Technology II

Optional

Year 3

Construction Technology III*

Year 4

Construction Technology IV

Construction Technology
Internship

**Dual Enrollment PCC*

Credits

This pathway is a minimum of 2 years.

SKILLED AUTOMOTIVE AND CONSTRUCTION TRADES



Summary

Students will be prepared for immediate employment in entry-level positions in the construction industry and to continue to study at a technical school or 2-year or 4-year college or university. Students may acquire industry certifications and college credit during the program.

- Learn to safely use hand tools and power tools, and about staining/lacquering, estimating, carpentry, electrical, masonry, plumbing, sheet metal, and welding
- Gain experience in reading plans and developing skills through hands-on learning and application
- Complete small and large construction projects including playhouses, picnic tables, converting a mobile container to a home, and building a camping trailer
- Students can demonstrate their skills in regional, state, and national SkillsUSA competitions

Industry Certifications

- OSHA 10 Construction
- NCCER
- Adobe Autodesk Certified User

CULINARY ARTS

EDUCATION, HOSPITALITY, & PUBLIC SERVICE

Future Careers

- Prep Cook
- Line Cook
- Food Server
- Banquet/Catering staff
- Chef de Cuisine
- Executive Chef
- Pastry Chef
- Food and Beverage Manager
- Maitre d'

Requirements

Year 1

Culinary Arts I

Year 2

Culinary Arts II

Optional

Year 3

Culinary Arts III*

Year 4

Culinary Arts IV*

Culinary Arts Internship

**Dual Enrollment PCC*



Summary



Students will be prepared for immediate employment in entry-level positions in the field of Culinary Arts and to continue to study at a technical school or 2-year or 4-year college or university.

- Places an emphasis on teamwork and interpersonal skills, academics, technical skills, and requires adherence to dress, food sanitation, and safety codes
- Curriculum includes kitchen basics and culinary fundamentals such as safety and sanitation, basic food preparation, culinary nutrition, introduction to baking, workplace safety, hospitality management, front-and back-of-house operations, introduction to food cost and control, culinary math, menu writing, purchasing and inventory control and customer service
- Curriculum also includes commencement level math and English Language Arts
- All students are given the opportunity to participate in a work-based learning experience that includes an internship, which exposes them to real-world business operations and specific job duties related to culinary careers that connect to the skills and knowledge learned in the CTE classroom

Industry Certifications

- ServSafe® Food Management Certification
- ACF NOCTI Level 2

Credits

This pathway is a minimum of 2 years.



DANCE

ARTS & LANGUAGE

Future Careers

- Choreographer/Director
- Lighting Designer/Set Designer
- Stage Management /Production Crew
- Company Managing/ Administration
- Physical Therapist/Dance Movement Therapist
- Athletic Coach/Personal Trainer/Group Fitness Instructor
- Costume Designer
- Dance Teacher

Requirements

Year 1

Beginning Dance or
Performance Dance (CDO)

Year 2

Intermediate Dance or
Performance Dance (CDO)

Year 3

Advanced Dance or
Performance Dance (CDO)

Optional

Year 4

Advanced Dance or
Performance Dance (CDO)



Summary



Students will be prepared for immediate employment in entry-level positions in the arts industry and to continue to study at a 2-year or 4-year college or university.

- Beginning students will learn history, terminology, and technique in ballet, tap, modern, and various forms of jazz dance. Students will experience improvisation and performing on stage
- Intermediate dance students focus on technique, history, choreography, and performance of classical dance genres and contemporary dance genres
- Advanced students learn skills in dance and choreography in ballet, jazz, and modern dance. Students will teach combinations to the entire class and lead warm-ups when assigned. Students will experience improvisation and performing on stage
- Performance dance students will perform complex movement in ballet, jazz, lyrical, modern, and tap. Students will be required to choreograph, improvise, and understand the elements of dance production. This course is by audition only

Credits

This pathway is a minimum of 3 years.

DIGITAL PHOTOGRAPHY

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS



Future Careers

- Portrait and Fashion Photographer
- Food Photographer
- Fine Art Photographer
- Art Director
- Gallery Owner
- Commercial/Advertising Photographer
- Digital Design

Requirements

Year 1

Introduction to Photography

Year 2

Photography

Optional

Year 3

Advanced Photography

Year 4

Digital Photo Internship

Summary A C I

Students will be prepared for immediate employment in entry-level jobs such as Photography Studio Assistant and Portrait Photographer and to continue to study photography at a 2-year or 4-year college or university.

- Create innovative photographs using professional cameras, computers, Adobe Photoshop and Lightroom (image editing software), studio lighting, and large format printers
- Develop and present a professional portfolio for review, critique, and publication
- Experience working for clients to design, produce, and publish photos
- Third year students run and show in the Noble Street Gallery, as well as produce gift shop items (CDO)

Industry Certifications

- Adobe Certified Associate Photoshop

Credits

This pathway is a minimum of 2 years.

EARLY CHILDHOOD EDUCATION

Future Careers

- Elementary/Preschool Teacher/Director (preschool thru grade 3)
- Speech Pathologist
- Pediatrician
- Nurse
- Child Psychologist
- Social Worker
- School Counselor

Requirements

Year 1

Early Childhood Education I

Year 2

Early Childhood Education II

Optional

Year 3

Early Childhood Education III

Year 4

Early Childhood Education IV

Early Childhood Education
Internship

Credits

This pathway is a minimum of 2 years.



Summary



Students will be prepared for immediate employment in entry-level jobs such as a Childcare Assistant, Nanny, or Preschool Lead Teacher and to continue to study in a 2-year or 4-year college or university.

- Learn about the continuum of physical, sensory, social, emotional, cognitive, language, and literacy development of young children
- Design activities and establish practices promoting young children's overall development
- Master effective employability skills and professionalism in early childhood education
- Create, research, and provide developmentally appropriate learning materials and activities within our on-site preschool that make the activities fun and hands-on

Industry Certifications

- First Aid/CPR
- Food Handlers
- Paraprofessional



ENGINEERING

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Future Careers

- Engineering Technician
- Biomedical Engineering
- Civil Engineering
- Computer Software Engineering
- Electrical Engineering
- Environmental Engineering
- Mechanical Engineering
- Robotics/Automation Engineering

Requirements

Year 1

Introduction to Engineering Design

Year 2

Year 3

Engineering 102*

Optional

Year 4

Engineering Internship

**Dual Enrollment UA*



Summary



Students will be prepared for employment in entry-level jobs as a Technician Assistant and to study engineering or related fields at a 2-year or 4-year college or university.

- Hands-on projects using the engineering design process, creative problem solving, and collaboration
- Introduction to a wide variety of engineering careers such as mechanical, software, architectural, civil/structural, electrical, chemical, environmental, and mining
- Learn computer modeling and solve real-world problems by applying math and physics

Industry Certifications

- Adobe Autodesk Certified User

Credits

This pathway is a minimum of 3 years.

FILM & TV PRODUCTION

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Future Careers

- Film or Video Editor
- Radio or Television Broadcaster
- Sound Engineer
- Sound/Video Technician
- Broadcast Technician



Summary A I

Students will be prepared for immediate employment in jobs such as Professional Event Videography and internships, and to continue to study at a technical school or 2-year or 4-year college or university.

- Create movies, advertisements, and incredible special effects using professional software
- Watch and discuss film, television, and advertising as art and entertainment, and their place in society
- Star or work behind the scenes on the school's weekly announcements show
- Select the appropriate equipment, from the type of lens to the appropriate lighting
- Operate computer editing systems, video switching equipment, and digital video effects units to produce a final video product

Requirements

Year 1

Intro to TV/Video

Year 2

TV/Video Productions

Optional

Year 3

Advanced TV/Video Productions

Year 4

TV/Video Productions

Credits

This pathway is a minimum of 2 years.

Industry Certifications

- Adobe Certified Associate Premier



GRAPHIC DESIGN

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Future Careers

- Graphic Designer
- Advertising Manager
- Magazine Editor
- Multi-media Artist
- Social Media Specialist
- Art Director
- Public Relations
- Marketing Specialist and Director
- Web Developer
- Software Applications Developer

Requirements

Year 1

Intro to Graphic Design

Year 2

Graphic Design II

Optional

Year 3

Graphic Design III

Year 4

Graphic Design IV

Graphic Design Internship



Summary

Students will be prepared for immediate employment in entry-level jobs in the photography and graphic design industry and to study photography, graphic design, or journalism at a 2-year or 4-year college or university.

- Produce and design high-quality artwork using professional graphic design, layout, and photo editing software (Adobe Photoshop, InDesign, and Illustrator)
- Run a full-scale design firm and create advertising campaigns
- Usher a product from design to production
- Create product packaging and learn screen printing

Industry Certifications

- Adobe Certified Associate Illustrator

Credits

This pathway is a minimum of 2 years.

GRAPHIC DESIGN (YK)

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Future Careers

- Graphic Designer
- Advertising Manager
- Magazine Editor
- Multi-media Artist
- Social Media Specialist
- Art Director
- Public Relations
- Marketing Specialist and Director



Summary

Students will be prepared for immediate employment in entry-level jobs in the photography and graphic design industry and to study photography, graphic design, or journalism at a 2-year or 4-year college or university.

- Photograph school events, interview students and teachers, and write stories and captions for yearbook photographs
- Produce and design a high-quality yearbook using professional graphic design, layout, and photo editing software (Adobe Photoshop, InDesign)
- Manage the yearbook staff through leadership positions (Editor-in-Chief, Editor, Story Editor, Photo Editor)
- Promote the yearbook by creating advertising campaigns (posters, events, announcements)

Year 1

Graphic Design I (YK)

Year 2

Graphic Design II (YK)

Optional

Year 3

Graphic Design III (YK)

Year 4

Graphic Design Internship

Credits

This pathway is a minimum of 2 years.

INSTRUMENTAL MUSIC

Future Careers

- Arts administrator
- Promoter, agent, manager, or producer
- Music director and composer
- Music teacher
- Broadcast and sound engineer
- Music industry publicist or public relations manager

Requirements

Year 1

Band, Guitar or Orchestra Course

Year 2

Band, Guitar or Orchestra Course

Optional

Year 3

Band, Guitar or Orchestra Course

Year 4

Band, Guitar or Orchestra Course

Music Theory

Credits

This pathway is a minimum of 2 credits.



Summary



Students will be prepared for immediate employment in entry-level positions in the music industry and to continue to study at 2-year or 4-year college or university.

- **Band:** Beginning Band, Jazz Band, Symphonic Band, Percussion, Wind Ensembles and Marching Band are classes that will focus on the arts of wind and percussion music within a variety of band based genres. Each class will have a varying degree of difficulty and stylistic focus, but will share performance platforms through summative concerts in front of an audience.
- **Guitar:** Introduction to Guitar and Advanced Guitar. Students will learn strumming and finger-style techniques in various musical genres. The advanced course will explore advanced chord reading, soloing, and accompaniment. Students expand their repertoire and learn techniques for analyzing source material. Emphasis is on skill development and application of knowledge to new material.
- **Orchestra:** Concert Orchestra and Symphonic Orchestra. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, a deeper understanding of small group ensemble music, and orchestral literature. Students will study and perform literature from stylistic periods. Individual practice outside of school time is required.

JROTC

EDUCATION, HOSPITALITY, & PUBLIC SERVICE

About

The Caballero Jr. Reserve Officers' Training Corps (JROTC) program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens.



Summary



Our course provides instruction in citizenship, leadership, and a number of courses designed to help cadets succeed not only through high school but throughout their lives. Each of our students understands the importance of high school graduation and the educational and vocational opportunities of military service.

Our cadets develop mental management abilities, which include goal-setting, positive self-talk, and visualization. They gain a familiarity with the history, purpose, and structure of the military services with an emphasis on the accomplishments of the U.S. Armed Forces. And they learn how to develop effective team building skills.

Enrollment in and completion of the JROTC program in no way obligates a student to military service, however, it may be used to waive a portion of the Senior Army ROTC program or for appointment allocations set aside for JROTC Cadets from one of the Service Academies.

This unit is based at Flowing Wells High School. Transportation is provided.

Requirements

Year 1

JROTC

Year 2

JROTC

Optional

Year 3

JROTC

Year 4

JROTC

Credits

This pathway is a minimum of 2 years.

MUSIC & AUDIO PRODUCTION

Future Careers

- Music Producer
- Live Sound Engineer
- Recording Engineer
- Mixing Engineer
- Dialogue Editor
- Field Recordist
- Broadcast Engineer
- Sound Engineer

Requirements

Year 1

Music & Audio Production I

Year 2

Music & Audio Production II

Optional

Year 3

Music & Audio Production III

Year 4

Music & Audio Production
Internship

Credits

This pathway is a minimum of 2 years.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS



Summary ⓘ

Students will be prepared for immediate employment in entry-level jobs in the film, broadcasting, and music production industries or music and audio production and continue to study at a 2-year or 4-year college or university.

- Intensive study of the history of sound recording and hands-on experience with studio equipment
- Students will apply technical knowledge and skills to the production of sound recordings as finished products or as components of film/video, broadcast, live, or mixed media production
- In-depth practical understanding of the three phases of the media creation process; pre-production, production, and post-production

NURSING SERVICES

HEALTHCARE

Future Careers

- Nurse
- Certified Nursing Assistant (CNA)
- Licensed Nursing Assistant (LNA)
- Patient Care Technician
- Patient Care Assistant
- Caregiver

Requirements

Year 1

Healthcare Foundations A/B*

Year 2

Semester I
Nursing Services I*
Nursing Services I Clinical Lab*
Nursing Services I Skills Lab*

Semester 2
Nursing Services II*
Nursing Services II Clinical Lab*
Nursing Services II Skills Lab*

Optional

Year 3

Nursing Services Internship

**Dual Enrollment PCC*

Credits

This pathway is a minimum of 2 years.



Summary I

Students will be prepared for immediate employment in entry-level positions in nursing and to continue to study at a 2-year or 4-year college or university.

- Prepare students to perform routine nursing-related services for patients in hospitals or long-term care facilities under the training and supervision of a Licensed Practical or Registered Nurse
- Examine the healthcare community and roles and responsibilities of the healthcare team
- Demonstrate ethical and legal conduct, while applying standard precautions and infection control measures
- Apply principles of body mechanics, transporting, transferring, and basic emergency care
- Learn examination of human systems for common conditions, disorders, and care, measure and record vital signs while facilitating activities related to examination, and diagnostic testing
- Learn to identify behavioral health and social services needs and assist in care for the dying and their families

Industry Certifications

- Certified Nursing Assistant
- Licensed Nursing Assistant
- OSHA 10 Healthcare
- ServSafe® Food Management Certification
- ACF NOCTI Level 2



PCC GENERAL EDUCATION CERTIFICATE

ADDITIONAL PATHWAYS & PROGRAMS



About

Arizona General Education Curriculum
- Arts (AGEC-A) courses meet freshman/sophomore general education requirements for UA, NAU, ASU and many other institutions, as well as the general education requirements for Pima's transfer degrees.

Summary

Students may pursue a pathway meeting arts (AGEC-A), business (AGEC-B) or science (AGEC-S) general education requirements. The AGEC-A and AGEC-B certificates can be completed entirely online.

Pima strongly recommends that students pursuing an AGEC, before transferring, also complete the corresponding Associate of Arts, Associate of Fine Arts, Associate of Business Administration or Associate of Science degree.

Credits

This pathway is a minimum of 2 years.

Requirements



AGEC-A Category Requirements

English Composition **
WRT 101 & WRT 102

[Humanities](#) and [Fine Arts](#)

One course from the Humanities list and one course from the Arts list.

[Biological & Physical Sciences](#)

Any two lab sciences courses from this category.

[Mathematics](#)

MAT 142, MAT 151, or any MAT course above 151.

[Social & Behavioral Sciences](#)

Any two courses from two different prefixes in this category.

[Other Requirements](#)

Complete 6 credits (2 courses) from any of the following areas:

Courses from the [Other Requirement Options](#) (up to 6 credits)

Course from the [Humanities](#) or [Fine Arts](#) lists (up to 3 credits)

Course from the [Social & Behavioral Sciences](#) list (up to 3 credits)

PHOTO DESIGN (YK)

Future Careers

- Photojournalist
- Graphic Designer
- Magazine Editor

Requirements

Year 1

Photo Design I (YK)

Year 2

Photo Design II (YK)

Optional

Year 3

Photo Design III (YK)

Year 4

Digital Photo Internship

Credits

This pathway is a minimum of 2 years.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS



Summary



Students will be prepared for immediate employment in entry-level jobs in the photography and graphic design industry and to study photography, graphic design, or journalism at a 2-year or 4-year college or university.

- Photograph at school events, interview students and teachers, and write stories and captions for yearbook photographs
- Produce and design a high-quality yearbook using professional graphic design, layout, and photo editing software (Adobe Photoshop, InDesign)
- Manage the yearbook staff through leadership positions (Editor-in-Chief, Editor, Story Editor, Photo Editor)
- Promote the yearbook by creating advertising campaigns (posters, events, announcements)

SOFTWARE & APP DESIGN

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS



Future Careers

- Computer Programmer
- Software Developer
- Web Developer
- Database Administrator
- Computer Support Specialist

Requirements

Year 1

Software & App Design I or AP Computer Science Principles

Year 2

Software & App Design II or AP Computer Science A

Optional

Year 3

Software & App Design Internship

Year 4

Software & App Design Internship

Summary



Students will be prepared for immediate employment in entry-level positions in the software development industry and to continue to study software development at a technical school or 2-year or 4-year college or university. Students may acquire industry certifications during the program.

- Develop skills that are adaptable across all careers, disciplines, and pathways - including medicine, engineering, and visual and performing arts. Having a fundamental understanding of computer science is critical in today's global economy.
- Classes mirror the collaborative and creative culture of the software and app design industry, engaging in problem-solving, teamwork, and user-centered design
- Develop websites, apps, and other projects based on personal interests and working with community partners
- Dual Enrollment and College Credit opportunities available

Industry Certifications

- CompTIA IT Fundamentals

Credits

This pathway is a minimum of 2 years.

SPORTS MEDICINE

HEALTHCARE

Future Careers

- Sports Medicine Physician
- Athletic Trainer
- Physical Therapist
- Occupational Therapist



Summary



Students will be prepared for possible immediate employment working in a medical office, physical therapy clinic, or hospital in an administrative capacity and to continue to study at a 2-year or 4-year college or university.

- Engage through motion to learn, evaluate, and apply understanding of musculoskeletal and human anatomy as well as associated medical terminology
- Explore and investigate body systems, anatomy, perform and acquire a certification in First Aid/CPR, EMR, and taping
- Work side-by-side with an Athletic Trainer during after school athletic practices and competitions
- Refine hands-on skills and enhance professional knowledge while using critical and logical thought to learn how to evaluate athletic-related injuries
- Exciting internship opportunities to support athletic teams with your trainer and other industry professionals

Requirements

Year 1

Sports Medicine I/Healthcare Foundations

Year 2

Sports Medicine II

Optional

Year 3

Sports Medicine III

Year 4

Sports Medicine Internship

Credits

This pathway is a minimum of 2 years.

Industry Certifications

- OSHA 10 Healthcare
- First Aid/CPR
- Emergency Medical Responder

TECHNICAL THEATER

Future Careers

- Sound or Lighting Technician
- Scenic Artist
- Costume Designer
- Set Designer
- Sound Engineering Technician
- Production Designer

Requirements

Year 1

Technical Theater I

Year 2

Technical Theater II

Optional

Year 3

Technical Theater III

Year 4

Technical Theater IV

Technical Theater Internship

Credits

This pathway is a minimum of 2 years.

SKILLED AUTOMOTIVE AND CONSTRUCTION TRADES



Summary



Students will be prepared for immediate employment in entry-level jobs and to pursue training and education at a 2-year or 4-year college or university.

- Learn the fundamentals of how to put on a theatrical production
- Operate the school's digital stage equipment
- Design and build elements of scenery, props, costumes, sound, stage makeup, and lighting for the various performances
- Run various shows throughout the year in both the main stage and blackbox
- Operate equipment safely

Industry Certifications

- OSHA 10 Construction

THEATRE ARTS

ARTS & LANGUAGE

Future Careers

- Professional Acting
- Playwriting
- Directing
- Stage Management
- Technical Theater
- Theatre Teacher/Coach
- Arts Administration
- Drama Therapy

Requirements

Year 1

Introduction to Drama
Musical Theater

Year 2

Intermediate Drama
Musical Theater

Optional

Year 3

Advanced Drama
Musical Theater

Year 4

Advanced Drama Symposium
(CDO)



Summary A C I

Students will be prepared for immediate employment in entry-level jobs and to pursue training and education at a 2-year or 4-year college or university.

- Provides a foundation for voice, movement, character development, and improvisation
- Students will improve their scene-building, improvisation, playwriting, and stage-management skills
- Explore acting and play performance including auditioning techniques, voice and diction, dialects, movement specialties, period acting, method acting, improvisation, and performance
- A strong, exceptionally independent but collaborative work ethic is expected
- Explore theater history, acting styles, and directors throughout history

Credits

This pathway is a minimum of 2 years.

VISUAL ARTS

ARTS & LANGUAGE

Future Careers

- Art Director
- Art Therapist
- Artistic Director
- Cartoonist
- Computer Animation
- Fashion Designer
- Graphic Designer
- Illustrator
- Potter
- Sculptor
- Set Designer
- Tattoo Artist



Summary A C I

Students will be prepared for immediate employment in entry-level positions in the drafting industry and to continue to study at a technical school or 2-year or 4-year college or university.

- Gain knowledge and experience as artists by creating works of art with a variety of two-dimensional materials, processes, techniques, and styles
- Focus on composition, technique, concept, and personal voice through in-depth engagement in two-dimensional studio projects
- Create a portfolio and exhibit works publicly
- Instruction in basic elements and principles of structural design and sculptural techniques
- Gain knowledge and experience as artists by creating works of art with three-dimensional media using additive and subtractive processes
- Course work will focus on more detailed hand-building and wheel-throwing techniques
- Students develop technical and critical thinking skills, as well as encouragement to become creative and independent thinkers

Requirements

Year 1

Intro to Art 2D or 3D

Year 2

Intermediate Art 2D or 3D

Year 3

Advanced Art 2D or 3D

Optional

Year 4

AP Art & Design

Credits

This pathway is a minimum of 3 years.

VOCAL ARTS

ARTS & LANGUAGE

Future Careers

- Singer
- Vocal Teacher
- Music Director
- Composer
- Voice Over Artist

Requirements

Year 1 - 4

Concert Choir or
Show/Beginning Choir

Year 2 -4

Show/Advanced Choir or
Women's Ensemble

Optional

Year 1 - 4

Musical Theater



Summary



Students will be prepared for immediate employment in entry-level positions in the music industry and to continue to study at a 2-year or 4-year college or university.

- Basics of singing in an ensemble
- Students will learn music theory, sight-reading skills, and three point harmony
- Show Choir produces choreographed numbers and students will also be performing Concert and Jazz style repertoire

Credits

This pathway is a minimum of 2 years.

WELDING TECHNOLOGIES

Future Careers

- Welder
- Fabricator
- Finishing Technician
- Welder-Fitter
- Mig Welder
- Robot Operator
- Braze Operator
- Machine Operator
- Spot Welder

Requirements

Year 1

Welding Technologies I

Year 2

Welding Technologies II

Optional

Year 3

Welding Technologies
Internship

Credits

This pathway is a minimum of 2 years.

SKILLED AUTOMOTIVE AND CONSTRUCTION TRADES



Summary



Students will be prepared for immediate employment in entry-level positions in the welding industry and to study welding or engineering at a technical school or 2-year or 4-year college or university.

- Apply technical knowledge and skills to join or cut metal surfaces
- Specialized instruction in arc welding, resistance welding, brazing and soldering, cutting, high-energy beam welding and cutting, solid state welding, ferrous and non-ferrous materials, oxidation-reduction reactions, welding metallurgy, welding processes and heat treating, structural design, safety, and applicable codes and standards

WORLD LANGUAGES

Future Careers

- Translation/Interpretation
- Linguistics
- Diplomacy
- Civil Service
- Intelligence
- Law Enforcement
- Journalism/Broadcasting
- Logistics and Transportation
- Engineering/Technical
- Computer and Software Services
- Operations Management

Requirements

Year 1

Language I

Year 2

Language II

Optional

Year 3

Language III or Honors
Language III or IB Language
SL/HL

Year 4

Language IV or AP Language
IV or IB Language SL/HL



Summary



Students will be prepared for immediate employment in entry-level positions and to continue to study at a 2-year or 4-year college or university.

- **American Sign Language:** ASL I, ASL II, ASL III, ASL IV
- **French:** French I, French II, French III or Honors French III, French IV, AP French Language, IB French SL/HL
- **German:** German I, German II, German III or Honors German III, AP German Language, IB German SL/HL
- **Spanish:** Spanish I, Spanish II, Spanish III or Honors Spanish III, Spanish IV, Advanced Spanish Conversation, AP Spanish Language, IB Spanish SL/HL, Spanish for Native Speakers I, Spanish for Native Speakers II
- Refer to the course descriptions to see which classes are offered on your campus

Credits

This pathway is a minimum of 2 years in the same language.

GENERAL INFORMATION

PLANNING AND SCHEDULING

COURSE AVAILABILITY

All courses and offerings listed in this catalog are subject to changes in availability based on interest expressed by the student body during the spring course selection period. It is likely that some courses mentioned in this catalog will not be held if the number of students requesting a course is low.

Although every effort is made to accommodate course requests, students may be required to select between courses that present a conflict within their schedule. If this occurs, students are encouraged to speak to their parents and seek advice from their school counselor to review options for resolving these issues.

PRE-REGISTRATION

Pre-registration for the next school year is held in early spring and students have a variety of choices in selecting their courses. Enrollment numbers are used to create the master schedule. Selecting courses during pre-registration should be done with reference to the student's Education and Career Action Plan (ECAP). Students are encouraged to seek teacher recommendations for proper level placement, as well as read the course descriptions and prerequisites described in this catalog to make informed decisions about the classes they are requesting. Parents and students need to understand, however, that there are some limitations:

- Some classes may not be offered as a result of insufficient enrollment.
- Some classes may be cancelled due to programmatic needs.
- Class schedules are typically determined by seniority of grade, e.g., seniors scheduled first, then juniors etc. As a result, freshmen may not receive their first elective choice.
- Some classes offer limited enrollment due to the facility, e.g., use of the weight room.
- At times, schedule conflicts are unavoidable when classes are offered only once or twice in the school day.
- Due to the limitations listed above, use of alternate course requests may be used for scheduling.

WALK-THRU REGISTRATION

In late July/early August, students complete the registration process commonly known as "Walk-thru Registration." At this time, students will receive a schedule of classes, a student ID, textbooks, and pay applicable fees.

LATE REGISTRATION

Students who enroll after the first ten (10) school days of the semester may not receive semester credit for classes without transfer grades from another school.

FEES

Some elective classes require a fee that is approved by the Governing Board. Fee waivers may be available to eligible students with administrative approval.

COURSE LOAD

Students must carry six (6) classes in their schedule each semester during their freshmen, sophomore, and junior years. Seven (7) is the maximum number of classes a student is allowed to carry. Students taking JTED programs may carry eight (8).

Seniors who have earned eighteen (18) credits and are on track for graduation must take a minimum of four (4) classes. Senior students with less than a full schedule **may not** have an open period within their class schedule and **will not** be allowed to remain on campus during unscheduled class time.

SCHEDULE CHANGES

Parents and students should be aware that there are limited opportunities for making changes to a student's schedule. Therefore, changes may not be possible.

Please note: Administration reserves the right to change student schedules at any time (e.g., leveling class size, etc.) without parent permission. Consideration for schedule changes will include:

Acceptable requests include:

- Administrator or teacher recommendation
- Student received credit for the class
- Student failed a class required for graduation
- Student did not complete prerequisite class(es)

Unacceptable requests include:

- Student prefers a different lunch
- Student prefers a different teacher
- Student prefers a class with a friend
- Student prefers classes in a different order

DROPPING & ADDING CLASSES

Students who wish to change their schedule must do so during times determined by the Counseling Department. The times are as follows:

- Schedules may be changed upon availability during the first full week of the school year. However, priority will be given to students with incomplete schedules and new student registration on the first and second days of the school year.
- Second semester course changes are encouraged to be made before Winter Break.
- The first five days of second semester, schedule corrections may be made based upon failing grades received from first semester.
- Students who drop a class after the first full week of the semester may receive a grade of "F" for the semester. The "F" will not be reflected on the student's progress report but will post on the student's transcript.

Academic schedule changes, including level changes, require parent permission and teacher input. **When registering for year-long classes, students are strongly reminded of the year-long commitment they are making to those classes.**

A student must continue to attend their scheduled classes until their new schedule has been processed by the counselor and Bookstore.

LEVEL CHANGES

It is imperative that students and parents choose classes carefully. If students are experiencing difficulty with placement in the rigorous curriculum of a particular class, students and parents will work with the teacher toward improvement.

Following the first full week of the school year, only teacher-initiated level changes may be allowed, provided the Problem-Solving Process has been followed.

PROBLEM-SOLVING PROCESS

It is expected that students and parents will work with the teacher when encountering difficulties. Requesting a schedule change should not be the first option. Schedule changes after the first full week of the semester will only be considered by administration if it has been documented that:

- The student is making a sincere effort to do the work in the class.
- The student is regularly making contact with the teacher in the classroom and during academic assistance to ask questions.
- The student and parents have worked with the teacher to understand the scope and nature of the problems causing difficulties.
- The student and parents have consulted with the counselor, so the counselor can offer general support and can talk to the teacher with the student.

If it is agreed upon that there has been consistent effort by, and communication between, the student, parent, teacher, along with the counselor, and yet no improvement in the situation is evident, then an administrator may deem that a schedule change is warranted.

NOTE: Student schedules will not be changed simply because the student's grade is lower than desired.

GRADE REPLACEMENT

A student may, at any time during high school, retake a course for grade replacement. The course must be identical to the course for which grade replacement is requested. Upon successful completion of the coursework resulting in a higher grade, the original grade will be removed and the new grade entered on the transcript. The Grade Point Average (GPA) shall only include the replacement grade. A notation on the transcript will indicate that the original grade was replaced. Please see the Registrar for the application.

CREDIT TRANSFER

There are many wonderful enrichment opportunities available outside of the District. Often, the credits from these programs will not transfer to your high school. If you are considering taking a class for high school credit outside of the District and you hope to use that credit towards your high school graduation, it is imperative that you check with your counselor prior to signing up for the class.

Amphitheater School District will accept:

- Credit granted from previously attended regionally accredited high schools
- Summer school credit from regionally accredited institutions **upon counselor approval**
- Credit from a District approved alternative or accredited online program **upon counselor approval**

Transcripts for transfer coursework must be received by the campus Registrar by May 1 of the student's senior year. The student *may not* be allowed to participate in commencement if the transcript is not received by May 1.

COURSE CREDIT/MIDDLE SCHOOL GRADES

A student who has attended an Amphitheater School District middle school will receive high school credit for Algebra I, Geometry, and/or Algebra II courses and high school level Spanish I and Spanish II courses taken during the student's middle school enrollment. The grades earned in such courses shall be posted on the student's high school transcript but shall not be included in grade point average calculations.

HIGH SCHOOL COURSES TAKEN AT NON-DISTRICT MIDDLE SCHOOLS THAT ARE PART OF A K-12 ACCREDITED SCHOOL DISTRICT

A student who has attended a Non-Amphitheater School District middle school that is part of a K-12 accredited school district will receive high school credit for Algebra I, Geometry, and/or Algebra II courses and high school level Spanish I and Spanish II courses taken during the student's middle school enrollment. The grades earned in such courses shall be posted on the student's high school transcript but shall not be included in grade point average calculations.

HIGH SCHOOL COURSES TAKEN AT NON-DISTRICT MIDDLE SCHOOLS THAT ARE NOT PART OF A K-12 ACCREDITED SCHOOL DISTRICT

Because instructional content, standards, and practices may vary in external instructional programs, and to assure adequate preparation of students for higher level content within the District, a student who attended a Non-Amphitheater School District middle school that is not part of a K-12 accredited school district and who, during the external middle school enrollment, completed courses equivalent in content and rigor to high school level courses in Algebra I, Geometry, Algebra II, Spanish I and Spanish II, will receive high school credit and a recorded grade on their high school transcript for such courses taken during the student's middle school enrollment, provided the student demonstrates adequate mastery of the course content. The grades earned in such courses shall be posted on the student's high school transcript but shall not be included in grade point average calculations.

The student will demonstrate adequate mastery through an end-of-course assessment in the content area with a resulting score of eighty percent (80%) or better. The end-of-course assessment shall be developed and administered by a District teacher(s) who is (are) secondary certificated and is (are) highly qualified in the content area. The District shall not assess a fee for the administration of the end-of-course assessment.

Students who do not demonstrate content mastery by achieving a score of eighty percent (80%) or better on the assessment will not receive credit for the high school course taken in middle school, nor will the grade in the high school course taken in middle school be included in the student's high school grade point average calculation.

The eighty percent (80%) score criteria may be modified, and high school credit may be given, to individual students approaching the eighty percent (80%) criteria if consensus is reached among appropriate faculty members representing the District high school and the sending middle school consistent with the Cognia standards.

ALTERNATIVE EDUCATION OPPORTUNITIES

MESA DIGITAL LEARNING PROGRAM

Mesa Digital Learning is an online program allowing students to earn credit toward graduation requirements. Classes may be taken during the school day. Admittance to this program is by counselor referral only.

SUMMER SCHOOL

Summer school classes may be taken to recover credit for a failed class or to make room in a schedule for additional classes. The student's counselor *must* be consulted prior to summer school enrollment in order to ensure proper placement.

PATH @ Amphitheater High School

The Personalized Alternative Track High School (PATH) Lab will be offered to students at Amphitheater High School who will be participating in the Alternative Education Program. The PATH Lab will allow students the opportunity to recover credits through the use of online curriculum and direct instruction. The lab will be similar to our Math Lab that we currently use at all three high schools. The PATH Lab will use online curriculum provided by Edgenuity, our current online curriculum vendor. The direct instruction will be provided by current Amphitheater High School teachers. This blended learning approach will allow students the flexibility of working at their own pace while being given the support and expertise of highly qualified teachers. This model has been proven to be successful at all three high schools.

ADVANCED COURSEWORK

ADVANCED PLACEMENT (AP) COURSES

The Advanced Placement (AP) Program has enabled millions of students to take college-level courses and earn college credit while still in high school. AP Exams are given in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive credit, placement into advanced courses, or both, in college.

AP courses are designed to challenge students who demonstrate a consistent record of outstanding academic achievement. Rich course material, vibrant classroom discussions and demanding assignments help students develop the content mastery and critical thinking skills that are expected of college students.

In Amphitheater School District, students who enroll in AP courses are expected to take the AP Exam. Scholarships are available to offset the cost of AP Exam fees for families in financial need.

CAMBRIDGE ACADEMY

The Cambridge Academy is a series of classes that are offered to Amphitheater High School's 9th and 10th grade students. These courses have typically been termed "Pre-Advanced Placement" or "Honors". The Cambridge Academy offers rigorous coursework that is based on the University of Cambridge International General Certificate of Secondary Education (IGCSE) Curriculum. This curriculum is the world's most popular international curriculum for 14 to 16 year olds and is globally recognized and valued by American Universities. Amphitheater High School is using this curriculum with 9th and 10th grade students to ensure that they will be prepared for Advanced Placement classes and have the option of accepting the Grand Canyon Diploma.

DUAL ENROLLMENT COURSES

Dual enrollment allows high school students to take college-level courses at a reduced cost at their high school through partnerships between Amphitheater Public Schools and Pima Community College and the University of Arizona. Students earn both high school credit and college credit by passing the class.

HONORS COURSES

Honors courses are designed to challenge students who wish to apply to highly competitive colleges and universities. Students are expected to use independent learning and study skills, and complete additional projects presented by the instructor. Students should consult a school counselor before enrolling in honors courses.

INTERNATIONAL BACCALAUREATE (IB) COURSES

With a goal of developing inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, the International Baccalaureate (IB) Programme offers challenging programs of international education and rigorous assessment.

GRADING AND EVALUATION

GRADING

For the purpose of determining the grade point average of students, the following scale will be issued:

A = 4, B = 3, C = 2, D = 1, and F = 0.

Amphitheater Public Schools recognizes that some courses are designed to be more challenging. As a result, some courses receive weighted grades. The weighted grade scale is: A = 5, B = 4, C = 3, D = 2, and F = 0. Advanced Placement (AP), Cambridge Academy, Dual Enrollment, Honors, and International Baccalaureate Programme (IB) courses carry weighted grades. *Please note, colleges and universities may consider the unweighted or weighted grade point average for admittance.*

GRADE POINT AVERAGE/CLASS RANK

Grade point average and class rank are computed beginning with the fall of the freshman year and each semester thereafter through the seventh semester. Both weighted and unweighted GPA are computed. Ranking is computed based on the weighted GPA.

EARLY GRADUATION

Students who meet graduation requirements at the end of the sixth or seventh semester are eligible to graduate and will receive their diploma at the end of the school year. These students may participate in graduation exercises at that time. Any student wishing to graduate early must obtain a petition from the Counseling Office. Early graduation petitions may not be requested prior to the beginning of the year the student wishes to graduate. His/her parent, counselor, and principal must approve the student's petition.

EXTRACURRICULAR ACTIVITIES

The primary function of this school district is to support student academic achievement. In pursuit of that goal, the District recognizes that a well-rounded educational experience includes extracurricular interests and athletic activities. However, academics must take priority, therefore, the District and its schools have set eligibility requirements for student participation in extracurricular pursuits.

Students who fail to maintain academic qualification for extracurricular participation will be suspended from that activity until academic eligibility is attained. Students who violate District and/or school rules, particularly where student and school safety may be affected, may be summarily removed from participation in extracurricular programs and activities. Please refer to your student's school handbook for further information regarding extracurricular activities' academic and behavioral expectations. For students in grades 7-12, very detailed rules apply and are available through your school, coach or activity sponsor.

ARIZONA INTERSCHOLASTIC ACTIVITIES ELIGIBILITY

The Amphitheater Governing Board has these eligibility requirements for students that participate in Arizona Interscholastic Activities (AIA). The AIA requirements include:

- Seniors must be enrolled in a minimum of four classes.
- Freshmen, sophomores, and juniors must be enrolled in a minimum of five (5) classes.
- Students must not receive a failing grade at specified grade checks.
- Students must have a "C" average at specified grade checks. Calculations include core and elective classes.

These AIA and District requirements should be used to guide parents and students in selecting courses.

Additionally, the Governing Board requires students to maintain good attendance and behavior. Students with excessive absences or disciplinary infractions, as defined by both the school and/or District, may be ineligible.

NCAA FRESHMAN - ELIGIBILITY STANDARDS

Students interested in competing in athletics at the college level should be knowledgeable about the National Collegiate Athletic Association (NCAA) eligibility standards and be cleared for eligibility in the spring of the junior year. Please review the requirements below and speak with your counselor or Athletic Director if you have any questions.

Core Courses

The following table shows the core courses students must take to be eligible to compete at a Division I or a Division II college:

DIVISION I 16 Core-Course Rule <u>16 Core-Courses:</u> 4 years of English 3 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 1 year of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)	DIVISION II 16 Core-Course Rule <u>16 Core-Courses:</u> 3 years of English 2 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 3 years of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

Please verify that core courses taken are listed on the NCAA Eligibility Center’s website at [HTTPS://WEB1.NCAA.ORG/HSPORTAL/EXEC/HOMEACTION](https://web1.ncaa.org/hportal/exec/homeaction).

Note: Non-traditional instructional programs (i.e., online classes) may not qualify for NCAA eligibility.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- To be eligible to compete at the Division I level, a student must fulfill certain GPA and test score requirements. As a student’s GPA rises, the SAT/ACT score needed to qualify lowers.
- To be eligible to compete at the Division II level, a student must have at least a GPA of 2.0.

Test Scores

- Division I test score requirements differ depending on the student’s core course GPA.
- The minimum SAT score requirement to qualify for a Division II college is an SAT combined score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA eligibility includes only the reading and math sections. The ACT score is a sum of the four sections on the ACT: English, mathematics, reading, and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Please use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center. Test scores that appear on transcripts will not be used.

For additional information regarding athletic eligibility, please visit the NCAA Eligibility Center website at WWW.ELIGIBILITYCENTER.ORG.

GRADUATION REQUIREMENTS

Students must earn the total number of credits and pass the American Civics Test, complete CPR training and Financial Literacy/Personal Financial Management, and fulfill the ECAP. Below are specific requirements; the balance of credits are to be selected from elective courses for a minimum of 22 credits.

Students are encouraged to take six classes each year to be best prepared for college and career options.

Courses	Credit Requirement
English	4.0 credits
Mathematics (Algebra I, Geometry, Algebra II and a 4 th year math)	4.0 credits
Science	3.0 credits
Social Studies (World History, US/AZ History, American Government [0.5 credit], Economics [0.5 credit])	3.0 credits
*Physical Education	1.0 credit
**Career and Technical Education or Fine Arts	1.0 credit
Elective Courses	6.0 credits
TOTAL CREDITS	22.0 credits
<i>ECAP</i>	<i>Requirement Fulfilled</i>
<i>American Civics Test</i>	<i>Passing Score Required</i>
<i>CPR</i>	<i>Requirement Fulfilled</i>
<i>Financial Literacy/Personal Financial Management</i>	<i>Requirement Fulfilled</i>

* Two (2) semesters of Marching Band or JROTC constitutes 0.5 credit physical education.

** To fulfill this requirement, 1.0 credit must be earned in either CTE/JTED or Fine Arts.

COLLEGE COMPETENCY REQUIREMENTS

Four-Year University Admission In-State

Students planning to attend a university are encouraged to consult the college admissions representative concerning admission requirements, merit-based scholarships, honors college admission, and financial aid. For a complete list of requirements by university, click on the Arizona Board of Regents WWW.AZREGENTS.EDU. The college preparatory requirements for Arizona universities include the following courses and are subject to change:

Arizona Board of Regents (ABOR) Competency Requirements	
English	4.0 credits
Mathematics (Algebra I, Geometry, Algebra II and advanced math for which Algebra II is a prerequisite)	4.0 credits
Laboratory Science (Arizona Board of Regents approved courses)	3.0 credits
Social Studies (including American History)	2.0 credits
Modern Language (two credits of the same language)	2.0 credits
Fine Arts or CTE /JTED	1.0 credit

PRIVATE AND OUT-OF-STATE COLLEGES AND UNIVERSITIES

Students interested in attending private and out-of-state colleges should consult college websites for information regarding application deadlines and admission requirements. This process begins early in the high school career and is supported by the Education and Career Action Plan (ECAP) activities.

ADDITIONAL REQUIREMENTS

EDUCATION AND CAREER ACTION PLAN (ECAP)

"Effective for the graduating class of 2013, schools shall complete for every student in grades 9-12 an Arizona Education and Career Action Plan." (R7-2-302.05) "An ECAP reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals. Ideally, the initial plan will be developed in middle school and updated on a yearly basis throughout high school and the postsecondary years." (Arizona Department of Education)

The Amphitheater School District supports the use of our online program, Major Clarity, to help students build their ECAP's. The student and parent accounts may be created at any time with access to it at any time via the internet. Please refer to the counseling web page for more information.

ACT Aspire / ACT

ACT Aspire is the statewide high school achievement test, which will be administered to students in Grade 9. The Aspire test assess students' readiness in five areas covered by the ACT test: English, math, reading, science and writing. Beginning in spring 2022, this test will replace the AASA (formerly AZMerit).

ACT is the statewide high school achievement test, which will be administered to students in Grade 11. The ACT test covers five academic skill areas: English, mathematics, reading, scientific reasoning and writing. Beginning in spring 2022, this test will replace the AASA (formerly AZMerit).

AMERICAN CIVICS TEST

In 2015, the Arizona legislature passed the American Civics Act (House Bill 2064). This bill will require students to pass a civics test based on the United States Immigration and Naturalization civics questions. Students will be required to score 60% or higher in order to graduate from high school.

AZSCI

AZSCI is a standards-based assessment that measures student proficiency of the Arizona Academic Content Standard in Science. A passing score on AzSCI is not required for graduation.

CARDIOPULMONARY RESUSCITATION (CPR)

The State of Arizona Senate Bill 1137 states that school districts shall provide public school pupils with one or more training sessions in Cardiopulmonary Resuscitation (CPR), through the use of psychomotor skills in an age-appropriate manner, during high school.

FINANCIAL LITERACY/PERSONAL FINANCIAL MANAGEMENT

The State of Arizona Senate Bill 1184 states that school districts shall provide public school pupils with financial literacy and personal financial management instruction during the Economics course.

ACADEMIC HONORS

SCHOLARS PROGRAM

The Scholars Program has rigorous academic demands such as extensive reading, analytical writing, long-term projects, and/or challenging lab experiences, as well as high expectations. The courses are designed for the self-motivated student who is an independent learner and requires little teacher direction or repetition to master difficult material. Scholar classes are defined as; any core academic class with the word “Honors” in the course name, any class with a weighted grade, any dual enrollment class taken on school campus, and any math class accelerated at least one grade level. The typical grade level begins with Algebra I in the freshman year.

Students who meet the Scholars Program requirements will receive special recognition during Senior Honors Night.

Requirements:

- Overall weighted GPA of 3.5 or higher
- Successful completion of 12 or more Scholars Program classes during high school career

ACADEMIC LETTER

An Academic Letter is available to juniors and seniors who meet GPA requirements while taking Scholars’ classes. Applications are available at the beginning of each semester.

Requirements:

- Overall weighted GPA of 3.5 or higher
- Weighted GPA of 3.5 or higher for the semester in which the letter is awarded
- Two or more “Scholars’ Classes” taken in the semester for which the letter is awarded

SEAL OF EXCELLENCE

In recognition of outstanding achievement, each department has established criteria for Seals of Excellence which are awarded senior year. Students should be aware that criteria for a Seal of Excellence applies to courses and grades earned from grade 9 through grade 12. It is recommended that students check the application process in their freshman year so that all requirements may be met by the end of their senior year. Seals of Excellence are offered for: AVID, CTE/JTED, English, Fine Arts, Math, Physical Education, Science, Social Studies, and World Languages.

STATE SEAL OF PROFICIENCY

SEAL OF ARTS PROFICIENCY

The State Seal of Arts Proficiency is awarded to Arizona graduates who complete an arts pathway. The seal is meant to recognize mastery of Arizona arts education standards, cultivate artistic literacy and skills for 21st century success, promote increased access to well-rounded, high quality arts education, and prepare students for college and career readiness including active participation in the creative industries sector. For eligibility requirements, please ask your counselor or check the [ADE WEBSITE](#).

SEAL OF BILITERACY

The Arizona Seal of Biliteracy Program recognizes high school students who achieve proficiency in English plus at least one additional language. The seal is placed on the student's diploma and noted on the transcript. For eligibility requirements, please ask your counselor or check the [ADE WEBSITE](#).

HONORS SOCIETIES

NATIONAL HONOR SOCIETY (AHS, CDO, IRHS)

The National Honor Society recognizes academic excellence, character, leadership, and service among high school students. Activities of the organization primarily focus on service activities at your high school and in the community. For more information, please contact your school's sponsor:

AHS - Ellis Harper EHARPER@AMPHI.COM

CDO - David Alzner DALZNER@AMPHI.COM and Kerry Ettenger KETTENDER@AMPHI.COM

IRHS - Mark Pincus MPINCUS@AMPHI.COM

NATIONAL TECHNICAL HONOR SOCIETY (AHS, CDO, IRHS)

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace. For more information, please contact your school's sponsor or counselor:

AHS – Stileda Rose SROSE@AMPHI.COM or Erin Quigley EQUIGLEY@AMPHI.COM

CDO – Carrie Bakken CBAKKEN@AMPHI.COM

IRHS – Stephanie Johnson (previously Levy) SLEVY@AMPHI.COM

RHO KAPPA NATIONAL SOCIAL STUDIES HONOR SOCIETY (IRHS)

In order to be eligible for Rho Kappa, students must complete three social studies classes, have a 3.0 or higher in these classes, and a minimum of a 3.0 GPA overall. To become a member of Rho Kappa, a student must write a two-page essay once they are formally invited for meeting the requirements.

Sponsor: Amanda Stoxen ASTOXEN@AMPHI.COM

TRI-M® MUSIC HONOR SOCIETY (CDO)

The Tri-M® Music Honor Society is the international music honor society for middle/junior high and high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and to inspire other students to excel at music and leadership. Tri-M student members must be enrolled in at least one music class for at least one semester, have a 2.0 GPA in their core classes, and a 3.0 in their music class(es), and be of strong character. Sponsors:

Ranee Schmuker (Band) RSCHMUKER@AMPHI.COM

Brandi Dignum (Choir) BDIGNUM@AMPHI.COM

Toru Tagawa (Orchestra) TTAGAWA@AMPHI.COM

ADDITIONAL PROGRAMS AND SERVICES

CAREER AND TECHNICAL EDUCATION CTE/JTED PROGRAM

The CTE/JTED Program provides students with expanded course opportunities for college and career readiness following high school graduation. CTE courses are offered during the school day on each campus. JTED offers courses in the afternoon and evening hours at other locations throughout Pima County. Upon successful program completion, students may receive high school credit, certification in their field, and/or college credit depending on program specifications.

Please see the CTE/JTED counselor in the Counseling Office for additional information.

STUDENT SERVICES

The Student Services department oversees services and supports for students who qualify to receive special education services under the Individuals with Disabilities Education Act (IDEA) or who need accommodations through Section 504. Our school district offers the full continuum of services to support eligible students. The school team including educational professionals, the student and parents or guardians collaborate on the process to determine eligibility, possible placement, services, supports or accommodations to support the student. If you feel your student may qualify to receive special education services or may be eligible for accommodations through a 504 plan, please contact their school for more information.

REACH PROGRAM FOR GIFTED STUDENTS

Eligibility: Students who score at or above the 97th percentile on any Arizona state-approved test for gifted identification qualify for gifted services.

REACH Gifted Services at the high school level include:

- 9th and 10th grades—Push-in lessons into Honors, Cambridge, and AP classes on gifted topics, as well as future planning
- 11th and 12th grades—REACH Honors Seminar and REACH Honors Capstone with differentiation for gifted learners
- Seminars on a range of topics of importance to gifted teens
- Support for students, parents, and staff

Students who have been identified gifted in previous grade levels do not need to be re-tested.

Students who have participated in gifted programs outside Amphitheater schools may qualify for REACH Gifted Services; please contact the REACH Teacher/Gifted Specialist.

Students who would like to test for gifted services may get a Permission to Test form online and turn it in to the REACH Teacher/Gifted Specialist. Get the form [here](#).

ENGLISH LANGUAGE DEVELOPMENT - ELD

The English Language Development Program is a program which assists students in the acquisition of the English language.

The program goals are to support the limited English proficient students as they become independent learners. Students focus on verbal, reading, and writing skills in ELD classes as well as through accommodations made by classroom teachers for ELD students enrolled in regular classes.

The ELD program is designed to meet students' academic, cognitive, and affective needs as they move toward full participation in mainstream classrooms with eventual exiting of the ELD program. Placement is determined by evaluation on the Arizona English Language Learner Assessment (AZELLA). Students are monitored for progress and advancement throughout the year.

CHRONIC HEALTH

The Chronic Health program is for students with a chronic health condition—as certified by a physician—who are unable to attend classes regularly (per attendance policy) due to an illness or accident. Forms, to be filled out by the physician, must be obtained through the Health Office.

HOMEBOUND

Students with a serious health condition preventing them from attending school on a regular basis may continue their education through Homebound services. A doctor's statement is required verifying a student will not be able to attend school for at least 60 consecutive days.

A Homebound instructor will see the student in his/her home to provide instruction. Not all courses offered can be offered within Homebound schooling. For additional information, contact the Health Office.

COURSE DESCRIPTIONS

ARTS COURSES

ART

Course: ART001A/ART001B		Introduction to Art 2D
Grade: 9-12	Semester/Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
Introduction to Art 2D is a course in which students will learn the basic elements and principles of art and design. Students will gain knowledge and experience as artists by creating works of art with a variety of two-dimensional materials, processes, techniques, and styles, as well as presenting their works in art shows. Content may include value, life, and perspective drawing as well as painting. In this course, students will... • Be introduced to the skills and materials used in art • Study drawing, printmaking, painting, and some mixed media • Use art to reinforce the skills of reading, writing, and solving math problems • Use logical thinking skills to plan for and realize your art		Fee required

Course: ART002A/ART002B		Intermediate Art 2D
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Introduction to Art 2D (teacher approval)</i>		
Intermediate Art 2D is a second year course designed for students interested in continuing the study of two-dimensional design in greater depth and scope. Students will build upon foundational skills and knowledge gained from previous art classes.- In this course, students will... • Expand understanding of the elements and principles of art and design • Explore and produce more challenging works of art • Develop a personal style • Study a variety of media		Fee required

Course: ART003A/ART003B		Advanced Art 2D
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Intermediate Art 2D (teacher approval)</i>		
A third and-fourth year that provides students with an opportunity to develop 2-D skills through materials and processes and to create artwork that reflects personal styles and skills. In this course, students will... • Further develop skills in composition, technique, concept, and personal voice • Engage in two-dimensional studio projects • Create and maintain an art portfolio • Exhibit works publicly		Fee required

Course: ART004A/ART004B		Introduction to Art 3D
Grade: 9-12	Semester	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
Three-dimensional art is created by manipulating polygon masses and molding them into objects, characters, and scenes. Introduction to Art 3D will help students develop the basic elements and principles of structural design and sculptural techniques. In this course, students will... • Focus specifically on working with clay. • Practice clay techniques, such as hand-building, slab building, coiling, throwing, extruding and slip casting. • Create art and practice the artistic process.		Fee required

Course: ART006A/ART006B		Intermediate Art 3D
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Introduction to Art 3D (teacher approval)</i>		
Intermediate Art 3D is designed to provide students with greater depth and scope, as they continue their work with 3-dimensional art. Students will build upon foundational skills and knowledge gained from previous art classes. In this course, students will... • Continue working with clay to create more elaborate 3D designs • Further develop clay techniques, such as hand-building, slab building, coiling, throwing, extruding and slip casting • Create art and practice the artistic process		Fee required

Course: ART007A/ART007B		Advanced Art 3D
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Intermediate Art 3D (teacher approval)</i>		
A third and fourth year course focused on improving composition, technique, concept, and personal voice through in-depth engagement in three-dimensional studio projects. Students will be expected to create a portfolio and exhibit works publicly. • Further develop skills in composition, technique, concept, and personal voice • Engage in three-dimensional studio projects involving clay • Create and maintain an art portfolio that demonstrate proficiency in a variety of techniques and subject matter • Exhibit works publicly		Fee required

Course: ART009A/ART009B		AP Art and Design (formerly Studio Art)
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>High academic achievement recommended and instructor approval</i>		
AP studio Art is for the highly motivated student who would like to pursue a career in Fine Arts. Students will be encouraged to become creative and independent thinkers as they grow and develop as artists. In this course, students will... • Develop technical and critical thinking skills • Complete a drawing or 2D design portfolio exhibiting knowledge of the visual arts • Include 29 pieces of art over the course of the year to include the sections of quality, concentration, and breadth • For more information on this class, please visit the AP site This course carries a weighted grade.		Fee required

BAND

Course: MUSo30A/MUSo30B		Beginning Band
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>None</i>		
Did you know it's never too late to learn how to play an instrument? Beginning Band provides an opportunity for students longing to develop skills in a variety of woodwind, brass, and percussion instruments to participate in band. In this course, students will... • Focus on the arts of wind and percussion music within a variety of band-based genres • Will experience a strong fundamental approach to instruments • Rehearse from required music text daily • Develop an understanding of music theory • Perform outside of normal school hours • Ownership or rental of instruments is encouraged		Fee required

Course: MUSo22A/MUSo22B		Marching Band
Grade: 9-12	Fall Semester	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
Did you know it's never too late to learn how to play an instrument? Beginning Band provides an opportunity for students longing to develop skills in a variety of woodwind, brass, and percussion instruments to participate in band. In this course, students will... • Focus on the arts of wind and percussion music within a variety of band-based genres • Will experience a strong fundamental approach to instruments • Rehearse from required music text daily • Develop an understanding of music theory • Perform outside of normal school hours • Ownership or rental of instruments is encouraged		Fee required

Course: MUSo17A/MUSo17B		Symphonic Band
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Teacher recommendation</i>		
Symphonic Band is a performance-based ensemble open to students who have prior experience on their instrument(s) and the ability to read music. The ensemble consists of wind and brass instruments and percussion. Students will study many styles of music, from classical to modern. In this course, students will... • Explore individual skills, concert literature and various musical styles • Have an opportunity for solos, small ensembles, and full-band experiences • Participation in evening/weekend festivals and rehearsal is required		Fee required

Course: MUSo13A/MUSo13B		Band Auxiliary
Grade: 9-12	Semester	Course offered at: CDO IRHS
Prerequisites: Audition		
This course is open to all students who wish to audition. This group uses dance combined with props such as flags, rifles, and sabers. Students perform with the marching band in semester 1 and as their own indoor ensemble in semester 2. Schools may offer this as a course or club during semester 2. <i>Supplies: purchase parts of uniforms</i>		Fee required

Course: MUSo18A/MUSo18B		Percussion
Grade: 9-12	All Year	Course offered at: CDO IRHS
Prerequisites: Audition and instructor approval		
Are you interested in improving your proficiency in all the instruments in the percussion family? If so, Percussion is the class for you! In this course, students will... • Learn more about percussion instruments including the timpani, snare drum, bass drum, cymbals, triangle and tambourine • Participate in Concert Band, Marching Band, and Concert/Indoor Percussion Ensembles • Be exposed to quality musical literature in many genres • Build lifelong friendships! <i>Supplies: students will be required to purchase basic sticks and mallets for daily class use</i>		Fee required

Course: MUSo23A/MUSo23B		Jazz Combo
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: Audition and instructor approval		
Jazz, a musical form, influenced by both European harmonic structure and African rhythms, is characterized by syncopated rhythms, polyphonic ensemble playing and varying degrees of improvisation. Jazz Combo is a select group of students experienced in band and interested in learning more about and performing Jazz music. In this course... • Perform various styles of Jazz music • Learn aspects of improvisation and music theory • Develop lifelong friendships <i>Students will participate in evening/weekend concerts and festivals</i>		Fee required

Course: MUSo09A/MUSo09B		Wind Ensemble
Grade: 9-12	All Year	Course offered at: CDO IRHS
Prerequisites: None		
Wind Ensemble, a musical performance group made up of instruments from woodwind, brass, and percussion families. Musicians participating in Wind Ensemble are dedicated to the study and performance of advanced concert band literature. In this course, students will... • Learn the fundamentals of ensemble playing and music making • Perform classic and contemporary concert band literature. • Experience in playing a wider variety of music. • Continue training in techniques and musicianship. • Play more challenging music. <i>Supplies: varies by instrument. Contact instructor for details</i>		Fee required

Course: MUSo31A/MUSo31B		Small Ensemble
Grade: 9-12	All Year	Course offered at: CDO
Prerequisites: <i>Instructor approval/recommendation</i>		
Are you interested in increasing your already established proficiency on any instrument? If so, Small Ensemble is the class for you! In this course, students will... • Expand their repertoire • Be offered a creative input-focused approach to rehearsal and performances • Participate in individual and group projects • Share their talents through small class and full concert performances for the school, community, and families • Exams are performance based <i>Supplies: varies by instrument, contact instructor for details</i>		Fee required

Course: MUSo10A/MUSo10B		Introduction to Guitar
Grade: 9-12	All Year	Course offered at: AHS IRHS
Prerequisites: <i>None</i>		
Did you know that learning to play the guitar can help improve your memory? Research shows that listening to music and playing instruments activate your entire brain, including improving cognitive skills. In this course, students will... • Increase proficiency on the guitar • Learn strumming and finger-style techniques • Work with various musical genre <i>Supplies: guitar strings and supplies as needed</i>		Fee required

Course: MUSo11A/MUSo11B		Advanced Guitar
Grade: 10-12	All Year	Course offered at: AHS IRHS
Prerequisites: <i>Introduction to Guitar or instructor approval, at least one year playing experience preferred</i>		
Do you have at least one year of experience playing the guitar? Are you interested in expanding your repertoire? If so, Advanced Guitar is the class for you. In this course, students will... • Explore advanced chord reading • Participate in solos and accompaniments • Expand repertoire and learn techniques for analyzing source material • Engage in skill development and application of knowledge to new material <i>Supplies: students required to supply their own guitar, acoustic or electric</i>		Fee required

CHOIR

Course: MUSo15A/MUSo15B		Concert Choir
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
Concert Choir, a social, academic, and musical ensemble in which students learn and perform major works. In this course, students will... • Learn the basics of singing in an ensemble • Understand basic music theory • Develop sight-reading skills • Perform 2-, 3-, and 4-part music of different styles • Participate in at least three concerts a year • Have many opportunities for soloist work <i>Supplies: purchase parts of uniform</i>		Fee required

Course: MUSoo5A/MUSoo5B		Show/Beginning Choir
Grade: 9-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Audition, interview, and teacher recommendation</i>		
This is a select group of students who have passed an audition process including vocal presentation, sight-reading, and dance. Students will be required to participate in all concerts, audition for Regional Choir, and attend all before or after school rehearsals. Choreographed numbers will be at a beginning to intermediate level and students will also be performing Concert and Jazz style repertoire.		Fee required

Course: MUSoo6A/MUSoo6B		Show/Advanced Choir
Grade: 10-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Audition and instructor approval</i>		
This course is for students who wish to perform a variety of musical genres. Students will build on prior knowledge and produce more ambitious and challenging music with four or more parts. Music theory, sight-reading, and choreography will be emphasized. Students will travel to perform at various locations. Opportunities exist for competitions. Audition and instructor approval required. <i>Supplies: purchase parts of uniform</i>		Fee required

Course: MUSo24A/MUSo24B		Women's Ensemble
Grade: 10-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Audition and instructor approval</i>		
This second year course is for students who have participated in Concert Choir or have extensive choir experience. Students will learn intermediate music theory and sight-reading in three-part harmony. Students may participate in festivals. Emphasis is on a variety of musical genres and show choreography.		Fee required

Course: MUSo32A/MUSo32B		Adaptive Music
Grade: 9-12	All Year	Course offered at: CDO
Prerequisites: <i>None</i>		
This course serves the special education and resource student population. It is designed to teach general music education with an emphasis in choral singing, appropriate to the ability levels of these students. Students will learn to listen to music for relaxation, hearing musical differences, hearing patterns, and reflecting on the emotions they feel. Students will learn to recognize musical instruments by sight and by sound. Students will experience music through instrument play, drawing shapes or images as they listen, movement, and singing. Students will learn proper vocal techniques for singing in a choir. Students will perform music by singing and playing instruments in front of an audience a minimum of two times per year.		Fee required

DANCE

Course: PYSoo3A/PYSoo3B		Beginning Dance
Grade: 9-12	All Year	Course offered at: AHS CDO
Prerequisites: <i>None</i>		
Do you often find yourself listening to songs and dancing around the house? Do you dream of performing on stage in New York City? Do you want to learn to express yourself through rhythm and music? If you said YES to any of these questions, then Beginning Dance is just the course for you! Not only does dance help develop muscles, tone the body, and improve balance and coordination, dance is a BLAST! In this course, students will... • Learn basic history, terminology, and techniques in ballet, tap, modern dance, and various forms of jazz dance • Experience improvisation • Develop performance skills • Perform on stage		Fee required
Course: PYSoo4A/PYSoo4B		Intermediate Dance
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Teacher recommendation</i>		
Do you have experience with dance and want to continue your training? If so, Intermediate Dance is the class for you! In this course, students will... • Improve their existing dance skills in various styles of dance including jazz, ballet, modern and improvisational • Focus on technique, history, choreography, and performance of classical and contemporary dance genres • Continue to develop performance skills and perform in a dance concert each semester		Fee required

Course: PYS005A/PYS005B		Advanced Dance
Grade: 9-12	All Year	Course offered at: AHS CDO
Prerequisites: <i>Teacher recommendation and/or audition</i>		
Take your dance moves to the next level in Advanced Dance! Enjoy challenging opportunities such as teaching combinations to the entire class and conducting warm-ups when assigned. In this course, students will... • Focus on ballet-the foundation of all dances • Integrate elements of Modern and Lyrical Dance • Develop skills in jazz dance and integrate these skills into the study of Hip Hop • Learn advanced skills in modern dance • Continue to develop performance skills and perform in a variety of dance concerts over the course of the school year		Fee required

Course: PYS023A/PYS023B		Performance Dance
Grade: 9-12	All Year	Course offered at: CDO
Prerequisites: <i>Auditions only</i>		
Join the Dorado Dance Company and be a part of a group of dedicated dancers with a passion for expressing voice through creative movement and an eagerness to grow as performing artists. In this course, students will... • Discover new interests in various dance styles • Grow as a dancer and choreographer • Build new friendships • Participate in all after-school dance rehearsals leading up to both the Fall and Spring required Dance Concerts		Fee required

DIGITAL PHOTOGRAPHY

Course: CTS155A/JTS155A CTS155B/JTS155B		Introduction to Photography
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
Students will learn basic digital camera operation and digital printing techniques involved in the input/output of digital media. Elements of photo composition will be introduced and incorporated, as well as the technical aspects of digital photography. This course includes units of instruction in all aspects of the industry, career development, applied math, safety, legal issues, customer service, basic computer, and design skills. This is a challenging course and each student is expected to be self-motivated, responsible, and able to work independently to meet deadlines.		Fee required

Course: CTS156A/JTS156A CTS156B/JTS156B		Photography
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Introduction to Photography</i>		
Students will learn basic digital SLR camera operation and digital printing techniques involved in the input/output of digital media. The elements and principles of photo composition will be re-introduced in addition to the introduction of many experimental processes, all incorporated into a professional portfolio. This is a challenging course and each student is expected to be self-motivated, responsible, and able to work independently to meet deadlines.		Fee required

Course: CTS157A/JTS157A CTS157B/JTS157B		Advanced Photography
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Photography</i>		
Computer manipulation (Adobe Photoshop and Adobe Lightroom) of black and white, as well as color photographs and studio techniques, are just the tip of the iceberg. Students will explore advanced camera work, experimental techniques, studio lighting techniques, and the refinement of compositional guidelines and artistic aesthetics. Students will be encouraged to start a quality portfolio (traditional and digital) of their work for future reference. This course prepares the individual to apply advanced knowledge and skills to produce quality photographs through the use of digital photography. Students will display their work in monthly themed art gallery shows. This course involves out-of-school work and students must be self-motivated to meet deadlines for the gallery openings. Career opportunities will be looked into for possible School-to-Work programs.		Fee required

DRAMA

Course: MUS003A/MUS003B		Introduction to Drama
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
This course provides a foundation for voice, movement, character development, and improvisation. Students participate as performers, audience, and critics. Skills include pantomime, monologues, and scenes.		Fee required

Course: MUS004A/MUS004B		Intermediate Drama
Grade: 10-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Introduction to Drama, audition and instructor approval required</i>		
This course enhances the theatrical skills acquired in Introduction. Students will improve their scene-building, improvisation, playwriting, and acting styles.		Fee required

Course: MUS020A/MUS020B		Advanced Drama
Grade: 11-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Intermediate Drama, audition and instructor approval required</i>		
This course is a performance class with an emphasis on the production of plays. Students will participate in full-length productions and festivals. A strong, extremely independent but collaborative work ethic is expected. After-school and evening rehearsals and performances are required.		Fee required

Course: MUSo19A/MUSo19B		Advanced Drama Symposium
Grade: 11-12	All Year	Course offered at: CDO
Prerequisites: <i>Intro, Intermediate, and Advanced Drama, audition, interview, and teacher recommendation</i>		
This course builds upon Advanced Drama by providing a greater variety of roles and performance opportunities. Student advanced writing and directing are included in the 'Caught-In-the-Act' One Act performances. The ComedySportz Improvisation shows are performed throughout the year. Symposium students oversee the business/financial aspect of the Canyon Players (Theatre Department Club) as well as produce the annual Talent Show in May, and present the end-of-year Theatre Banquet. Professional and community networking opportunities are realized through shadowing, field trips to performances, and participation in the Southern Arizona Acting Festival. In-depth work with acting methods, guest speakers, and participation in the musical round out this class. A strong, exceptionally independent but collaborative work ethic is expected. After-school and evening rehearsals and performances are required.		Fee required

Course: MUSo29A/MUSo29B		Music Theater
Grade: 9-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>None</i>		
Students in this course will explore all aspects of musical theater. Everything from the behind-the-scenes work to the singing, dancing, and acting on stage. Students will participate in the complete production of a musical during the year. The work behind-the-scenes includes working on sets, costumes, props, lights, or sound. Students will also design tickets, flyers, posters, programs, and advertising.		Fee required

MUSIC THEORY

Course: MUSoo2A/MUSoo2B		Music Theory
Grade: 9-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>None</i>		
This is the study of the elements of music including beginning harmony, chord structure, scale structure, dictation, and modern chord notation and structure, as well as a study of the history of music and musical style. Performance, composition, and independent study may also be a part of the curriculum of this class. Students must have the ability to read either treble clef or bass clef and have basic rhythm reading skills.		Fee required

Course: MUSo12A/MUSo12B		AP Music Theory
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Teacher recommendation</i>		
This course covers the following: visual and aural analysis, sight-singing, melodic and harmonic dictation, and composition. Students wishing to enroll in AP Music Theory should possess skills in music reading, scales, transposition, intervals, rhythm and meter, notation, key signatures, triad types, and inversions. For more information on this class, please visit the AP site . This course carries a weighted grade.		Fee required

ORCHESTRA

Course: MUSo16A/MUSo16B		Concert Orchestra
Grade: 9-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Experience on an orchestral stringed instrument</i>		
Students will study and perform literature from stylistic periods. Individual practice outside of school time is required. Performance at evening concerts is required.		Fee required

Course: MUSoo8A/MUSoo8B		Symphonic Orchestra
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Experience on an orchestral stringed instrument, audition, and instructor approval</i>		
Students will study and perform advanced level literature from stylistic periods. Individual practice outside of school time is required. Attendance at evening/weekend rehearsals and performances is required.		Fee required

TECHNICAL THEATER

Course: CTS170A/JTS170A CTS170B/JTS170B		Technical Theater I
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
Technical Theater is a hands-on Career & Technical Education course that exposes students to the various careers in theatre arts and the entertainment industry. Students have the opportunity to work in specialized groups, which include scenery, lighting, sound, props, costumes, and rigging for the stage. Students will operate a variety of electronic and scene shop equipment to build the various productions each semester. This is a challenging course. You must possess a strong work ethic, be able to work independently, and meet deadlines. This course is the prerequisite for Technical Theater II.		Fee required

Course: CTS171A/JTS171A CTS171B/JTS171B		Technical Theater II
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Technical Theater I</i>		
Technical Theater is a hands-on Career and Technical Education course that exposes students to the various careers in theatre arts and the entertainment industry. Students have the opportunity to work in specialized groups, which include scenery, lighting, sound, props, costumes, and rigging for the stage. Students will operate a variety of electronic and scene shop equipment to build the various productions each semester. This is a challenging course. You must possess a strong work ethic, work independently, and meet deadlines. This course is the prerequisite for Technical Theater III.		Fee required

Course: CTS173A/JTS173A CTS173B/JTS173B		Technical Theater III
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Technical Theater II</i>		
Technical Theater is a hands-on Career & Technical Education course that exposes students to the various careers in theatre arts and the entertainment industry. Students have the opportunity to work in specialized groups, which include scenery, lighting, sound, props, costumes, and rigging for the stage. Students will operate a variety of electronic and scene shop equipment to build the various productions each semester. This is a challenging course. You must possess a strong work ethic, work independently, and meet deadlines. This course is the prerequisite for Technical Theater IV.		Fee required

Course: CTS174A/JTS174A CTS174B/JTS174B		Technical Theater IV
Grade: 12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Technical Theater III</i>		
Technical Theater is a hands-on Career & Technical Education course that exposes students to the various careers in theatre arts and the entertainment industry. Students have the opportunity to work in specialized groups, which include scenery, lighting, sound, props, costumes, and rigging for the stage. Students will operate a variety of electronic and scene shop equipment to build the various productions each semester. This is a challenging course. You must possess a strong work ethic, work independently, and meet deadlines.		Fee required

EDUCATION, HOSPITALITY, & PUBLIC SERVICE

Culinary Arts		<u>Courses must be taken in sequence:</u>	
		Culinary Arts I (Year 1) CTS112A/JTS112A CTS112B/JTS112B	
		Culinary Arts II (Year 2) CTS113A/JTS113A CTS113B/JTS113B	
		Culinary Arts III (Optional Year 3) CTS114A/JTS114A CTS114B/JTS114B (6 credits from PCC available for Year 3)	
		Culinary Arts IV (Optional Year 4) CTS115A/JTS115A CTS115B/JTS115B (6 credits from PCC available for Year 4)	
Grade: 9-12		2 Year Program	
		Program offered at: CDO IRHS	
- Places an emphasis on teamwork and interpersonal skills, academics, and technical skills, and requires adherence to dress, food sanitation, and safety codes - Certifications/ Endorsements: ServSafe® Food Management Certification (optional certification for students) and ACF NOCTI Level 2 - Curriculum includes kitchen basics and Culinary fundamentals such as safety and sanitation, basic food preparation, culinary nutrition, introduction to baking, workplace safety, hospitality management, Front- and back-of-house operations, Introduction to food cost and control, culinary math, menu writing, purchasing and inventory control, and customer service - Curriculum also includes commencement level math and English Language Arts - All students are given the opportunity to participate in a work-based learning experience that includes an internship, which exposes them to real-world business operations and specific job duties related to culinary careers that connect to the skills and knowledge learned in the CTE classroom			Fee required

Early Childhood Education		Courses must be taken in sequence:
		Early Childhood Education I (Year 1) CTS190A/JTS190A CTS190B/JTS190B
		Early Childhood Education II (Year 2) CTS191A/JTS191A CTS191B/JTS191B
		Early Childhood Education III (Optional Year 3) CTS192A/JTS192A CTS192B/JTS192B
		Early Childhood Education IV (Optional Year 4) CTS193A/JTS193A CTS193B/JTS193B
		Early Childhood Education Internship (Optional) CTS194A/CTS194B
Grade: 9-12	2 Year Program	Program offered at: AHS CDO
Prerequisites: <i>Students must submit proof of negative Mantoux (TB) test, no more than 6 months old to the preschool director.</i>		
- Learn about the continuum of physical, sensory, social, emotional, cognitive, language, and literacy development of young children - Design activities and establish practices promoting young children’s overall development - Master effective employability skills and professionalism in early childhood education - Create, research, and provide developmentally appropriate learning materials and activities within our on-site preschool that make the activities fun and hands-on - Obtain Certifications such as First Aid/CPR, Food Handlers, and Paraprofessional		Fee required

Course: MSCo23A/MSCo23B		JROTC
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
In JROTC, students are introduced to non-combative military skills and character building philosophies/activities centered on leadership and physical training which are useful in both civilian and military communities. Cadets earn positions of responsibility in the unit and older cadets are involved in planning, organizing, and implementing projects for the group. The goal of JROTC is to motivate young people to be better citizens. Monthly field trips, a five-day training exercise at Ft. Huachuca, on-campus rappelling, rock climbing and obstacle courses are examples of the activities offered with these courses. Varsity athletic teams include Exhibition Drill Teams, Color Guard, Rifle Marksmanship Team, Raiders Team, and Drum and Bugle Corps. JROTC is an approved Military Academy nominating agency. Students involved in this course will take it at Flowing Wells High School. Due to the course being off campus, different attendance reporting must be met. See your guidance counselor for a copy of the reporting requirements. In addition to the JROTC course, cadets approved by one of the instructors may be placed into an additional class called Adventure Training. Students participating in this class take part in the Raiders (outdoor physical fitness, Rappel and Orienteering class), Drill Teams/Color Guard, or the Rifle Marksmanship program. For an application or more information on the Adventure Training course, please call Captain Edwards at (520) 696-8065.		

ENGLISH LANGUAGE DEVELOPMENT COURSES

Section: ELD101A/ELD101B		ESL Pre-Emergent/Emergent Targeted Language Arts
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Enrollment based on the AZELLA Placement</i>		
This course provides language instruction for English learners within a targeted setting. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards. English credit course.		

Section: ELD130A/ELD130B		Pre-Emergent/Emergent Targeted ELD
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Enrollment based on the AZELLA Placement and concurrent enrollment in the ESL Pre-Emergent/Emergent Targeted Language Arts course</i>		
This course is required as part of the Targeted SEI 2-Hour Model. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards. Elective credit only.		

Section: ELD131A/ELD131B		ELD Newcomers
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Enrollment based on the AZELLA Placement</i>		
This course is designed to orient newly arrived refugees and immigrant students to the school community. The focus is on the development of speaking and listening skills as well as the acquisition of English academic vocabulary. Students learn to pronounce words clearly, follow oral directions and commands, ask and/or respond appropriately to oral questions, and communicate information, ideas, and concepts necessary for academic success in the content areas. The language development of newcomers will be closely monitored toward their exit criteria goals so they do not remain in the newcomer program longer than necessary. Elective credit only.		

Section: ELD111A/ELD111B		ESL Basic Targeted Language Arts
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Enrollment based on the AZELLA Placement/Reassessment and a student's ELD performance portfolio</i>		
This course provides language instruction for English learners within a targeted setting. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.		
English credit course.		

Section: ELD132A/ELD132B		Basic Targeted ELD
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Enrollment based on the AZELLA Placement/Reassessment and the concurrent enrollment in the ESL Basic Targeted Language Arts course</i>		
This course is required to be part of the Targeted SEI 2-Hour Model. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.		
Elective credit only.		

Section: As Appropriate for Grade Level		English
All Year	Course offered at: AHS CDO IRHS	
Prerequisites: <i>Enrollment based on the AZELLA Placement/Reassessment at the Intermediate Level of Proficiency</i>		
This course will be taught by an ELD teacher in a targeted setting. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards. English credit course		

Section: ELD133A/ELD133B		Intermediate Targeted ELD
All Year	Course offered at: AHS	
Prerequisites: <i>Enrollment based on the AZELLA Placement/Reassessment and the concurrent enrollment in a grade level targeted English course taught by an ELD Specialist</i>		
This course is required to be part of the Targeted SEI 2-Hour Model. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards. Elective credit only.		

Section: ELD125A/ELD125B		ELD Academic Science Literacy
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Enrollment based on the AZELLA Placement/Reassessment proficiency scores of Pre-Emergent/Emergent and Basic</i>		
This course will ensure that English learners have an opportunity to gain a basic understanding of course specific academic language in order to acquire new content knowledge and be successful in academic tasks, such as reading and comprehending complex, grade level texts and participating in academic discussions. Through the use of these scaffolded supports, students will develop confidence, engagement, content knowledge, processing strategies, and language. AZ English Language Proficiency Standards and AZ Science Content Standards will be used to front load specific academic content language to English learners prior to or during enrollment in these courses. Collaboration with mainstream teachers will open up the lines of communication between educators in the English Language Development Department and the Science Department. Elective credit only.		

Section: ELD126A/ELD126B		ELD Academic Social Studies Literacy
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Enrollment based on the AZELLA Placement/Reassessment proficiency scores of Pre-Emergent/Emergent and Basic</i>		
This course will ensure that English learners have an opportunity to gain a basic understanding of course specific academic language in order to acquire new content knowledge and be successful in academic tasks, such as reading and comprehending complex, grade level texts and participating in academic discussions. Through the use of these scaffolded supports, students will develop confidence, engagement, content knowledge, processing strategies, and language. AZ English Language Proficiency Standards and AZ Social Studies Content Standards will be used to front load specific academic content language to English learners prior to or during enrollment in these courses. Collaboration with mainstream teachers will open up the lines of communication between educators in the English Language Development Department and the Social Studies Department. Elective credit only.		

HEALTHCARE COURSES

Nursing Services LNA/ Healthcare Foundations		<u>Courses must be taken in sequence:</u>	
		Healthcare Foundations A/B (Year 1) CTS300A/B /JTS300A/B	
		Nursing Services I (Year 2-Semester 1) CTS301/JTS301	
		Nursing Services I-Clinical Lab (Year 2-Semester 1) CTS301CL/JTS301CL	
		Nursing Services I-Skills Lab (Year 2-Semester 1) CTS301SL/JTS301SL	
		Nursing Services II (Year 2-Semester 2) CTS302/JTS302	
		Nursing Services II-Clinical Lab (Year 2-Semester 2) CTS302CL/JTS302CL	
		Nursing Services II-Skills Lab (Year 2-Semester 2) CTS302SL/JTS302SL	
		Nursing Services Internship (Optional) CTS303A/CTS303B	
Grade: 11-12	2 Year Program	Program offered at: IRHS	
• Prepare to perform routine nursing-related services for patients in hospitals or long-term care facilities under the training and supervision of a Licensed Practical or Registered Nurse • Examine the healthcare community and roles and responsibilities of the healthcare team • Demonstrate ethical and legal conduct, while applying standard precautions and infection control measures • Apply principles of body mechanics, transporting, transferring, and basic emergency care • Learn examination of human systems for common conditions, disorders, and care, measure and record vital signs while facilitating activities related to examination, and diagnostic testing • Learn to identify behavioral health and social services needs and assist in care for the dying and their families • Gain industry credentials such as CNA, LNA, OSHA 10 Healthcare, ACF NOCTI Level 2, ServSafe® Food Management Certification (optional certification for students)			Fee required

Sports Medicine/ Healthcare Foundations		<u>Courses must be taken in sequence:</u>	
		Sports Medicine I/Healthcare Foundations (Year 1) CTS140A/B / JTS140A/B	
		Sports Medicine II (Year 2) CTS141A/B / JTS141A/B	
		Sports Medicine III (Optional Year 3) CTS143A/B / JTS143A/B	
		Sports Medicine Internship (Optional) CTS142A/ CTS142B	
Grade: 9-12	2 Year Program	Program offered at: AHS CDO IRHS	
• Engage through motion to learn, evaluate, and apply understanding of musculoskeletal and human anatomy as well as associated medical terminology • Explore and investigate body systems, anatomy, perform and acquire a certification in First Aid/CPR, and EMR • Work side-by-side with an Athletic Trainer during after school athletic practices and competitions • Refine hands-on skills and enhance professional knowledge while using critical and logical thought to learn how to evaluate athletic-related injuries • Exciting internship opportunities to support athletic teams with your trainer and other industry professionals			Fee required

LANGUAGE ARTS COURSES

Course: ENGo25A/ENGo25B		English Lab
Grade: 9-12	Semester	Course offered at: CDO
Prerequisites: <i>Teacher recommendation only</i>		
English Lab is a self-paced personalized program of learning focusing on credit recovery and/or intervention. Computer programs, such as Edgenuity will be utilized to support students in understanding concepts of Literature. Students taking this course will receive one-on-one or small group support.		

Course: ENGo09A/ENGo09B		English 9: Analyzing Cultural Connections through Literature
Grade: 9	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
Students will have an opportunity to develop their critical thinking skills applied to literature. Through an intensive analysis of fiction and informational texts, students will: • Develop personal perspectives about challenges, relationships, and connections among different cultures • Concentrate on research skills applied to reading, writing, listening, and speaking. • Apply their critical thinking skills to class discussions and oral presentations (an integral part of the program) • Independent reading is a requirement		

Course: ENGo16A/ENGo16B		Honors English 9: Classical Literature and Composition
Grade: 9	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Honors/AP English eligibility and teacher recommendation</i>		
In this course, students will have an opportunity to exercise their critical thinking and reading skills applied to classic literature. Composition instruction includes applied grammar and vocabulary development, and focuses on: • Literary analysis • Narrative and research writing • Independent reading is a requirement In addition, students have ample opportunities to apply their critical thinking skills to class discussions and oral presentations as an integral part of this program. This course carries a weighted grade.		

Course: ENGo10A/ENGo10B		English 10: Discovering a Personal Point of View
Grade: 10	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Analyzing Cultural Connections through Literature or Honors English 9</i>		
Students will have an opportunity to expand their critical thinking skills applied to: • In-depth analysis of poetry, short stories, novels, drama, and non-fiction • Analyzing and evaluating what it means to develop a strong point of view • Apply research skills to reading, writing, listening, and speaking • Class discussions and oral presentations. (These two elements are an integral part of our program). • Independent reading is a requirement		

Course: ENGo17A/ENGo17B		Honors English 10: Analysis of Literature and Composition
Grade: 10	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Honors/AP English eligibility or A/B in Honors 9, and teacher recommendation</i>		
This course focuses on intensive instruction of essay writing, with an emphasis on literary and rhetorical analysis. This course will teach students how writers and speakers use their words to influence an audience. It focuses on intensive instruction of: • Essay writing, with an emphasis on literary and rhetorical analysis, persuasion and timed writing • Vocabulary development • Test-taking skills • Class discussions and oral presentations, as oral language is one of the ways in which words can influence different audiences (the development of listening and speaking skills is an integral part of this class curriculum) • Independent reading is a requirement • Each school has a <i>required</i> summer reading to be completed before the fall semester begins (Please visit the English/Language Arts Department website for the list) This course carries a weighted grade.		

Course: ENGo11A/ENGo11B		English 11: America through Literature
Grade: 11	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Discovering a Personal Point of View or Honors English 10</i>		
Students will have an opportunity to exercise their critical thinking skills applied to American Literature. When doing so, they will: • Analyze and evaluate the cultural and philosophical developments within the United States. • Develop their writing skills applied to critical reading, thinking and modes of composition that will include exposition, argumentation and rhetorical analysis. • Apply their critical thinking skills through class discussion and oral presentations (an integral part of the program) • Independent reading is a requirement		

Course: ENGo19A/ENGo19B		AP English Language & Composition
Grade: 11	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Honors/AP English eligibility or A/B in Honors English 9 & 10, and teacher recommendation</i>		
This course concentrates on an intensive survey of American literature and non-fiction, and prepares a student to take the College Board's Advanced Placement exam in Language and Composition. In this course, students use their critical thinking skills to analyze and interpret text when: • Identifying and explaining the author's use of rhetorical strategies and techniques • Writing in a variety of genres and contexts, including rhetorical analysis, argumentation, persuasion, and synthesis of research • Developing listening and speaking skills through class discussions and <i>polished</i> oral presentations • Independent reading is a requirement • Each school has a <i>required</i> summer reading list to be completed before the fall semester begins. Please visit the English/Language Arts Department website for the list. • This course carries a weighted grade • For more information on this class, please visit the AP site This course carries a weighted grade.		

Course: ENGo12A/ENGo12B		English 12: The British Classics
Grade: 12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>America through Literature or AP English Language & Composition</i>		
Students will have an opportunity to exercise their critical thinking skills applied to American Literature. When doing so, they will: • Analyze and evaluate the cultural and philosophical developments within the United States. • Develop their writing skills applied to critical reading, thinking and modes of composition that will include exposition, argumentation and rhetorical analysis. • Apply their critical thinking skills through class discussion and oral presentations (an integral part of the program) • Independent reading is a requirement		

Course: ENGo18A/ENGo18B		AP English Literature & Composition
Grade: 12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Honors/AP English eligibility or A/B in prior English coursework, and teacher recommendation</i>		
This course concentrates on an intensive study of works of literary merit from various genres and periods, and prepares students to take the College Board's Advanced Placement exam in Literature and Composition. Through close reading, emphasis is placed on gaining a deep understanding <i>how</i> writers <i>create</i> meaning for their readers using: • Language • Structure • Style • Themes • Students will learn to exercise critical thinking skills, applied to listening and speaking • Polished oral presentations and class discussions are an integral part of this program • Independent reading is a requirement • For more information on this class, please visit the AP site. This course carries a weighted grade.		

Course: ENGo15A/ENGo15B		Creative Writing
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Successful completion of prior Language Arts courses, or a strong teacher recommendation</i>		
Writing is an integral part of any successful college program. This course concentrates on rigorous college preparatory writing that integrates creativity, innovation, and synthesis of the literary elements of poetry and prose. In addition students will have ample opportunities to read and critique the writing of modern authors and poets, as well as each other's work. Instruction in this course focuses on: • The writing process from prewriting to publication • Marketing and sales issues related to distribution • As a culminating assessment, students will produce a publishable writing portfolio. This is an elective course, and it may be repeated for credit.		

MATHEMATICS COURSES

Course: MTH009		Math Lab
Grade: 9-12	Semester	Course offered at: AHS CDO IRHS
Prerequisites: <i>Teacher recommendation only</i>		
Math Lab is a self-paced personalized program of learning focusing on credit recovery and/or intervention. Computer programs, such as ALEKS and Edgenuity will be utilized to support students in understanding mathematical concepts. Students taking this course will receive one-on-one or small group support.		

Course: MTH002A/MTH002B		Algebra I
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>none</i>		
Learning Algebra helps students develop critical thinking skills. Coupled with the 8 Mathematical Practices, students will engage in activities that enable them to discover, understand and apply algebraic concepts. In addition, students will focus on multiple representations of functions and solving problems based on real-world situations. In this course, students will... • See structure in expressions and perform arithmetic operations on polynomials and rational expressions • Create and reason with equations and inequalities and interpret and build functions • Construct and compare linear, quadratic, absolute value, and exponential models • Interpret categorical and quantitative data • Understand independence and conditional probability and use them to interpret data • Participate in differentiated personalized learning through the ALEKS online resource		

Course: MTH012A/MTH012B		Geometry
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Algebra I</i>		
Studying geometry provides many foundational skills and helps students build higher-level thinking skills, such as logic, deductive reasoning, analytical reasoning and problem solving, as well as an understanding of spatial relationships. In this course, students will... • Experiment with transformations in the plane and understand congruence in terms of rigid motions • Understand and prove geometric theorems and make geometric constructions • Define trigonometric ratios and solve problems involving right triangles • Build an understanding of circles and apply theorems, find arc lengths, and determine areas of sectors • Express geometric properties with equations, explain volume formulas and use them to solve problems • Reason quantitatively and explore concepts in probability • Participate in differentiated personalized learning through the ALEKS online resource		

Course: MTHo13A/MTHo13B		Honors Geometry
Grade: 9-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Grade of A/B in Algebra I and teacher recommendation. 9th graders must have an "A" in Algebra and a recommendation from an 8th grade teacher</i>		
Honors Geometry focuses on the study of geometrical shapes (planes and solids) and figures based on different postulates and theorems, better known as Euclidean Geometry. Honors Geometry students will engage in higher-level thinking problems and experience real-life applications in greater depth and at a more rigorous pace than Geometry. In this course, students will... • Experiment with transformations in the plane and understand congruence in terms of rigid motions • Prove geometric theorems and make geometric constructions • Define trigonometric ratios and solve problems involving right triangles • Build an understanding of circles and apply theorems, find arc lengths, and determine areas of sectors • Express geometric properties with equations and explain volume formulas and use them to solve problems • Reason quantitatively and explore concepts in probability <i>This course is intended for most college-bound students planning on taking upper-level mathematics classes.</i>		

Course: MTHo10A/MTHo10B		Intermediate Algebra
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Credit in Algebra I and Geometry or teacher recommendation</i>		
Intermediate Algebra provides a strong foundation in entry level algebraic applications. Bridging Algebra I and Algebra II, this course supports students' development of critical algebra skills necessary for success in applying mathematical ideas to real-world situations. In this course, students will... • Factor polynomials, and perform operations on rational, radical, and complex number expressions and equations • Solve compound inequalities and absolute value equations • Solve and apply quadratic equations by using factoring, the quadratic formula, and completing the square • Perform operations with functions • Use properties of logarithms to solve logarithmic and exponential equations • Work with concepts involving Statistics and Probability • Participate in differentiated personalized learning through the ALEKS online resource. <i>This course counts as a math requirement for graduation but does not meet the upper-level math requirement for state universities.</i> <i>This course does not meet NCAA Clearinghouse requirements for collegiate student-athletes.</i>		

Course: MTHo4oA/ MTHo4oB		Financial Algebra
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Geometry, Counselor and/or teacher recommendation – this course will satisfy the 4th year state math requirement and will be an Algebra II equivalent</i>		
Enabling students to implement the decision-making skills they must apply and use to become knowledgeable consumers, investors, and money managers is critical as citizens of the 21st century global community. Through this course, students will develop a strong foundation in logical thinking and problem solving, and incorporate concepts, skills, and critical thinking from mathematics, language arts, social studies, and applied technology. In this course, students will make use of the concept embedded in Algebra as they experience/understand the details of... • Modeling a business • Banking services and consumer credit • Automobile ownership • Income taxes • Independent living • Employment basics • Retirement • Budgeting • Financial markets and cryptocurrency		

Course: MTHoo3A/MTHoo3B		Algebra II
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade of "C" or better in Algebra I AND Geometry, or credit in Intermediate Algebra, or teacher recommendation</i>		
Learning Algebra helps to develop critical thinking skills, including problem solving, logic, patterns, and reasoning. Learning the skills in Algebra II moves students beyond basic math and prepares them for statistics and calculus. In this course, students will... • Extend the properties of exponents to rational exponents and perform arithmetic operations with complex numbers • Understand the relationship between zeroes and factors of polynomials • Interpret, analyze, and build functions that model the relationship between two quantities and between existing functions • Construct and compare linear, quadratic, and exponential models • Extend trigonometric functions to the unit circle • Interpret categorical and quantitative data • Understand independence and conditional probability and use them to interpret data • Participate in differentiated personalized learning through the ALEKS online resource		

Course: MTH004A/MTH004B		Honors Algebra II
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade of A/B in Algebra I AND an A/B in Geometry or teacher recommendation</i>		
Honors Algebra II is a standards-based course extending the concepts learned in Algebra I. Students will experience high level real-world problems to aid in the development of problem-solving skills and critical thinking. This course is rigorous and presented at a faster pace than Algebra II. Successful completion of Honors Algebra II will prepare students for Introduction to Calculus, AP Statistics, and/or College Algebra. In this course, students will... • Extend the properties of exponents to rational exponents • Perform arithmetic operations with complex numbers and use complex numbers in polynomial identities and equations • Understand the relationship between zeroes and factors of polynomials • Interpret, analyze, and build functions that model the relationship between two quantities and between existing functions • Construct and compare linear, quadratic, and exponential models • Extend trigonometric functions to the unit circle • Interpret categorical and quantitative data • Understand independence and conditional probability and use them to interpret data		

Course: MTH024A/MTH024B		Statistics
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Algebra II</i>		
Statistical literacy prepares students for a society in which the ability to use and critically evaluate information is central to becoming an informed citizen. The goal of this course is to get students to think about the “why” and “how” of statistics, therefore there is an emphasis on conceptual understanding over computation. This course serves as excellent preparation for a college-level introductory statistics course and can be taken concurrently with other math courses. In this course, students will... • Analyze and model One- and Two-Variable Quantitative Data. • Collect and infer about data samples. • Study probability. • Compare populations. • Study inference for distributions and relationships. • Interact with the digital platform, SaplingPlus, which extends the learning with an interactive eBook, a variety of video supports, and online homework with error-specific feedback. <i>This course satisfies the fourth-year math requirement for admission into most colleges and universities.</i>		

Course: MTHo18A/MTHo18B		AP Statistics
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade of "C" or better in Pre-Calculus or Honors Alg. II or "A" in Alg. II</i>		
AP Statistics is an introductory college-level statistics course focusing on the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students develop an understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts. Students may elect to take the AP Statistics Exam which may give them one semester college math credit. This course may be taken concurrently with other math courses. In this course, students will... • Explore one- and two-variable data • Collect data • Study probability, random variables, and probability distributions. • Understand sampling distributions • Develop an understanding of and work with Inference for Categorical and Quantitative Data • Interact with the digital platform, SaplingPlus, which extends the learning with an interactive eBook, a variety of video supports, and online homework with error-specific feedback • For more information on this class, please visit the AP site. This course carries a weighted grade.		

Course: MTHo25A/MTHo25B		Sports Statistics
Grade: 11-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Geometry and Algebra II</i>		
Mathematics and sports have always been connected, whether you're watching Monday Night Football or enjoying a game at the bowling alley. Sports Statistics offers students an opportunity to work with statistical reasoning and answer interesting sports-related questions. This course serves as excellent preparation for a college-level introductory statistics course and can be taken concurrently with other math courses. Students in this course will... • Interpret categorical and quantitative data • Understand and evaluate random processes underlying statistical experiments • Understand independence and conditional probability and use them to interpret data • Use the rules of probability to compute probabilities of compound events • Use probability to make and evaluate decisions <i>This course satisfies the fourth-year math requirement for admission into most colleges and universities.</i>		

Course: MTHo14A/MTHo14B		Pre-Calculus
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade of "C" or better in Algebra II or teacher recommendation</i>		
Pre-calculus is a structured entry to advanced studies leading to calculus. This course builds on concepts learned in previous high school math courses, especially Algebra 2. Balance between algebraic, numerical, graphical, and verbal methods of representing problems helps to develop better understanding of mathematical concepts and critical thinking skills. In this course, students will... • Extend the behavior of functions and relations by using multiple representations, and covariational reasoning to investigate and explore quantities, their relationships, and how these relationships change • Model exponential, logistic, and logarithmic functions • Deepen understanding of trigonometric relationships and extend their reasoning with trigonometric reasoning to non-right triangles • Develop an understanding of analytic trigonometry, including fundamental identities, the Law of Sines and the Law of Cosines • Become fluent with the Unit Circle • Reason with vectors, as well as determine a vector from its initial point and terminal point, add and subtract vectors, and multiply a vector by a scalar • Use matrices to represent and manipulate data and solve systems of linear equations • Experience Discrete Mathematics including probability, sequences, and statistics and data • Participate in differentiated personalized learning through the ALEKS online resource		

Course: MTHo15A/MTHo15B		Introduction to Calculus
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade of "C" or better in Honors Algebra II or Pre-Calculus</i>		
Calculus, the study of how things change, provides a framework for modeling systems in which there is change, such as determining how particles, stars, and matter move and change in real time. In this course, students will... • Expand upon concepts developed in Algebra 2, including numerical, analytical, and graphical analysis • Further explore functions and analytical trigonometry • Study vectors, polar and parametric curves and matrices • Begin working with Limits and Differential Calculus This course carries a weighted grade.		

Course: MTHo16A/MTHo16B		AP Calculus AB
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: "C" or better in Introduction to Calculus or teacher recommendation		
AP Calculus AB focuses students' attention on exploring the concepts, methods, and applications of differential and integral calculus. This course is equivalent to the first semester of college calculus. Students may elect to take the AP Calculus Exam which may give them one semester college math credit. In this course, students will... • Explore how limits are used to solve problems involving change and apply limits to define integrals • Apply derivatives to set up and solve real-world problems involving instantaneous rates of change • Learn how the Fundamental Theorem of Calculus connects integration and differentials • Apply properties of integrals and practice useful integration techniques • Solve differential equations and apply that knowledge to deepen understanding of exponential growth and decay • Make connections that all the solving of a wide range of problems involving net change over an interval of time and to find areas of regions or volumes of solids defined using functions • For more information on this class, please visit the AP site. This course carries a weighted grade.		

Course: MTHo17A/MTHo17B		AP Calculus BC
Grade: 12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: Credit in AP Calculus AB or teacher recommendation		
AP Calculus BC focuses on students' understanding of calculus concepts and provides experiences with methods and applications. This course extends the content learned in AB to different types of equations and introduces the topics of sequences and series. This course is equivalent to the first and second semesters of college calculus. Students may elect to take the AP Calculus Exam which may give them one semester college math credit. In this course, students will... • Work with polar, parametric, and vector-valued equations • Student Euler's method, integration by parts, partial fraction decomposition, and improper integrals • Develop an understanding of differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series • Approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations • Learn how to use technology to help solve problems, experiment, interpret results, and support conclusions • For more information on this class, please visit the AP site. This course carries a weighted grade.		

PHYSICAL EDUCATION COURSES

Course: PYS001A/PYS001B		Aerobics Fitness
Grade: 9-12	All Year	Course offered at: CDO IRHS
Prerequisites: None		
Aerobic Exercise improves overall fitness levels including but not limited to cardiovascular conditioning, lung function, muscle endurance, and flexibility. This course is designed to develop techniques for improving and maintaining fitness for a lifetime! In this course, students will... • Participate in Zumba, step aerobics, kickboxing, interval training, and jump roping • Develop strength by participating in weight training with barbells, dumbbells, kettlebells, and medicine balls • Concentrate on flexibility, dynamic stretching, and explore different types of yoga, Pilates, tai chi, and barre • Learn the value of physical fitness, health, and nutrition		Fee required

Course: PYS017A/PYS017B		Aquatics
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: None		
Aquatic Fitness is defined as activities performed in the water that promote and enhance physical and mental fitness, including aerobic training, muscular strength and endurance, flexibility and body composition. Red Cross Water Instruction Standards will be used for swimming and students will work in ability leveled groups. During the colder months, when the pool is not heated, students will participate in team and individual sports. In this course, students will... • Learn stroke development, first aid, water rescue, water polo and diving • Practice basic skills, rules, and strategies in team sports such as soccer, basketball, softball, volleyball, and football • Experience individual sports including badminton, tennis, pickleball, and swimming • Evaluation will be based on participation, successful demonstration of specific sport skills, conditioning, test on rules, strategies, skills, team concepts, and scoring		Fee required

Course: PYS008A/PYS008B		Basketball
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: None		
Basketball is all around us! Whether it's an NBA or WNBA game, a college rivalry, or a friendly game at the park, basketball is a year-round sport. Not only does playing basketball strengthen muscular endurance and improve balance and coordination, it develops self-confidence and lowers stress. In this course, students will... • Improve fitness levels by learning and participating in basketball • Learn strategies and skills, as well as officiating techniques • Participate in basketball drills to hone skills • Develop communication skills to work more effectively as a team		Fee required

Course: PYS003A/PYS003B		Beginning Dance
Grade: 9-12	All Year	Course offered at: AHS CDO
Prerequisites: <i>None</i>		
Do you often find yourself listening to songs and dancing around the house? Do you dream of performing on stage in New York City? Do you want to learn to express yourself through rhythm and music? If you said YES to any of these questions, then Beginning Dance is just the course for you! Not only does dance help develop muscles, tone the body, and improve balance and coordination, dance is a BLAST! In this course, students will... • Learn basic history, terminology, and techniques in ballet, tap, modern dance, and various forms of jazz dance • Experience improvisation • Develop performance skills • Perform on stage		Fee required

Course: PYS004A/PYS004B		Intermediate Dance
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Teacher recommendation</i>		
Do you have experience with dance and want to continue your training? If so, Intermediate Dance is the class for you! In this course, students will... • Improve their existing dance skills in various styles of dance including jazz, ballet, modern and improvisational • Focus on technique, history, choreography, and performance of classical and contemporary dance genres • Continue to develop performance skills and perform in a dance concert each semester		Fee required

Course: PYS005A/PYS005B		Advanced Dance
Grade: 9-12	All Year	Course offered at: AHS CDO
Prerequisites: <i>Teacher recommendation and/or audition</i>		
Take your dance moves to the next level in Advanced Dance! Enjoy challenging opportunities such as teaching combinations to the entire class and conducting warm-ups when assigned. In this course, students will... • Focus on ballet-the foundation of all dances • Integrate elements of Modern and Lyrical Dance • Develop skills in jazz dance and integrate these skills into the study of Hip Hop • Learn advanced skills in modern dance • Continue to develop performance skills and perform in a variety of dance concerts over the course of the school year		Fee required

Course: PYSo23A/PYSo23B		Performance Dance
Grade: 9-12	All Year	Course offered at: CDO
Prerequisites: Auditions only		
Join the Dorado Dance Company and be a part of a group of dedicated dancers with a passion for expressing voice through creative movement and an eagerness to grow as performing artists. In this course, students will... • Discover new interests in various dance styles • Grow as a dancer and choreographer • Build new friendships • Participate in all after-school dance rehearsals leading up to both the Fall and Spring required Dance Concerts.		Fee required

Course: PYSo12A/PYSo12B		Sports Conditioning
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: None		
Comprehensive strength training with a focus on Olympic lifting and sports specific conditioning improves an athlete's athletic abilities including muscular strength, power, and flexibility. In this course, students will... • Participate in sport-specific conditioning • Engage in activities designed to improve muscular strength, power, agility, endurance, speed, and flexibility • Learn fitness components, including body composition and nutrition		Fee required

Course: PYSo13A/PYSo13B		Advanced Sports Conditioning
Grade: 10-12	All Year	Course offered at: CDO
Prerequisites: Weight Training or Sports Conditioning and instructor approval		
Advanced Sports Conditioning takes strength training to a higher and more challenging level. Comprehensive strength training with a focus on Olympic lifting and sports specific conditioning improves an athlete's athletic abilities including muscular strength, power, and flexibility. In this course, students will... • Participate in sport-specific conditioning • Improve muscular strength, power, agility, endurance, speed, and flexibility		Fee required

Course: PYSo15A/PYSo15B		Team Sports
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: None		
Participating in physical activity helps develop healthy bones, joints, and muscles, as well as improved academic performance. Participating in Team Sports strengthens interpersonal skills, peer relationships, and increases positive self-esteem. In this course, students will... • Have an opportunity to participate in volleyball, flag football, basketball, and softball. • Experience individual and dual sports, such as badminton, tennis, racquetball, handball, golf, pickle ball, fencing, track and field, swimming, and archery		Fee required

Course: PYS016A/PYS016B		Tennis
Grade: 9-12	All Year	Course offered at: IRHS
Prerequisites: None		
Tennis, a lifelong sport, requires alertness, focus, and problem-solving skills, as well as strategic and tactical thinking. Not only does Tennis improve your mental fitness, but it also improves your physical fitness, including increasing aerobic capacities, lowering body fat, and improving muscle tone, strength, and flexibility. In this course, students will... • Learn about and demonstrate the fundamentals of stroke development • Experience individual and doubles positioning • Understand Tennis terminology, rules, concepts, and strategies through participation in individual and doubles play situations		Fee required

Course: PYS007A/PYS007B		Total Body Fitness
Grade: 9-12	All Year	Course offered at: IRHS
Prerequisites: None		
Interested in experiences that improve your fitness level in order to lose or gain weight, build muscle, and get in shape for the new sports season? If so, Total Body Fitness is the class for you! Join other students interested in taking their fitness to a whole new level! In this course, students will... • Improve fitness levels, such as cardiovascular health, muscular strength and endurance, flexibility, agility, power, balance, speed, and endurance • Experience multiple exercise modalities that are modified, such as ladders, cone drills, weightlifting, and jumping rope		Fee required

Course: PYS018A/PYS018B		Tumbling & Stunts I
Grade: 9-12	Semester	Course offered at: AHS
Prerequisites: None		
Interested in developing skills in tumbling and stunts? Looking to improve your balance, strength, and agility? If so, Tumbling and Stunts I is the class for you. In this course, students will... • Develop knowledge and skills in tumbling, stunts, and acrobatics • Progress from simple basics to more difficult and challenging skills • Build flexibility, balance, strength, agility, kinesthetic perception, rhythm, time, and self-confidence • Progress at their own rate and learn proper spotting techniques		

Course: PYSo19A/PYSo19B		Tumbling & Stunts II
Grade: 10-12	Semester	Course offered at: AHS
Prerequisites: <i>Teacher approval & minimum skill level – front or back handspring, walkover, and straight-up extension</i>		
Do you have extensive experience with tumbling and partner stunts? Would you like to advance your skills to a higher level? If so, Tumbling and Stunts II is the class for you! In this course, students will... • Work on advanced tumbling skills • Engage in advanced partner stunting to increase strength, flexibility, timing, and kinesthetic perception • Teach other class members how to do tumbling and stunting skills		

Course: PYSo25A/PYSo25B		Volleyball
Grade: 9-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>None</i>		
Playing volleyball helps to strengthen the upper body, arms, shoulders, thighs, abdominals, and lower legs. In addition, playing volleyball teaches you the value of hard work, dedication, persistence, and respect. In this course, students will... • Learn advanced strategies and skills in volleyball • Experience volleyball games, such as wallyball and 3-on-3 competitions • Develop skills in officiating techniques • Understand the value of physical fitness, health, and nutrition • Collaborate with team members on and off the court		Fee required

Course: PYSo21A/PYSo21B		Weight Training
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
Weight Training is a comprehensive conditioning course designed to improve a student's athletic ability and athletic performance. In addition, weight training helps to increase muscle mass, bone density, and flexibility. In this course, students will... • Learn basic weight training and conditioning skills, concepts, and principles • Work with the Weight Training Coach to personalize weight training and conditioning programs		Fee required

SCIENCE COURSES

Course: SClo01A/SClo01B		Biology
Grade: 9-10	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
How do we determine if something is alive? Biology is the study of living organisms and their vital processes. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Using hands-on inquiry to investigate the patterns, stability and change in life forms and how they differ from non-life forms • Exploring how living things compete for energy and materials • Investigating theories of how disease, predation, habitat destruction, climate change and invasive species cause living things to change over time • Developing and using models to explain how cells function, communicate, multiply and die • Comparing and contrasting the benefits, detriments and controversies of modern technological advances in genetics and reproduction		

Course: SClo16A/SClo16B		Honors Biology
Grade: 9	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Algebra I</i>		
How do we determine if something is alive? Biology is the study of living organisms and their vital processes. Students will have the opportunity to investigate topics with more depth and at an accelerated pace as compared to Biology 1001/2001. In this course, students will practice critical thinking, problem-solving, collaboration and communication via: • Exploring carbon-based life forms at the cellular level • Becoming acquainted with the field of biotechnology • Examining heredity at the molecular level • Investigating theories of how disease, predation, habitat destruction, climate change and invasive species cause living things to change over time • Practicing in-depth problem-solving and designing authentic experiments • Opportunities to work independently at an accelerated pace This course carries a weighted grade.		

Course: SClo17A/SClo17B		Anatomy and Physiology
Grade: 11-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Two years of science, including Biology, and current science teacher approval required</i>		
This course is for anyone who is interested in learning more about the human body and its many systems, functions and structures. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via • Exploring human body structures and functions • Performing dissections of muscles and organs • Exploring the collaboration between bones and muscles • Investigating how body systems maintain homeostasis <i>Fee applied to students taking this as a fourth science course.</i>		

Course: SClo34A/SClo34B		Astronomy I – Planetary Science
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Completion of two years of science classes and current science teacher approval required</i>		
Astronomy is for anyone who is interested in planets, galaxies, stars cosmology and all things outer space. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Designing experiments to investigate star formations and deaths • Exploring the theories of origin of the universe, galactic formations, worm holes and black holes • Doing projects that investigate deep space science including planets, exoplanets, nebula, quasars and constellations • Making connections between Earth and Space systems and cycles • Comparing the historical and current tools and techniques of astronomy		

Course: SClo18A/SClo19B		AP Biology
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade of A/B in Chemistry and Biology and teacher recommendation</i>		
This is an accelerated, college-level course. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • An in-depth, accelerated, college-level study of living organisms and their vital processes • Following College Board protocols • Exploring how the relationships between biological systems connect to biodiversity, heredity and evolution • Preparing for success on the AP exam • Practicing independent study skills • For more information on this class, please visit the AP site. <i>Fee applied to students taking this as a fourth science course.</i> This course carries a weighted grade.		

Course: CTS137A/JTS137A CTS137B/JTS137B		Bioscience I
Grade: 10-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Biology</i>		
Bioscience/Biotechnology is one of the fastest growing industries in the United States, and there is a thriving bioscience community here in Tucson. This course equips students with technical skills that could lead to an exciting career in bioscience via: • Practicing the laboratory skills and techniques necessary to isolate, analyze and identify DNA, proteins, bacteria and enzymes • Gaining authentic, necessary technical skills used in bioscience/biotechnology • Investigating plant-based antibiotics, GMO identification, biofuels and genetic engineering • Applying and practicing collaboration and problem-solving skills <i>Dual enrollment with UA's MCB 101 is available.</i> This course carries a weighted grade.		Fee required

Course: CTS139A/JTS139A CTS139B/JTS139B		Bioscience II
Grade: 11-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Bioscience I</i>		
Bioscience/Biotechnology is one of the fastest growing industries in the United States, and there is a thriving bioscience community here in Tucson. This course further equips students with technical skills that could lead to an exciting career in bioscience via: • Expanding and practicing the techniques learned in Bioscience I • Performing experiments with cellular cloning, DNA bar coding, designing biosensors, plant tissue culturing and more • Designing your own, Independent research project with the guidance of qualified expert(s), conducted in an on/off campus research facility and presenting your findings at a Regional science fair • Exploring off-site research facilities and career opportunities <i>Dual enrollment with UA's MCB 102 is available.</i> This course carries a weighted grade.		Fee required

Course: CTS136A/JTS136A CTS136B/JTS136B		Bioscience III
Grade: 12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Bioscience II</i>		
Bioscience/Biotechnology is one of the fastest growing industries in the United States, and there is a thriving bioscience community here in Tucson. This course continues to equip students with technical skills that could lead to an exciting career in bioscience via: • Expanding and practicing the techniques learned in Bioscience I & II • Performing advanced DNA, RNA and protein experiments including isolating the genetic materials of human traits, manipulating human traits expression, and enzyme purification • Exploring the relationships between DNA modification and human behaviors • Designing your own, Independent research project with the guidance of qualified expert(s), conducted in an on/off campus research facility and presenting your findings at a Regional science fair • Exploring off-site research facilities and career opportunities <i>Dual enrollment with UA's MCB 103 is available.</i> This course carries a weighted grade.		Fee required

Course: SC1003A/SC1003B		Chemistry
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Concurrent enrollment in Algebra II preferred; current science teacher approval required</i>		
Chemistry is the study of the behaviors and characteristics of matter- and matter is what makes up all things, both living and non-living. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Developing and using models to explore atomic structure • Investigating chemical reactions, conservation of matter, gas laws, chemical bonding and acid-base characteristics • Investigating phenomena through analytical laboratory experiments • Evaluating how the use of chemistry-related technologies have impacted societies ethically, socially, politically and economically • Practicing laboratory skills and accuracy goals <i>Fee applied to students taking this as a fourth science course.</i>		

Course: SClo14A/SClo14B		Honors Chemistry
Grade: 11	All Year	Course offered at: IRHS
Prerequisites: <i>Concurrent enrollment in Pre-Calculus or above; successful completion of Physics or Honors Physics; teacher recommendation required</i>		
Chemistry is the study of the behaviors and characteristics of matter- and matter is what makes up all things, both living and non-living. Students will have the opportunity to investigate topics with more depth and at an accelerated pace as compared to Chemistry 1003/2003. This Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Opportunities to work independently at an accelerated pace • Preparing for success in AP Chemistry • Developing and using modes to explore atomic structure • Investigating chemical reactions, conservation of matter, gas laws, chemical bonding and acid-base characteristics • Investigating phenomena through analytical laboratory experiments • Practicing laboratory skills and accuracy goals This course carries a weighted grade.		Fee required

Course: SClo19A/SClo19B		AP Chemistry
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade of A/B in Biology and Geometry; concurrent enrollment in Algebra II or above; current science teacher approval required; at AHS, Chemistry must be taken as a prerequisite</i>		
This is an accelerated, college-level course. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • An in-depth, accelerated, college-level study of the behaviors and characteristics of matter • Following College Board protocols • Exploring how atomic theory connects to stoichiometry, gas laws, valence bonding, thermodynamics, qualitative analysis and more • Preparing for success on the AP exam • Practicing independent study skills • At CDO, this course combines Honors Chemistry and AP Chemistry into a one-year, two-credit course • For more information on this class, please visit the AP site. <i>Fee applied to students taking this as a fourth science course.</i> This course carries a weighted grade.		Fee required

Course: SClo30A/SClo30B		Earth & Space Science
Grade: 10-12	All Year	Course offered at: CDO
Prerequisites: <i>Biology</i>		
This course is for anyone who is interested in learning more about the interconnections between land, oceans and the atmosphere that continuously shape, influence and sustain Earth and its inhabitants. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Exploring Earth's dynamic systems of atmosphere, hydrosphere, biosphere and geosphere • Investigating plate tectonics, the formation of rocks and minerals and forces that shape our planet • Evaluating how climate affects Earth's resources • Making connections between outer space and Earth's systems <i>Fee applied to students taking this as a fourth science course.</i>		

Course: SClo31A/SClo31B		Environmental Science
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Current science teacher approval required</i>		
This course is for anyone who is interested in learning more about the interconnections between humans and our Earth. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Exploring the relationship between humans and our planet Earth through the perspectives of Biology, Earth Science, Chemistry, Math, History, Philosophy, Sociology and Law • Investigating the interrelationships of the natural world • Analyzing past and current environmental problems • Evaluating risks of potential solutions to environmental problems <i>Fee applied to students taking this as a fourth science course.</i>		

Course: SClo20A/SClo20B		AP Environmental Science
Grade: 11-12	All Year	Course offered at: AHS
Prerequisites: <i>Biology and a Physical Science (Physics, Chemistry, Environmental Science or Earth/Geoscience) and current science teacher approval required</i>		
This is an accelerated, college-level course. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • An in-depth, accelerated, college-level study of the interactions between humans and our Earth • Following College Board protocols • Exploring land and water use, pollution, global climate change, energy resources and species extinction • Preparing for success on the AP exam • Practicing independent study skills • For more information on this class, please visit the AP site. <i>Fee applied to students taking this as a fourth science course.</i> This course carries a weighted grade.		

Course: SClo06A/SClo06B		Forensics
Grade: 10-12	All Year	Course offered at: AHS (Semester) CDO IRHS
Prerequisites: <i>Biology, Physics, Chemistry or instructor approval</i>		
Forensics is for anyone interested in the science of solving crimes. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Learning how to investigate a crime scene for evidence • Practicing modern techniques to solve a crime • Exploring the current disciplines and career opportunities contained within Forensic Science <i>Fee applied to students taking this as a fourth science course.</i>		

Course: SClo07A/SClo07B		Geosciences
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>None</i>		
Geoscience is for anyone interested in learning more about the origins and unique characteristics of our Earth. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Performing hands-on investigations of Earth's origins and pre-human environments • Exploring Earth's most dangerous locations and natural disasters • Investigating technological tools for natural disaster detection and prevention • Analyzing risk factors for Earth's most populated regions • Combining astronomy, geology, volcanology and seismology to analyze Earth and its continents		

Course: SClo10A/SClo10B		Oceanography
Grade: 10-12	Semester	Course offered at: AHS
Prerequisites: <i>At least one credit of high school science</i>		
Oceanography is for anyone interested in learning more about our Earth's oceans. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Exploring recent discoveries of the deep sea floor • Performing laboratory experiments to Investigate multiple characteristics of the ocean, including marine life, tides, currents, pressure, salinity and topography • Examining current topics in ocean research		

Course: SClo11A/SClo11B		Conceptual Physics
Grade: 10-12	All Year	Course offered at: IRHS
Prerequisites: <i>Successful completion of Biology</i>		
Physics is all around you: It's embedded within your five senses and helps you to understand how energy, forces and motion influence how the universe behaves. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Exploring how physics concepts connect to the everyday world • Performing hands-on experiments to investigate mechanics, energy, electricity, magnetism, waves and optics • Receiving additional support with mathematics, for improved understanding of physics concepts and enhancement of skills		

Course: SClo12A/SClo12B		Physics
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade of "C" or better in Algebra I and current science teacher approval required</i>		
Physics is all around you: It's embedded within your five senses and helps you to understand how energy, forces and motion influence how the universe behaves. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Exploring how physics concepts connect to the everyday world • Performing hands-on experiments to investigate energy, electricity, magnetism, waves, optics, mechanics and kinematics • Developing and use models to explore Newton's Laws of Motion		

Course: SClo15A/SClo15B		Honors Physics
Grade: 10-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Grade of A/B in Geometry and concurrent enrollment in Algebra II or higher and current science teacher approval required</i>		
Physics is all around you: It's embedded within your five senses and helps you to understand how energy, forces and motion influence how the universe behaves. Students will have the opportunity to investigate topics with more depth and at an accelerated pace as compared to Physics 10012/20012. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via: • Opportunities to work independently at an accelerated pace • Preparing for success in AP Physics • Performing hands-on experiments to investigate energy, electricity, magnetism, waves, optics, mechanics and kinematics • Designing and implementing experiments and interpreting results using high-level math skills This course carries a weighted grade.		

Course: SClo22A/SClo22B		AP Physics I
Grade: 10-12	All Year	Course offered at: AHS
Prerequisites: <i>Concurrent enrollment in (or completion of) Algebra II and current science teacher approval required</i>		
This is an accelerated, college-level course. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via • An in-depth, accelerated, algebra-based, college-level investigation of physics concepts • Following College Board protocols • Exploring mechanics, work, energy, power and waves • Preparing for success on the AP exam • Practicing independent study skills • For more information on this class, please visit the AP site. <i>Fee applied to students taking this as a fourth science course.</i> This course carries a weighted grade.		

Course: SClo23A/SClo23B		AP Physics C: Mechanics
Grade: 11-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Concurrent enrollment in (or completion of) Calculus and current science teacher approval required</i>		
This is an accelerated, college-level course. Students will have the opportunity practice critical thinking, problem-solving, collaboration and communication via • An in-depth, accelerated, calculus-based, college-level investigation of physics concepts • Following College Board protocols • Exploring forces and motion, work, energy, momentum, vectors and gravity • Preparing for success on the AP exam • Practicing independent study skills • For more information on this class, please visit the AP site. <i>Fee applied to students taking this as a fourth science course.</i> This course carries a weighted grade.		

SKILLED AUTOMOTIVE & CONSTRUCTION TRADES

Automotive Diesel Technologies		<u>Courses must be taken in sequence:</u>	
		Automotive Diesel I (Year 1) CTS210A/JTS210A CTS210B/JTS210B	
		Automotive Diesel II (Year 2) CTS211A/JTS211A CTS211B/JTS211B	
		Automotive Diesel III (Year 3) CTS212A/JTS212A CTS212B/JTS212B	
		Automotive Diesel IV (Optional Year 4) CTS213A/JTS213A CTS213B/JTS213B	
		Automotive Diesel Intern (Optional) CTS215A/CTS215B	
Grade: 9-12	3 Year Program	Program offered at: AHS	
Your skills will always be in demand across several industries. • Learn techniques and skills of basic automotive care in the first year of the program, including tire mounting, tire balancing, cooling systems, brake replacement, and oil changes • Learn to use advanced computer diagnostics to troubleshoot and repair modern auto-diesel systems • Perform repair, service, and preventive maintenance operations on auto-diesel engines, chassis, and powertrains • Learn maintenance and repair of systems on medium-duty and heavy-duty equipment • Students can demonstrate their skills in regional, state, and national SkillsUSA competitions			Fee required

Automotive Technologies		<u>Courses must be taken in sequence:</u>	
		Automotive Technology I (Year 1) CTS161A/JTS161A CTS161B/JTS161B	
		Automotive Technology II (Year 2) CTS162A/JTS162A CTS162B/JTS162B	
		Automotive Technology III (Year 3) CTS163A/JTS163A CTS163B/JTS163B (9 credits from PCC available for Year 3)	
		Automotive Technology IV (Optional Year 4) CTS160A/JTS160A CTS160B/JTS160B	
		Automotive Technology Internship (Optional) CTS164A/CTS164B	
Grade: 9-12	3 Year Program	Program offered at: CDO	
This high-tech career is always in demand and cannot be outsourced overseas • Learn all basic automotive techniques and skills, including tire mounting, tire balancing, cooling systems flushes, brake replacement, and oil changes • Receive instruction on basic and advanced engine fundamentals • Demonstrate understanding of electrical circuitry in transportation applications • Work-based learning instruction to advance knowledge in suspension and brakes • Analysis of engine performance and drivetrain • Students can demonstrate their skills in regional, state, and national SkillsUSA competitions			Fee required

Construction Technology		<u>Courses must be taken in sequence:</u>	
		Construction Technology I (Year 1) CTS165A/JTS165A CTS165B/JTS165B	
		Construction Technology II (Year 2) CTS166A/JTS166A CTS166B/JTS166B	
		Construction Technology III (Optional Year 3) CTS167A/JTS167A CTS167B/JTS167B (16 credits from PCC available for Year 3)	
		Construction Technology IV (Optional Year 4) CTS169A/JTS169A CTS169B/JTS169B	
Grade: 9-12		2 Year Program	
		Program offered at: CDO	
Be part of an exciting and ever-changing career that combines creativity and technology. • Learn to safely use hand tools and power tools and about staining/lacquering, estimating, carpentry, electrical, masonry, plumbing, sheet metal, and welding • Gain experience in reading plans and developing skills through hands-on learning and application • Complete small and large construction projects including playhouses, picnic tables, converting a mobile container to a home, and building a camping trailer • Students can demonstrate their skills in regional, state, and national SkillsUSA competitions			Fee required

Technical Theater		<u>Courses must be taken in sequence:</u>	
		Technical Theater I (Year 1) CTS170A/JTS170A CTS170B/JTS170B	
		Technical Theater II (Year 2) CTS171A/JTS171A CTS171B/JTS171B	
		Technical Theater III (Year 3) CTS173A/JTS173A CTS173B/JTS173B	
		Technical Theater IV (Year 4) CTS174A/JTS174A CTS174B/JTS174B	
Grade: 9-12		2 Year Program	
		Program offered at: AHS CDO IRHS	
Students will be prepared for immediate employment in entry-level jobs and to pursue training and education at a 2-year or 4- year college or university. • Learn the fundamentals of how to put on a theatrical production • Operate the school's digital stage equipment • Design and build elements of scenery, props, costumes, sound, stage makeup, and lighting for the various performances • Run various shows throughout the year in both the main stage and blackbox • Operate equipment safely			Fee required

Welding		<u>Courses must be taken in sequence:</u>	
		Welding Technologies I (Year 1) CTS236A/JTS236A CTS236B/JTS236B	
		Welding Technologies II (Year 2) CTS237A/JTS237A CTS237B/JTS237B	
		Welding Technologies Internship (Optional Year 3) CTS238A/CTS238 B	
Grade: 9-12		2 Year Program	
		Program offered at: AHS	
Learn how to heat metal for a wide range of opportunities in an industry always in need. • Apply technical knowledge and skills to join or cut metal surfaces • Specialized instruction in arc welding, resistance welding, brazing and soldering, cutting, high-energy beam welding and cutting, solid state welding, ferrous and non-ferrous materials, oxidation-reduction reactions, welding metallurgy, welding processes and heat treating, structural design, safety, and applicable codes and standards			Fee required

SOCIAL STUDIES COURSES

Course: SOCo05/SOCo05B		World History
Grade: 9-10	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
The World History course is designated to build a foundation for understanding the beginnings of human history across different cultures and civilizations in both Western and non-Western societies. Emphasis will be placed on the interaction among world cultures, the linking of the past and present, and the importance of the relationship between geography and history. Students will learn ideas and concepts which bridge the time and space between the ancient and the modern world, including the development of art, philosophy, and religion. They will learn that change, conflict, and cooperation are key concepts to understand as civilizations.		

Course: SOCo10/SOCo10B		AP World History
Grade: 9-10	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Teacher recommendation</i>		
The purpose of this course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The chronological time frame covered is from approximately 8000 BCE to the present. Course content covers ten geographic regions including Asia, Africa, Latin America, and Europe. This course is designed to prepare students to take the Advanced Placement World History Exam for potential college credit. See college credit requirements in this catalog. For more information on this class, please visit the AP site . This course carries a weighted grade.		

Course: SOCo01A/SOCo01B		US/AZ History
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
This course is designed to cover the development of the United States from the pre-Columbian time period to present day. Arizona history will be integrated into both semesters to satisfy the Arizona State Standards.		

Course: MSCo24A/MSCo24B		Model United Nations (MUN)
Grade: 10-12	All Year	Course offered at: IRHS
Prerequisites: <i>None</i>		
In this elective class, students will learn about the purpose, functions, and procedures of the United Nations. MUN is a simulation of the diplomacy, problem-solving, and responsibilities of the United Nations. This class requires intensive research, writing, and public speaking skills. It is an academically challenging course which underscores diplomatic relations as the means to solve the world's most pressing problems. Students attend a regional MUN conference as simulated diplomats, responsible for discovering the most desirable solution to an international problem for their state. The course seeks to prepare students to take on the role of delegate, while creating a better understanding of the United Nations, international politics, and the problems facing the global community. This course carries a weighted grade.		

Course: SOCo18A/SOCo18B		Psychology I
Grade: 10-12	All Year	Course offered at: CDO IRHS (Semester)
Prerequisites: None		
Psychology is the study of behavior and the development of personality. How does nature vs. nurture contribute to a person's development? What aspects of human development determine who we become? The topics covered in this introductory course include the history of psychology, research methods, and states of consciousness (daydreams, sleep, dreams, hypnosis, and extra-sensory perception). Additionally, the topics covered in this introductory course include: learning, memory cognition, and a particular emphasis on human development (the human lifespan from birth to death). Through this course, students will gain insight into the motivations determining behavior through various techniques such as observations, surveys, case studies, individual analysis, and numerous group/class interactions. This class can be taken independently from Psychology II.		

Course: SOCo19A/SOCo19B		Psychology II
Grade: 11-12	Semester	Course offered at: IRHS (Semester)
Prerequisites: None		
The topics covered in this introductory course include learning, memory and cognition, developmental psychology (the human lifespan-from birth to death and every stage in between), personality theories, traits and testing, abnormal psychology commonly called psychological disorders and, finally, treatment of disorders. This class can be taken independently from Psychology I.		

Course: SOCo11A/SOCo11B		Economics
Grade: 12	Semester	Course offered at: AHS CDO IRHS
Prerequisites: None		
Economics is a one-semester course that examines how society counters unlimited wants with limited resources and government's role in the economy. Students will gain an understanding of basic economic principles, including an introduction to economic theory, supply and demand, money systems, banking and investing, globalization, and personal finance.		

Course: SOCo07A/SOCo07B		AP Psychology
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: None		
This college-level Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of humans. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. Topics include social psychology, research methods, sensation & perception, motivation & emotion, states of consciousness, learning, memory and cognition, developmental psychology, personality theories, traits and testing, psychological disorders and treatment, in addition to the structure and function of the brain ("Biological Bases of Behavior"). One quarter (25%) of the MCAT (Medical College Admission Test) will come directly from the AP Psychology curriculum. Students interested in pursuing any career in the field of medicine should consider taking this class. For more information on this class, please visit the AP site. This course carries a weighted grade.		

Course: SOCo4oA/SOCo4oB		AP Human Geography
Grade: 9-12	All Year	Course offered at: IRHS
Prerequisites: <i>Prepared for AP workload</i>		
In this elective AP class, students will be introduced to the systematic study of patterns and processes that have shaped human understanding, us and altered the Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and application. For more information on this class, please visit the AP site . This course carries a weighted grade.		

Course: SOCoo8/SOCoo8B		AP US History
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>World History/AP World History</i>		
This AP US History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. The course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. AP US History is designed to be the equivalent of a two-semester introductory college or university US History course. For more information on this class, please visit this AP site . This course carries a weighted grade.		

Course: SOCoo3A/SOCoo3B		American Government
Grade: 12	Semester	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
In this course, students will examine the structure and function of the American government as outlined by the Constitution. The specific powers and formal processes of the legislative, executive, and judicial branches will be presented as well as the mechanisms of the federal system. Political parties, voter behavior, and current issues will be discussed in the context of contemporary political climate.		

Course: SOCoo2A/SOCoo2B		AP American Government and Politics
Grade: 12	All Year	Course offered at: AHS CDO (Semester) IRHS (Semester)
Prerequisites: <i>AP US History or teacher recommendation</i>		
This course will provide students with a learning experience equivalent to that obtained in most college introductory U.S. Government and Politics courses. Students will examine the Constitutional underpinnings of American democracy, the structure and function of the branches of government, the federal system, checks and balances, political ideologies and parties, interest groups and mass media, voting behavior, public policy, civil rights and civil liberties. For more information on this class, please visit the AP site . This course carries a weighted grade.		

Course: SOCoo6A/SOCoo6B		AP Economics
Grade: 11-12	Semester	Course offered at: CDO IRHS
Prerequisites: <i>Algebra I</i>		
This course prepares students for the AP College Board Microeconomics and Macroeconomics exams in May. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. For the macroeconomics portion of the AP course, the purpose is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. For more information on this class, please visit these AP sites (Microeconomics and Macroeconomics). This course carries a weighted grade.		

SPECIAL EDUCATION COURSES

Course: ENG001A/ENG001B		Resource English 9
Grade: 9	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
The focus of this course is to increase literacy skills – reading and writing. Instruction will include specific skills from the Arizona State Standards that include vocabulary development, grammar and usage, spelling, sentence, paragraph, and essay structure. The writing process will be introduced and practiced. Students will be expected to type final draft writing assignments using the school computer lab. Reading instruction includes an intensive study of the elements of fiction and figurative language, analysis and discussion using short stories and novels. Oral presentations and projects will be integrated into the curriculum. Independent reading is expected at home and in the classroom. Homework is assigned.		

Course: ENG002A/ENG002B		Resource English 10
Grade: 10	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
The focus of this course is to increase literacy skills – reading and writing. The writing process from prewriting to revision will be a year-long focus. Essay development will include narrative, persuasive, workplace writing, and expository genres. Typed final drafts will be required for some essays. Students will read, discuss, and analyze selected poetry, short stories, drama, and nonfiction text from a survey of World Literature and selected novels. Vocabulary development is a continued focus. Oral presentations and projects will be integrated into the curriculum. Preparation for standardized testing is emphasized. Independent reading is expected at home and in the classroom. Homework is assigned.		

Course: ENG003A/ENG003B		Resource English 11
Grade: 11	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
The focus of this course is to increase literacy skills – reading and writing. Writing skills, with an emphasis on essay development, is a continued focus. Essay requirements will include narrative, persuasive, and expository assignments. Reading will include the analysis and discussion of selections from a survey of American Literature and selected novels. Vocabulary is a continued focus. Oral presentations and projects will be integrated into the curriculum. Preparation for standardized testing is a continued emphasis. Independent reading is expected at home and in the classroom. Homework is assigned.		

Course: ENG004A/ENG004B		Resource English 12
Grade: 12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
The focus of this course is to increase literacy skills – reading and writing. Writing will include required expository, narrative, and persuasive essays as well as a research writing assignment. Reading assignments will include short stories, poetry, and drama from a survey of World Literature and required novels. Analysis and discussion of reading material will be the focus of writing assignments. A senior exit project will be required. Post-high school plans for the workplace or college will be explored. Oral presentations and projects will be integrated into the curriculum. Preparation for standardized testing is emphasized. Independent reading is expected at home and in the classroom. Homework is assigned.		

Course: MTH022A/MTH022B		Resource Pre-Algebra
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
This course covers objectives needed to enroll in the Algebra Standards mainstream course. Accelerated math, basic skills, and pre-algebra libraries reinforce needed pre-algebra skills.		

Course: MTH020A/MTH020B		Resource Algebra I
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
This course focuses on linear equations and their properties, formulas, and applications, and an introduction to quadratic equations. Students will work with basic algebraic applications, variables, exponents and polynomials, factoring, irrational and radical numbers, and basic statistics.		

Course: MTH011A/MTH011B		Resource Intermediate Algebra
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
This course is designed to provide students with a foundation of entry-level algebraic applications. It is a bridge between Algebra I and Algebra II for students who need further development in the concepts of critical algebra skills necessary for success in applying mathematical ideas.		

Course: MTH021A/MTH021B		Resource Geometry
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
This course focuses on plane geometry and simple proofs. It is designed to prepare students for a mainstream mathematics course. Topics include lines, transversals, triangles and quadrilaterals, transformations, perimeter and area, circles and spheres, and solid geometric figures.		

Course: PYS010A/PYS010B		Adaptive Physical Education
Grade: 9-12	Semester	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
This course is designed to provide a modified physical education class for students with physical limitations that do not allow them to succeed in a traditional physical education class.		

Course: SClo25A/SClo25B		Resource Biology
Grade: 9-12	All Year	Course offered at: IRHS
Prerequisites: <i>Placement by IEP</i>		
Students will be asked essential questions. What does it mean to be alive? Is DNA destiny? Was Darwin right? Students will examine life on our planet from a biological perspective. Students will examine a wide variety of topics connected to the study of life with an emphasis on experimental design and data analysis. Students will understand that life is dependent on the relationships between organisms and their past, present, and future environments and that evolution drives the natural world.		

Course: SClo26A/SClo26B		Resource Integrated Science
Grade: 9-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
This course is designed for a third year Special Education science student or a mainstreamed science student who needs a third year science requirement. Students will explore the topic areas of biology, human and animal anatomy, physical science, and earth science. Lab experiments and projects are requirements for this course. Science career exploration will be covered in each unit. Classroom experiences will also include community involvement and subject-related guest speakers. State science standards are addressed throughout the course. Lab reports, research projects, and presentations are requirements of this course.		

Course: SOCo35A/SOCo35B		Resource Economics
Grade: 12	Semester	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
In this required course, students will develop economic reasoning skills to apply to basic microeconomic and macroeconomic concepts. Students will gain practical knowledge to apply to their personal experiences.		

Course: SOCo21A/SOCo21B		Resource American Government
Grade: 12	Semester	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
Students will examine the fundamental principles and structure of American national and state governments through multiple forms of coursework. Reading for central ideas, citing textual evidence, and analyzing various accounts of government. Writing to support claims, analysis, reflect, and research in an informative text to examine and convey ideas of government. Civic responsibilities will be studied and discussed. Political behavior of the American people and government officials will be reviewed in the context of contemporary issues.		

Course: SOCo22A/SOC022B		Resource US History
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
Students will explore the history of the United States through multiple forms of coursework. Reading for central ideas, citing textual evidence, and analyzing various accounts of history. Writing to support claims, analysis, reflect, and research in an informative text to examine and convey ideas of history. Technology and collaboration will be used to produce projects that examine key historical events. By the end of the course, students will have greater understanding of the United States and how its citizens are unique among the nations of the world.		

Course: SOCo23A/SOC023B		Resource World History
Grade: 10	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
Students will explore the roots of Western Civilization through multiple forms of coursework. Reading for central ideas, citing textual evidence, and analyzing various accounts of history. Writing to support claims, analysis, reflect, and research in an informative text to examine and convey ideas of history. Technology and collaboration will be used to produce projects that examine key historical events. By the end of the course, students will have a greater understanding of how history can be used to help explain the complex world that surrounds them.		

Course: SPC002A/SPC022B		Careers
Grade: 11-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
This class provides a hands-on approach to managing and maintaining a small business. Activities include sales and marketing strategies, packaging and financial skills, ordering and purchasing products and supplies, inventory control, and performance evaluations. Students participate in business meetings, sales, and classroom instruction.		

Course: SPC005A/SPC005B		Life Skills-Daily Living Skills
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
In this class, students learn the necessary skills for the most independent living possible. Students learn basic household management and independent living skills such as accessing a grocery store and other community facilities, doing laundry, safely accessing the kitchen to cook simple meals, food safety, washing dishes, keeping a clean home, proper nutrition, gardening, and maintaining appropriate social interactions and leisure time activities.		

Course: ENGo14A/ENGo14B		Life Skills-English
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
Students in this class will learn to recognize and effectively use real-world text. Students continue to practice basic decoding and word recognition when appropriate as well as recognition and identification of important survival and community words. The focus will be on reading comprehension through real-world reading materials such as menus, bus schedules, finding information in a newspaper, and exploring fiction for leisure. Students will also practice writing for functional purposes.		

Course: MTHo19A/MTHo19B		Life Skills-Mathematics
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
Students who are enrolled in this class will learn the everyday basic math skills to assist them in having the most independent living situation as is appropriate for them. Skills taught are basic money awareness and management from counting coins to maintaining a checking account, time awareness and management, basic real-world problem-solving, and computation skills. Kitchen math such as basic fractions and elapsed time are also integrated into the class.		

Course: SCloogA/SCloogB		Life Skills-Science
Grade: 9-12	All Year	Course offered at: AHS CDO
Prerequisites: <i>Placement by IEP</i>		
Students in this class will learn basic science content that is integrated into reading, writing, and math assignments. Skills taught in this class will focus on functional academics through content that draws from current events. Students will also learn the impact of science on their everyday lives including weather, cooking temperatures, recycling, etc.		

Course: SOCo15A/SOCo15B		Life Skills-Social Studies
Grade: 9-12	All Year	Course offered at: AHS CDO
Prerequisites: <i>Placement by IEP</i>		
Students in this class will learn basic social studies content that is integrated into reading, writing, and math assignments. Skills taught in this class will focus on functional academics through content that draws from current events. Students will also learn the impact of social studies on their everyday lives, including: civic duties, rules/laws, and community involvement.		

Course: SPCoo5bwsA/SPCoo5bwsB		Life Skills-Basic Work Skills
Grade: 9-12	All Year	Course offered at: AHS IRHS
Prerequisites: <i>Placement by IEP</i>		
This class provides the basic building blocks for a successful transition into fulfilling postsecondary opportunities in competitive or supported employment. Students will begin to explore and research their postsecondary interests as well as learn soft skills necessary for employment such as timeliness, effective communication, task completion, teamwork, and working with a supervisor. Students participate in a wide range of classroom, campus jobs, and community jobs and exploration under the close supervision of an adult.		

Course: ENGo20/021/022/023 (A/B)		Self-Contained English
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Placement by IEP</i>		
Students in this class will learn to recognize and effectively use real-world text. Students continue to practice basic decoding and word recognition when appropriate as well as recognition and identification of important survival and community words. Students learn to read menus, bus schedules, find information in a newspaper, explore fiction for leisure, and practice writing for functional purposes.		

Course: MTHo23A/MTHo23B		Self-Contained Mathematics
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Placement by IEP</i>		
Students who are enrolled in this class will learn the everyday basic math skills to assist them in having the most independent living situation as is appropriate for them. Skills taught are basic money awareness and management from counting coins to maintaining a checking account, time awareness and management, basic real-world problem-solving, computation skills, and kitchen math such as basic fractions and elapsed time.		

Course: SPCo09A/SPCo09B		Study Skills
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by IEP</i>		
This course assists students in a majority of core academic general education classes. An emphasis is placed on organization of class materials, preparation for tests, study techniques and learning strategies, as well as time to do class assignments and projects. In addition, students are asked to monitor their own progress through grade reports, which promotes self-reflection, self-advocacy, and goal setting. Use of a planner is required for this course.		

SPECIALIZED COURSES

Course: MSCo45A/MSCo45B		Academic Intervention
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Placement by teacher or coach recommendation</i>		
This course will target identified students with the intent of offering specific intervention on the skills these students need most. The overarching goal of this course would be to remediate basic math and literacy skills so students can be successful in their current classes. This class has a dual focus; targeted remediation of skills that have been identified and coaching the student in how to be successful by relying on research surrounding attendance, study skills, and self-advocacy. Elective credit only.		

Course: MSCoogA/MSCoogB		Career Internship
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Students must be 16 years old and have minimum 2.5 GPA and no core course deficiencies</i>		
Career Internship provides students a powerful opportunity to engage in authentic learning by sampling targeted work experience that applies previous academic and volunteer knowledge and skills. Being an intern requires full participation in 9 weeks of pre-placement training workshops. Career Internships are overseen by the Program Coordinator and include mentoring, completion of a formal training plan, logs, and performance evaluations. Earn 1 credit for a total of 180 hours. • Unpaid • Students find their own opportunities • On-campus (Teacher's Assistant/Office Aide), in-district or out-of-district placement • May lead to full time work and college scholarships		

Course: CTSXXA/CTSXXB		CTE Internship
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Students must be 16 years old and have minimum 2.5 GPA, no core course deficiencies, and be a CTE Career Cluster Concentrator who has successfully passed the state assessment</i>		
The CTE Internship provides CTE students a powerful opportunity to engage in authentic learning by participating in a structured work experience that applies previously developed CTE knowledge and skills. Being an intern requires full participation in 9 weeks of pre-placement training workshops. CTE Internships are overseen by the Program Coordinator and include mentoring, completion of a formal training plan, logs, and performance evaluations. Earn 1 credit for a total of 180 hours. • Skills and certification are matched to placement • On-campus, in-district, or out-of-district placement • May be paid or unpaid • May lead to full time work and college scholarships		

Course: MSC002A/MSCO02B		Honors Academic Decathlon
Grade: 9-12	All Year	Course offered at: CDO
Prerequisites: <i>Placement by teacher or coach recommendation</i>		
Academic Decathlon is a regularly scheduled class in which students' research and study for events in 10 areas: art, economics, literature, mathematics, music, science, social science, essay, interview, and speech. Each year, the curriculum is centered on a certain theme such as 'The French Revolution' or 'Latin America.' The team, consisting of 3 students with an "A" GPA, 3 students with a "B" GPA, and 3 students with a "C" GPA, competes in local and state competitions in which students can earn medals, cash prizes, and scholarships. This course carries a weighted grade.		

Course: MSC017A/MSCO17B		Honors Seminar 101
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: Identified REACH student or prior success in advanced-level coursework demonstrated by: at least 3.5 weighted GPA, completion of at least 2 Honors or AP classes, no grade lower than a "B" in core classes. Successful completion of pre-registration process and contracts, strong work ethic, advanced reading, writing, and critical thinking skills, demonstrated initiative, maturity, and responsible behavior, reliable attendance record, capacity and desire for independent, self-directed work, strong interpersonal and communication skills, ability to provide own reliable transportation for internship and concurrent enrollment in at least 4 additional classes		
In this honors-level course, students will: • Attend weekly college-style seminar classes • Complete research projects to explore interests, plan, and prepare for college and future careers • Pursue and apply for college acceptance and scholarships (<i>seniors only</i>) • Develop and refine resumes • Cultivate and polish communication and interviewing skills • Read independently and participate in group discussions • Secure and complete 180 hours of supervised internship fieldwork <i>in one of the following formats</i>: ✓ <u>Practicum</u>: Work alongside and learn from a career professional in that occupational environment ✓ <u>Entrepreneurship</u>: Start, develop, and manage your own business venture ✓ <u>Apprenticeship</u>: Work with an expert to learn essential skills and become qualified or certified to work in a specific field or craft ✓ <u>Community Initiative</u>: Plan and implement a project that would be of long-term benefit for our community <i>Formal proposals for next year's placement must be submitted by May 1st</i> This course carries a weighted grade.		

Course: MSCo18A/MSCo18B		Honors Capstone 102
Grade: 12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: Successful completion of Honors Seminar 101, identified REACH student or prior success in advanced-level coursework demonstrated by: at least 3.5 weighted GPA, completion of at least 2 Honors or AP classes, no grade lower than a "B" in core classes. Successful completion of pre-registration process and contracts, strong work ethic, advanced reading, writing, and critical thinking skills, demonstrated initiative, maturity, and responsible behavior, reliable attendance record, capacity and desire for independent, self-directed work, strong interpersonal and communication skills, ability to provide own reliable transportation for internship and <i>concurrent enrollment in at least 4 additional classes</i>		
In this honors level course, students will: • Attend weekly college-style seminar classes • Complete research projects to explore interests, plan, and prepare for college and future careers • Pursue and apply for college acceptance and scholarships (<i>seniors only</i>) • Develop and refine resumes • Cultivate and polish communication and interviewing skills • Read independently and participate in group discussions • Secure and complete 180 hours of supervised internship fieldwork <i>in one of the following formats</i>: ✓ <u>Practicum</u>: Work alongside and learn from a career professional in that occupational environment ✓ <u>Entrepreneurship</u>: Start, develop, and manage your own business venture ✓ <u>Apprenticeship</u>: Work with an expert to learn essential skills and become qualified or certified to work in a specific field or craft ✓ <u>Community Initiative</u>: Plan and implement a project that would be of long-term benefit for our community <i>Formal proposals for next year's placement must be submitted by May 1st</i> This course carries a weighted grade.		

Course: MSCo28A/MSCo28B		Student Government
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Placement by election</i>		
All class officers and student body officers are required to enroll in this class. Participants will review and conduct meetings according to fundamental parliamentary procedure and will be exposed to various leadership training techniques.		

OFF-CAMPUS JTED COURSES

There are also additional opportunities to take off-campus JTED courses. These courses take place at Pima County JTED campuses and meet after school. Most of these courses meet twice per week; however, some courses meet every day, on the weekend, and some have prerequisite course requirements. Students who want to take these courses will be awarded elective credit only (credits awarded vary by course). Please speak with your site's JTED counselor about signing up.

Some of these JTED courses include:

• 3D Animation/Virtual Reality & Game Design	(10th-12th)
• Cybersecurity and Artificial Intelligence	(10th-12th)
• Graphic & Web Design	(10th-12th)
• Healthcare Foundations	(11th)
• Licensed Nursing Assistant (LNA)	(12th, Prerequisite: Healthcare Foundations)
• Personal Assistant/Caregiver	(12th, Prerequisite: Healthcare Foundations)
• Physical Therapy Technician	(12th, Prerequisite: Healthcare Foundations)
• Registered Medical Assistant	(12th, Prerequisite: Healthcare Foundations)
• Comprehensive Healthcare Technician	(11th-12th)
• Health Information Technology	(11th)
• Cosmetology	(11th-12th)
• Culinary Arts and Nutritional Arts/Restaurant Management	(10th-12th)
• Early Childhood Education	(10th-12th)
• Air Transportation/FAA Drone Operator	(10th-12th)
• Automotive Technologies	(10th-12th)
• Aviation Technology	(10th-12th)
• Construction Technologies	(10th-12th)
• Energy Technology	(11th-12th)
• Heavy Equipment Operations	(11th-12th)
• Heating, Ventilation, & Air Conditioning	(11th-12th)
• Precision Machining	(10th-12th)
• Precision Manufacturing	(10th-12th)
• Welding Technologies	(11th)
• Emergency Medical Technician	(12th, Prerequisite: Healthcare Foundations)
• Fire Service	(11th-12th)
• Law, Public Safety & Security	(10th-12th)
• Engineering - Aerospace and Mining Technology	(10th-12th)
• Veterinary Science	(10th-12th)
• Business Start-Up/Entrepreneurship	(10th-12th)

License awarded upon course completion and passing certification exams.

More information on these classes can be found on the [JTED website](#).



STEM COURSES

Agriscience		<u>Courses must be taken in sequence:</u>	
		Agriscience I (Year 1) CTS195A/JTS195A CTS195B/JTS195B	
		Agriscience II (Year 2) CTS261A/JTS261A CTS261B/JTS261B	
		Agriscience III (Year 3) CTS262A/JTS262A CTS262B/JTS262B	
		Agriscience IV (Year 4) CTS264A/JTS264A CTS264B/JTS264B	
		Agriculture SOE (Required in conjunction with another Agriscience class) CTS199A/CTS199B	
		Agriscience Internship (Optional) CTS263A/CTS263B	
Grade: 9-12	3 Year Program	Program offered at: AHS	
Current trends point to a national shortage of college graduates in agricultural science. Develop skills working with various species of livestock. • Acquire an understanding of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment • Operate and manage aspects of livestock production, reproduction, health, feeding • Conduct research and study the agriculture industry, natural resource systems, agriculture mechanics, food sciences, and more • Study nutritional requirements of animals and nutritive values of animal feed materials			Fee required

Architectural Drafting & Design		<u>Courses must be taken in sequence:</u>	
		Architectural Drafting I (Year 1) CTS144A/JTS144A CTS144B/JTS144B	
		Architectural Drafting II (Year 2) CTS145A/JTS145A CTS145B/JTS145B	
		Architectural Drafting III (Optional Year 3) CTS146A/JTS146A CTS146B/JTS146B (6 credits from PCC available)	
		Architectural Drafting IV (Optional Year 4) CTS148A/JTS148A CTS148B/JTS148B	
		Architectural Drafting Internship (Optional) CTS147A/CTS147B	
Grade: 9-12	2 Year Program	Program offered at: CDO	
There is a high demand for skilled drafters and plenty of professional growth opportunities in today's market. • Learn techniques of sketching, drafting, computer aided drafting (CAD) programs, layout, design, blueprint Interpretation, and all phases of drawing house plans • Instruction in construction and structural design, architectural and engineering drawings, problem solving, and 3D architectural rendering • Build 3D house models from wood and foam board along with designing and constructing various projects and other real-life projects • Students can demonstrate their skills in regional, state, and national SkillsUSA competitions			Fee required

Digital Photography		<u>Courses must be taken in sequence:</u>	
		Introduction to Photography (Year 1) CTS155A/JTS155A CTS155B/JTS155B	
		Photography (Year 2) CTS156A/JTS156A CTS156B/JTS156B	
		Advanced Photography (Year 3) CTS157A/JTS157A CTS157B/JTS157B	
Grade: 9-12	2 Year Program	Program offered at: AHS CDO IRHS	
Students will be prepared for immediate employment in entry-level jobs such as Photography Studio Assistant and Portrait Photographer and to continue to study photography at a 2-year or 4-year college or university. • Create innovative photographs using professional cameras, computers, Adobe Photoshop and Lightroom (image editing software), studio lighting, and large format printers • Develop and present a professional portfolio for review, critique, and publication • Experience working for clients to design, produce, and publish photos • Third year students run and show in the Noble Street Gallery, as well as produce gift shop items (CDO)			Fee required

Engineering		Courses must be taken in sequence:
		Introduction to Engineering Design (Year 1 or Year 2) CTS132A/JTS117A CTS132B/JTS117B
		Algebra II (Year 2) MTH003A/MTH003B
		Engineering 102 (Year 2 or Year 3, weighted grade)* SCl013A/JTS129B SCl013B/JTS129B
		Engineering Internship (Optional) CTS130
Grade: 10-12	3 Year Program	Program offered at: CDO IRHS
Prerequisites: Algebra I must be completed prior to Introduction to Engineering Design		
Prerequisites for Engineering 102: Successful completion of Introduction to Engineering Design and concurrent enrollment in Pre-Calculus or beyond		
Build an airplane, design the longest bridge, or change how we deliver food to the world. - Hands-on projects using the engineering design process, creative problem solving, and collaboration - Introduction to a wide variety of engineering careers such as mechanical, software, architectural, civil/structural, electrical, chemical, environmental, and mining - Learn computer modeling and solve real-world problems by applying math and physics Students enrolled in Engineering 102 can be dual enrolled with the University of Arizona's Engineering 102 for 3 credits, fully transferable to the University of Arizona by paying tuition.		Fee required

Film & TV Production		<u>Courses must be taken in sequence:</u>	
		Intro TV/Video (Year 1) CTS153A/JTS153A CTS153B/JTS153B	
		TV/Video Productions (Year 2) CTS176A/JTS176A CTS176B/JTS176B	
		Advanced TV/ Video Productions (Optional Year 3) CTS178A/JTS178A CTS178B/JTS178B	
Grade: 9-12		2 Year Program	
Program offered at: AHS IRHS			
Be a part of this huge industry using both creativity and technology. • Create movies, advertisements, and incredible special effects using professional software • Watch and discuss film, television, and advertising as art and entertainment, and their place in society • Star or work behind the scenes on the school's weekly announcements show • Select the appropriate equipment, from the type of lens, to the appropriate lighting • Operate computer editing systems, video switching equipment, and digital video effects units to produce a final video product			Fee required

Graphic Design		<u>Courses must be taken in sequence:</u>	
		Intro to Graphic Design (Year 1) CTS154A/JTS154A CTS154B/JTS154B	
		Graphic Design II (Year 2) CTS151A/JTS151A CTS151B/JTS151B	
		Graphic Design III (Optional Year 3) CTS152A/JTS152A CTS152B/JTS152B	
		Graphic Design IV (Optional Year 4) CTS226A/JTS226A CTS226B/JTS226B	
Grade: 9-12		2 Year Program	
Program offered at: IRHS			
Prepare to be part of this growing industry. • Produce and design high-quality artwork using professional graphic design, layout, and photo editing software (Adobe Photoshop, InDesign, and Illustrator) • Run a full-scale design firm and create advertising campaigns • Usher a product from design to production • Create product packaging and learn screen-printing			Fee required

Graphic Design (YK)		<u>Courses must be taken in sequence:</u>	
		Graphic Design I (YK) (Year 1) CTS223A/JTS223A CTS223B/JTS223B	
		Graphic Design II (YK) (Year 2) CTS224A/JTS224A CTS224B/JTS224B	
		Graphic Design III (YK) (Optional Year 3) CTS225A/JTS225A CTS225B/JTS225B	
		Graphic Design Internship (Optional) CTS216A/CTS216B	
Grade: 9-12		2 Year Program	
Program offered at: CDO			
Learn every aspect of the publication industry while creating the yearbook • Photograph school events, interview students and teachers, and write stories and captions for yearbook photographs • Produce and design a high-quality yearbook using professional graphic design, layout, and photo editing software (Adobe Photoshop, InDesign) • Manage the yearbook staff through leadership positions (Editor-in-Chief, Editor, Story Editor, Photo Editor) • Promote the yearbook by creating advertising campaigns (posters, events, announcements)			Fee required

Music and Audio Production		<u>Courses must be taken in sequence:</u>	
		Music and Audio Production I (Year 1) CTS240A/JTS240A CTS240B/JTS240B	
		Music and Audio Production II (Year 2) CTS241A/JTS241A CTS241B/JTS241B	
		Music and Audio Production III (Optional Year 3) CTS242A/JTS242A CTS242B/JTS242B	
Grade: 9-12		2 Year Program	
		Program offered at: IRHS	
Music and sound can be made, but it has to be captured and mixed to be heard and remembered. • Intensive study of the history of sound recording and hands-on experience with studio equipment • Students will apply technical knowledge and skills to the production of sound recordings as finished products or as components of film/video, broadcast, live, or mixed media production • In-depth practical understanding of the three phases of the media creation process; pre-production, production, and post-production			Fee required

Photo Design (YK)		<u>Courses must be taken in sequence:</u>	
		Photo Design I (YK) (Year 1) CTS220A/JTS220A CTS220B/JTS220B	
		Photo Design II (YK) (Year 2) CTS221A/JTS221A CTS221B/JTS221B	
		Photo Design III (YK) (Optional Year 3) CTS222A/JTS222A CTS222B/JTS222B	
Grade: 9-12		2 Year Program	
		Program offered at: AHS IRHS	
Learn every aspect of the publication industry while creating the yearbook. • Photograph school events, interview students and teachers, and write stories and captions for yearbook photographs • Produce and design a high-quality yearbook using professional graphic design, layout, and photo editing software (Adobe Photoshop, InDesign) • Manage the yearbook staff through leadership positions (Editor-in-Chief, Editor, Story Editor, Photo Editor) • Promote the yearbook by creating advertising campaigns (posters, events, announcements)			Fee required

Software & App Design		<u>Courses must be taken in sequence:</u> Software & App Design I (Year 1) CTS203A/JTS203A CTS203B/JTS203B Advanced Placement Computer Science Principles (Year 1, weighted grade) CTS149A/JTS120A CTS149B/JTS120B	
		Software & App Design II (Year 2) CTS179A/JTS179A CTS179B/JTS179B Advanced Placement Computer Science A (Year 2, weighted grade) CTS182A/JTS182A CTS182B/JTS182B	
		Software & App Design Internship (Optional Year 3 & 4) CTS185A/CTS185B	
Grade: 9-12	2 Year Program	Program offered at: AHS CDO IRHS	
Combine your creative and technology skills to prepare for one of the fastest growing industries. • Develop skills that are adaptable across all careers, disciplines, and pathways - including medicine, engineering, and visual and performing arts. Having a fundamental understanding of computer science is critical in today's global economy • Classes mirror the collaborative & creative culture of the software & app design industry, engaging in problem-solving, teamwork, and user-centered design • Develop websites, apps, and other projects based on personal interests and working with community partners <i>Dual enrollment and college credit opportunities available.</i>			Fee required

WORLD LANGUAGE COURSES

Course: MLGo13A/MLGo13B		American Sign Language I
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>None</i>		
This is an introductory course focusing on basic ASL grammar, vocabulary, sign production, verb study, and culture. Emphasis is on a natural language acquisition approach to language education with development of beginning skills through constant review and expansion.		

Course: MLGo14A/MLGo14B		American Sign Language II
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>American Sign Language I</i>		
This course is a continuation of American Sign Language I. The study of ASL grammar and vocabulary acquisition will continue with emphasis on ASL structure and grammar, as well as communication skills through cooperative, project-based learning. Also, students will look more closely into Deaf Culture and its effects on the language.		

Course: MLGo15A/MLGo15B		American Sign Language III
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>American Sign Language II</i>		
This course is designed for students who have successfully completed ASL I and ASL II. An expanded review of grammar and vocabulary covered in American Sign Language II, as well as more advanced grammar points, will be presented. In-depth development of interactive sign skills will be emphasized via a variety of project-based assignments.		

Course: MLGo16A/MLGo16B		American Sign Language IV
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>American Sign Language III</i>		
This course is designed for students who have successfully completed ASL I, II, and III. Students will continue to build vocabulary and demonstrate advanced ASL grammatical structure with an emphasis on collaborative assignments. In-depth study of the cultural norms of the deaf community will form the basis for this level.		

Course: MLGoo1A/MLGoo1B		French I
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Minimum grade "C" recommended in English</i>		
Students are introduced to the French language and culture, as well as to the Francophone world, e.g., Canada, Africa, the Caribbean, North and South Pacific. This course is an introduction to basic French grammar, vocabulary, and pronunciation. Emphasis is on speaking, listening and reading comprehension, and writing, with constant review and expansion. The student will develop their speech through conversations and presentations of real-life scenarios.		

Course: MLG002A/MLG002B		French II
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>French I</i>		
This course will continue the study of the elements of French I with increased control of conversational and intermediate grammatical structures. Additional conversations, readings, dialogues, and writing of short compositions are emphasized. Cultural themes may include art, leisure, sports, health, and travel.		

Course: MLG003A/MLG003B		French III
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>French II with a grade of "C" or better</i>		
This course will continue the study of the elements of French II, as well as advanced grammar points. Students will refine and improve proficiency in both written and spoken expression through dialogues and informational presentations. Cultural opportunities, current events, and literary excerpts are included in the curriculum.		

Course: MLG018A/MLG018B		Honors French III
Grade: 10-12	All Year	Course offered at: AHS CDO
Prerequisites: <i>French II with a grade of "C" or better and teacher recommendation</i>		
This course is designed for students who have excelled in French II and wish to continue their French studies at a more accelerated and challenging pace. Students will participate in advanced grammar speaking, reading and listening comprehension, writing, and critical thinking activities in French. Students will also be exposed to authentic French and Francophone literature. Students will expand their knowledge of Francophone countries through various projects. This class will introduce students to the AP Global themes and exam format. The majority of this course will be taught in French. This course carries a weighted grade.		

Course: MLG004A/MLG004B		French IV
Grade: 11-12	All Year	Course offered at: CDO
Prerequisites: <i>French III with a grade of "C" or better</i>		
Coursework will include advanced grammar and thematic vocabulary. Speaking will emphasize daily conversation and current events. Readings cover various genres of poetry, literature, and history. This course will be taught predominantly in French.		

Course: MLGo24A/MLGo24B		AP French Language and Culture
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Honors French III or French III and teacher recommendation</i>		
This course is designed to help students become proficient in the French language. The four skills of language learning: speaking, listening, writing, and reading, will be practiced for mastery. Literature and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. Students will also broaden their understanding of French and Francophone culture through the study of history, literature, art, music, and current events. This course prepares students to successfully complete the AP French Language and Culture Exam for college credit. This course is taught entirely in French. For more information on this class, please visit this AP site. This course carries a weighted grade.		

Course: MLGoo5A/MLGoo5B		German I
Grade: 9-12	All Year	Course offered at: CDO
Prerequisites: <i>Minimum grade "C" recommended in English</i>		
Students are introduced to the German language and cultural traditions of German speaking countries. This course is an introduction to basic German grammar, vocabulary, and pronunciation. Emphasis is on speaking, listening and reading comprehension, and writing, with constant review and expansion. The student will develop their speech through conversations and presentations of real-life scenarios.		

Course: MLGoo6A/MLGoo6B		German II
Grade: 10-12	All Year	Course offered at: CDO
Prerequisites: <i>German I</i>		
The focus of instruction in second-year German continues to be communication in meaningful situations. This course will continue the study of the elements of German I with increased control of conversational and intermediate grammatical structures. Additional conversations, readings, dialogues, and writing of short compositions are emphasized. Cultural themes may include art, leisure, sports, health, and travel.		

Course: MLGoo7A/MLGoo7B		German III
Grade: 11-12	All Year	Course offered at: CDO
Prerequisites: <i>German II</i>		
This course will continue the study of the elements of German II, as well as advanced grammar points. Students will refine and improve proficiency in both written and spoken expression through dialogues and informational presentations. Cultural opportunities, current events, and literary excerpts are included in the curriculum.		

Course: MLGo19A/MLGo19B		Honors German III
Grade: 11-12	All Year	Course offered at: CDO
Prerequisites: <i>German II and teacher recommendation</i>		
This course is designed for students who have excelled in German II and wish to continue their German studies at a more accelerated and challenging pace. Students will participate in advanced grammar speaking, reading and listening comprehension, writing, and critical thinking activities in German. Students will also be exposed to authentic literature from German speaking countries. This class will introduce students to the AP Global themes and exam format. The majority of this course will be taught in German. This course carries a weighted grade.		

Course: MLGo25A/MLGo25B		AP German Language and Culture
Grade: 12	All Year	Course offered at: CDO
Prerequisites: <i>Honors German III and teacher recommendation</i>		
This course is designed to help students become proficient in the German language and successfully complete the AP German Language and Culture Exam for college credit. The four skills of language learning: speaking, listening, writing, and reading will be practiced for mastery. Literature and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. Students will also broaden their understanding of German culture through the study of history, literature, art, music, and current events. This course is taught entirely in German. For more information on this class, please visit this AP site . This course carries a weighted grade.		

Course: MLGo09A/MLGo09B		Spanish I
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Grade "C" or better recommended in English</i>		
Students are introduced to the Spanish language and the diversity of cultures within the Spanish speaking world. This course is an introduction to basic Spanish grammar, vocabulary, and pronunciation. Emphasis is on speaking, listening and reading comprehension, and writing, with constant review and expansion. The student will develop their speech through conversations and presentations of real-life scenarios.		

Course: MLGo10A/MLGo10B		Spanish II
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Spanish I</i>		
This course will continue the study of the elements of Spanish I with increased control of conversational and intermediate grammatical structures. Additional conversations, readings, dialogues, and writing of short compositions are emphasized. Cultural themes may include art, leisure, sports, health, and travel. The four skills of listening, speaking, reading, and writing are expanded.		

Course: MLGo11A/MLGo11B		Spanish III
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Spanish II</i>		
This is a continuation of Spanish II, with more advanced grammar and conversational situations. Classroom activities include oral presentations, projects, and short story reading selections. There is a continued practice of the four language skills of listening, speaking, reading, and writing. Students will expand their knowledge about the culture, travel, educational, and professional opportunities associated with their study. The class is conducted mostly in Spanish.		

Course: MLGo17A/MLGo17B		Honors Spanish III
Grade: 10-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Spanish II and teacher recommendation</i>		
This course is designed for students who have excelled in Spanish II and wish to continue their Spanish studies at a more accelerated and challenging pace. Students will participate in advanced grammar speaking, reading and listening comprehension, writing, and critical thinking activities in Spanish. Students will also be exposed to a variety of Hispanic literature. A more in-depth study will broaden students' knowledge of the culture amongst Spanish speaking countries. The class will introduce students to the AP Global themes and exam format. This course is conducted almost entirely in Spanish. This course carries a weighted grade.		

Course: MLGo12A/MLGo12B		Spanish IV
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Spanish III</i>		
Students will use Spanish for active communication. History and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. This course is conducted predominately in Spanish.		

Course: MLGo34A/MLGo34B		Advanced Spanish Conversation
Grade: 11-12	All Year	Course offered at: CDO
Prerequisites: <i>Minimum of Spanish III or teacher recommendation</i>		
This course is designed for students who have excelled in Spanish III and wish to continue their conversational Spanish studies at a more accelerated and challenging pace. The student will strengthen their fluency of Spanish through conversations, discussions, and presentations. There is an emphasis on vocabulary, pronunciation, and intonation. The class is conducted entirely in Spanish.		

Course: MLGo26A/MLGo26B		AP Spanish Language and Culture
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS
Prerequisites: <i>Honors Spanish III or Spanish III and teacher recommendation</i>		
This course is designed to help students become proficient in the Spanish language, and also to assist them in successfully completing the AP Spanish Language and Culture Exam for college credit. The four skills of language learning: speaking, listening, writing, and reading will be practiced for mastery. Literature and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. Students will also broaden their understanding of cultures that comprise the Spanish-speaking world through the study of history, literature, art, music, and current events. This course is conducted entirely in Spanish. For more information on this class, please visit the AP site. This course carries a weighted grade.		

Course: MLGo30A/MLGo30B		Spanish for Native Speakers Level I
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Teacher recommendation and placement testing</i>		
This first level is intended for those who already speak Spanish, especially at home, but who have little or no experience with written Spanish. Students develop reading and writing skills, while they expand their knowledge of the Hispanic world and speaking ability. This class is conducted in Spanish.		

Course: MLGo31A/MLGo31B		Spanish for Native Speakers Level II
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Teacher recommendation and placement testing and/or a grade of "C" or better in Spanish for Native Speakers Level I</i>		
This level II course is for students who already speak, read, and write in Spanish and who wish to develop these skills further while extending their knowledge of the Hispanic world, its history, and literature. This class is conducted in Spanish.		

ADDITIONAL PATHWAYS & PROGRAMS

(AVID, Cambridge Academy, [Dual Enrollment](#), [International Baccalaureate \(IB\)](#))

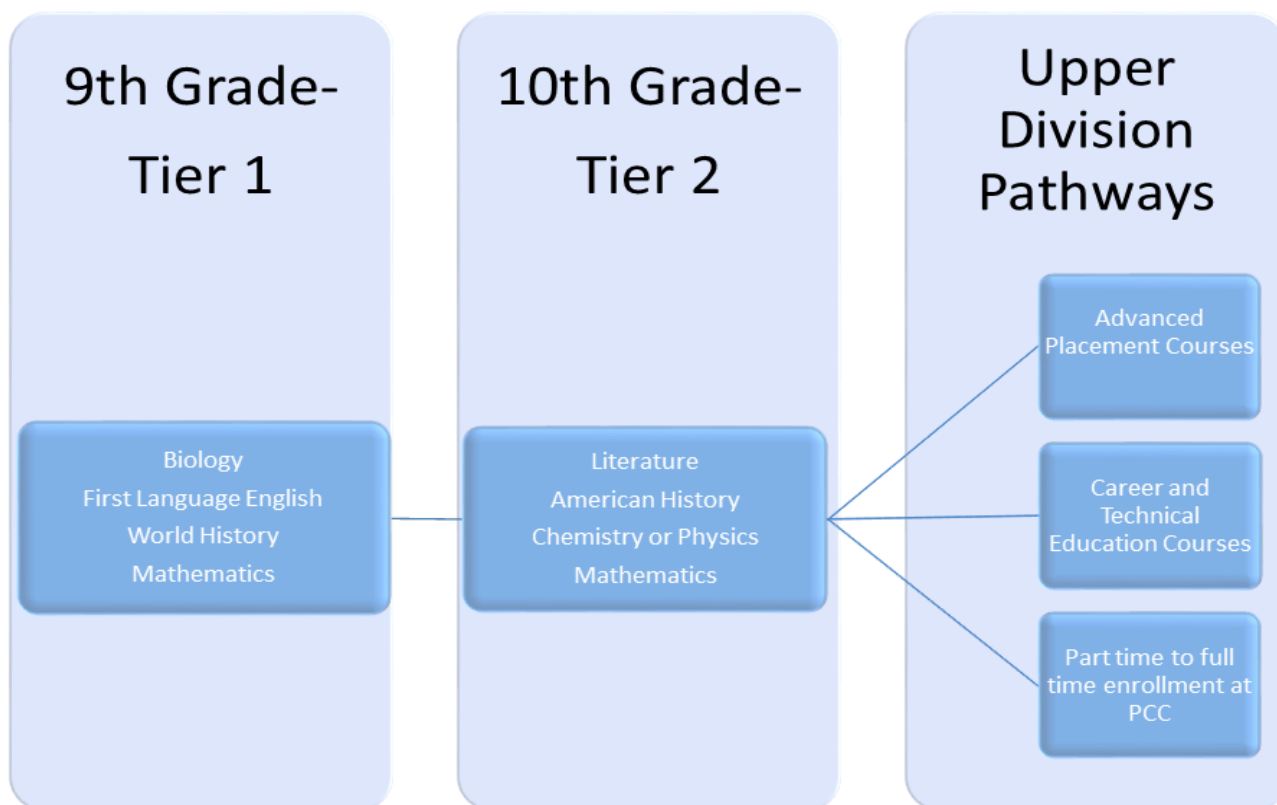
AVID

Course: MSc041/042/043/044 (A/B)		AVID – Advancement Via Individual Determination
Grade: 9-12	All Year	Course offered at: AHS
Prerequisites: <i>Placement through application, interview, and acceptance</i>		
AVID supports students, in the Cambridge Academy and our Advanced Placement classes, through a rigorous approach to studying, note-taking, and organizing. It also provides an in-class tutorial designed to teach learning through inquiry. This course includes field trips to colleges, collaborative group work, and career planning.		

CAMBRIDGE ACADEMY (AHS)

Cambridge courses will completely follow the Cambridge IGCSE (US) curriculum. These courses are aligned with the requirements needed to receive the Grand Canyon Diploma and students will take the IGCSE board exam at the end of each course. These courses serve as a prerequisite course for Advanced Placement courses.

The Cambridge Academy is designed around the following sequence of courses:



Course: CBR200A/CBR200B		Cambridge English 9
Grade: 9	All Year	Course offered at: AHS
Prerequisites: <i>None</i>		
The goal of this course is to develop the ability to communicate clearly, accurately, and effectively in both speech and writing. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively. This course carries a weighted grade.		

Course: CBR202A/CBR202B		Cambridge English 10
Grade: 10	All Year	Course offered at: AHS
Prerequisites: <i>Passing Cambridge English 9</i>		
The goal of this course is to develop the ability to read, interpret, and evaluate texts using literature. Students will study literal meaning, relevant context, and themes in literature. They will learn how authors use literary devices to achieve a range of effects and will be able to respond appropriately through writing and speech to the material they have read. Students will be guided to a better understanding of themselves and of the world around them. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. This course carries a weighted grade.		

Course: CBR204A/CBR204B		Cambridge Algebra
Grade: 9	All Year	Course offered at: AHS
Prerequisites: <i>None</i>		
Cambridge Algebra reflects the way today's students like to learn: they will acquire a solid foundation of mathematical algebraic skills and learn how to develop strategies for solving open-ended problems. The course also allows students to develop and sharpen their investigation and modeling skills, and introduces them to the use of graphical representation - a necessary part of the higher level mathematical processes. This course carries a weighted grade.		

Course: CBR206A/CBR206B		Cambridge Geometry
Grade: 10	All Year	Course offered at: AHS
Prerequisites: <i>Algebra I or equivalent credit or teacher recommendation</i>		
Cambridge Geometry reflects the way today's students like to learn: they will acquire a solid foundation of mathematical practice skills and learn how to develop strategies for solving logic and shape problems. The course also allows students to develop and sharpen their investigation and modeling skills, and make use of algebra as strategy for solving problems of shape. Trigonometry will be investigated as a model for solving triangles. This course carries a weighted grade.		

Course: CBR216A/CBR216B		Cambridge Biology
Grade: 9	All Year	Course offered at: AHS
Prerequisites: None		
The Cambridge Biology students learn the basic principles of biology, with an emphasis on human biology, through a mix of theoretical and practical studies. Students learn how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities, and the environment. Additionally, students will develop an understanding of the scientific skills essential for further study in higher level science courses. This course carries a weighted grade.		

Course: CBR218A/CBR218B		Cambridge Chemistry
Grade: 10	All Year	Course offered at: AHS
Prerequisites: Algebra I and concurrent enrollment in a higher level math class		
Cambridge Chemistry helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. They learn about the basic principles of Chemistry through a mix of theoretical and practical studies. As they progress, learners gain an understanding of how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities, and the environment. This course carries a weighted grade.		

Course: CBR235A/CBR235B		Cambridge Physics
Grade: 10-12	All Year	Course offered at: AHS
Prerequisites: Passing grade in Geometry and concurrent enrollment in a higher level math class		
Cambridge Physics helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. They learn about the basic principles of Physics through a mix of theoretical and practical studies. Learners also develop an understanding of the scientific skills essential for further study at Cambridge International AS and A Level skills which are useful in everyday life. As they progress, learners gain an understanding of how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities, and the environment. This course carries a weighted grade.		

Course: CBR212A/CBR212B		Cambridge World History
Grade: 9	All Year	Course offered at: AHS
Prerequisites: None		
Cambridge World History looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge World History will stimulate any student already interested in the past, providing a basis for further study, and also encourage a lifelong interest in the subject. This course carries a weighted grade.		

Course: CBR214A/CBR214B		Cambridge American History
Grade: 10	All Year	Course offered at: AHS
Prerequisites: <i>Sophomore standing</i>		
Cambridge American History builds upon previous instruction in historical knowledge and skills. Consideration of issues related to class, gender, and race, as well as distinctly American questions will broaden students' understanding of historical perspectives. In the Spring semester, students will conduct a major research investigation into the significance of a local site or object, reporting their conclusions in a single extended essay. This course carries a weighted grade.		

DUAL ENROLLMENT COURSES & PCC AZ GENERAL EDUCATION CERTIFICATE (AGEC–A)

The Pima Community College courses outlined below will create a direct pathway for the partial or full completion of Pima’s Arizona General Education Curriculum (AGEC) –A or Associate’s Degree. See the full AGECE requirements [here](#).

Additionally, courses would contribute to satisfying the requirement for a Certified Nursing Assistant (CNA) or Licensed Practical Nurse (LPN). Several courses could directly connect to CTE/JTED course offerings.

Course:UASERP370A, 370B		American Sign Language (UA SERP370A and UA SERP370B, 4.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: AHS CDO IRHS (Online)
Prerequisites: None		
Students enrolling in the Introduction to American Sign Language course will study the parameters, syntax, sentence types, pluralizations, fingerspelling numbers and sign modulation. Additionally, students will learn about facial expressions, body language, nouns and verbs, modals, sign space, timeline and time modulations, classifiers, lexicalized fingerspelling, conceptual accuracy, conversational regulators, regional dialects and variations, and pronomilization. This course will also include an overview of deaf history and culture. This course carries a weighted grade. <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		

Course: PCCART100		Basic Design (Pima Community College: ART100, 3.0 Credit Hours)
Grade: 11-12	Fall Semester	Course offered at: IRHS
Prerequisites: Apply to Pima Community College and completion of any placement requirements Students taking this course must also register for PCCART105 Exploring Art and Visual Culture		
Introduction to the elements and principles of visual design. The course includes identifying and interpreting creative problems, emphasizing art and design skills, writing reviews of gallery visits/museum visits/artist lecturers, articulating and demonstrating progressive skills in their own work. Students will also participate in individual and group critiques, relating their work on a conceptual, interpersonal, and global level. This course carries a weighted grade. This course counts towards Pima Community College’s AGECE – FA Meets CTE/JTED – A&H <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		Fee required

Course: PCCART105		Exploring Art and Visual Culture (Pima Community College: ART105, 3.0 Credit Hours)
Grade: 11-12	Spring Semester	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
This course explores the historical and contemporary art and the visual images within the context of global culture. Topics presented include: selective perception and formal analysis, materials, and techniques. Students will evaluate art and visual culture in a historical and contemporary framework, including museum, galleries, and public spaces. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – FA and G Meets CTE/JTED – A&H or SBS and G <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		Fee required

Course: PCCBIO160		Introduction to Human Anatomy and Physiology (Pima Community College: BIO160, 4.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
This course presents students with the structure and dynamics of the human body and includes the study of foundations, such as chemical, cellular, and tissue levels of organization. Students will also learn about the major structure and functions of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – SCI Meets CTE/JTED – M&S <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		

Course: PCCBIO181 / PCCBIO182		General Biology (Pima Community College: BIO181, 4.0 Credit Hours / BIO182, 4.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
This course covers the structure and function of living things at the molecular and cellular levels of organization, including the principles of living things at the organism, population, community and ecosystem levels. Topics presented in this course include introduction to the scientific process, scientific measurements and laboratory techniques, the chemistry and organization of cells, metabolism, cell communication, the patterns of cell division and inheritance, gene expression, nucleic acid and biotechnology. Additionally, students will learn about the evolution of life, survival strategies, the interactions between organisms and their environment and the classification of organisms. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – SCI Meets CTE/JTED – M&S <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		

Course: PCCBIO201 / PCCBIO202		Human Anatomy, Physiology and Histology (Pima Community College: BIO201, 3.0 Credit Hours / BIO202, 3.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: Apply to Pima Community College and completion of any placement requirements		
Students enrolled in BIO201/BIO202, will study the structure and function of the body that includes an introduction to the Scientific Process, scientific measurements, laboratory techniques, such as microscope use and levels of organization. Included in this course is information on chemistry as applied to physiology, cell biology, gene regulation, homeostasis, anatomical terms, integumentary system, skeletal system and articulations, muscular and nervous systems, and special senses, as well as histology of these systems. The structure and function of the endocrine cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems will also be covered in the spring semester. This course carries a weighted grade. <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		

Course: PCCCHM151 / PCCCHM152		General Chemistry (Pima Community College: CHM151, 4.0 Credit Hours / CHM152, 4.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: Apply to Pima Community College and completion of any placement requirements		
This course covers an introduction to the foundations of chemistry for upper-level sciences and engineering. This course includes atomic structure, chemical bonding, reaction stoichiometry, behavior of gases, and reactions in solutions. Students will also be introduced to thermochemistry and an emphasis will be placed on certain chemical concepts, kinetics, equilibrium, acids and bases and electrochemistry. This course carries a weighted grade. This course counts towards Pima Community College's AGECE – SCI Meets CTE/JTCD – M&S <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		Fee may be required

Course: CTS156/JTS156		Digital Photography (Pima Community College: DAR128, 4.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
Students registered for this course receive an introduction to digital photography emphasizing the technical and aesthetic issues and how these qualities form image content. Topics presented include Adobe Photoshop basics, history of still photography, applications of digital cameras, aspects of the digital medium, camera and computer equipment requirements, digital still camera, memory and file formats, digital still camera lenses, and proper exposure. Light, color, and temperature; depth of field, shutter speed effects, proper use of digital photography, lighting for digital stills, elements of composition, photographic rendering and reality, outputting and publishing, portfolio preparation, and career options in digital photography. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – FA Meets CTE/JTED – A&H <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		Fee required

Course: CTS114/JTS114 CTS115/JTS115		Culinary Arts (Pima Community College: CUL105, 115, 150, 160, 12.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: CDO IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
Students in these courses receive a comprehensive introduction to preparing an array of baked goods and sweets. They will also be introduced to the fundamentals of Garde Manger including the care of equipment, sanitation, and knife skills. Extensive study of sanitation in regards to equipment, food storage, and safety requirements. This course carries a weighted grade. This course counts towards Pima Community College's AAS-Culinary Arts Meets CTE/JTED		Fee required

Course: CTS163/JTS163		Automotive Technology III (Pima Community College: AUT100, 101, 105 9.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: CDO
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
Students enrolled in this course will expand upon the concepts learned in Auto I and II. They will be applying their knowledge of basic and advanced automotive fundamentals along with their knowledge of small engines. This course carries a weighted grade. This course counts towards Pima Community College's AAS-Auto Technology Meets CTE/JTED		Fee required

Course: PCCECN150 (Online Only)		An Economics Perspective (Pima Community College: ECN150, 3.0 Credit Hours)
Grade: 12	Semester	Course offered at: IRHS
Prerequisites: Apply to Pima Community College and completion of any placement requirements		
This one-semester course exposes students to the study of the interactions of individuals and societies from the viewpoint of economics. This includes the philosophy of economics, history of economic thought, conventional economic theory, and questions of equity versus equality. Students will study contemporary economic issues, including macro- and micro-economics and the individual in our democracy. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – SBS Meets CTE/JTED – SBS & G		Fee required

Course: CTS300/JTS300		Healthcare Foundations (Pima Community College: HCA100, 1.0 Credit Hours / HCA119, 3.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: Apply to Pima Community College and completion of any placement requirements		
This course is an introduction to strategies that aid in acclimation and success for health-related professions students throughout their respective program. This course includes an outline and review of program pathways and strategies for success, learning styles, stress management, critical thinking, and professionalism. The course includes an orientation to basic anatomy and physiology appropriate for the healthcare setting, including structural organization of the human body, body systems, major organs, and common pathology. Information: Students must be admitted to the selected program and obtain consent of the program department before enrolling in this course. This course carries a weighted grade.		Fee required

Course: PCCHIS141 / PCCHIS142		History of the United States I & II (Pima Community College: HIS141, 3.0 Credit Hours / HIS142, 3.0 Credit Hours)
Grade: 11	All Year	Course offered at: AHS IRHS
Prerequisites: Apply to Pima Community College and completion of any placement requirements		
This course presents students with a survey of the major developments in American history from the Columbian voyages to the Era of Reconstruction, including Colonial America, the Formative Years from 1776-1815, the Early National Period extending from 1815-1850, the coming of the Civil War and its aftermath. Students will learn about the Era of Reconstruction to the present, including, the emergence of modern America, the early 20 th Century and America as a world power. Students will also look at the social, intellectual, and political aspects of early American life and contemporary American life. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – HUM or SBS and C, G Meets CTE/JTED – A&H or SBS C, G		

Course: PCCMAT142		Topics in College Mathematics (Pima Community College: MAT142, 3.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: Apply to Pima Community College and completion of any placement requirements		
Students enrolled in this course will learn about mathematical topics and applications, such as application of probability, statistics, finance, and growth models. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – MATH Meets CTE/JTED – M&S <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		

Course: PCCMAT151		College Algebra (Pima Community College: MAT151, 3.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: Apply to Pima Community College and completion of any placement requirements		
This course is an introduction to college-level algebra, covering concepts that include functions, exponential and logarithmic functions, linear 2x2 and higher systems, graphing and calculator use. A graphing calculator is required. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – MATH Meets CTE/JTED – M&S <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		

Course: PCCMUS102 / PCCMUS103		Music Fundamentals and Music Theory Review (Pima Community College: MUS102, 3.0 Credit Hours / MUS103, 1.0 Credit Hour)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: Apply to Pima Community College and completion of any placement requirements		
This course introduces students to the fundamentals of music and is designed to develop students' basic literacy in music. Topics that are presented and covered in this course include definitions and notation, rhythm and meter, intervals, scales and transposition, key signatures, triads, chords and harmony and simple forms. Students will also receive an intensive review of clefs and basic pitch intonation. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – FA or HUM Meets CTE/JTED – A&H <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		

Course: PCCMUS125/PCCMUS127		Structure of Music and Aural Perceptions (Pima Community College: MUS125, 3.0 Credit Hours / MUS127, 1.0 Credit Hour)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
This course provides students with a review of the fundamentals of music, including a review of form and analysis, non-harmonic tones and harmonic analysis, simple keyboard-style harmony, figured bass, chord functions, voicing chords, voice leading, part-writing, and seventh chords. Also included in this course are concepts and skills related to cadences, chords in second inversion, harmonic progression, secondary dominants, and chorale harmonization. Student will also develop skills in rhythmic dictation, intervallic recognition, and sight singing. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – FA Meets CTE/JTED – A&H <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		

Course: CTS301/JTS301		Nursing Services I (Pima Community College: NRS104, 4.0 Credit Hours / NRS104LC, 1.0 Credit Hour)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
Students taking this course must also register for CTS301CL Nursing Services Clinical Lab I and CTS301SL Nursing Services I Skill Lab.		
This course introduces the student to the application of the nursing process and to the concepts of client, health, environment and nurse, with emphasis on caring for the adult and older adult client. This course introduces the student to behaviors that serve as the basis of effective nursing practice including a safe practitioner, an effective communicator, a manager and teacher, a culturally competent/caring healthcare provider, and professional and ethical issues of being a nurse. The student applies nursing theory in the college laboratory and the clinical setting while caring for adults and older adults in long-term care and community environments. This course carries a weighted grade. Information: Acceptance into the Associate of Applied Science in Nursing; PN Exit Option through the selective admissions process including the required preparatory and prerequisites to apply to the program. Students must be admitted to the PCC Nursing program and obtain consent of the Nursing Department before enrolling in this course. This course counts towards Pima Community College's AGEC – FA Meets CTE/JTED – A&H <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		Fee required Placement test may be required

Course: CTS301CL/JTS301CL		Nursing Services I Clinical Lab (Pima Community College: NRS104LC, 1.0 Credit Hour)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i> Students taking this course must also register for CTS301 Nursing Services I <u>and</u> CTS301SL Nursing Services I Skill Lab.		
Information: Acceptance into the Associate of Applied Science in Nursing; PN Exit Option through the selective admissions process including the required preparatory and prerequisites to apply to the program. Students must be admitted to the PCC Nursing program and obtain consent of the Nursing Department before enrolling in this course. <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating. This course carries a weighted grade.</i>		Fee required Placement test may be required

Course: CTS301SL/JTS301SL		Nursing Services I Skill Lab (Pima Community College: NRS104LS, 1.0 Credit Hour)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i> Students taking this course must also register for CTS301 Nursing Services I <u>and</u> CTS301CL Nursing Services I Clinical Lab.		
Information: Acceptance into the Associate of Applied Science in Nursing; PN Exit Option through the selective admissions process including the required preparatory and prerequisites to apply to the program. Students must be admitted to the PCC Nursing program and obtain consent of the Nursing Department before enrolling in this course. <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating. This course carries a weighted grade.</i>		Fee required Placement test may be required

Course: CTS302/JTS302		Nursing Services II (Pima Community College: NRS105, 4.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i> Students taking this course must also register for CTS302CL Nursing Services Clinical Lab II <u>and</u> CTS302SL Nursing Services II Skill Lab.		
This course is a continuation of Nursing Services I. In this course, students will learn about the application of the nursing process and expansion on the concepts of client, health, environment and nurse, with emphasis on caring for adult clients with common health alterations. Expansion of behaviors that are the basis of effective nursing practice including safe practitioner, effective communicator, manager and teacher, a culturally competent and caring healthcare provider, and professional and ethical issues of being a nurse. Also includes additional application of theory in the college laboratory and the clinical setting in acute care environments. This course carries a weighted grade. Information: Acceptance into the Associate of Applied Science in Nursing; PN Exit Option through the selective admissions process including the required preparatory and prerequisites to apply to the program. Students must be admitted to the PCC Nursing program and obtain consent of the Nursing Department before enrolling in this course. <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		Fee required Placement test may be required

Course: CTS302CL/JTS302CL		Nursing Services II Clinical Lab (Pima Community College: NRS105LC, 1.0 Credit Hour)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i> Students taking this course must also register for CTS302 Nursing Services II <u>and</u> CTS302LS Nursing Services II Skill Lab.		
Information: Acceptance into the Associate of Applied Science in Nursing; PN Exit Option through the selective admissions process including the required preparatory and prerequisites to apply to the program. Students must be admitted to the PCC Nursing program and obtain consent of the Nursing Department before enrolling in this course. <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating. This course carries a weighted grade.</i>		Fee required Placement test may be required

Course: CTS302SL/JTS302SL		Nursing Services I Skill Lab (Pima Community College: NRS105LS, 1.0 Credit Hour)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i> Students taking this course must also register for CTS302 Nursing Services II <u>and</u> CTS302CL Nursing Services II Clinical Lab.		
Information: Acceptance into the Associate of Applied Science in Nursing; PN Exit Option through the selective admissions process including the required preparatory and prerequisites to apply to the program. Students must be admitted to the PCC Nursing program and obtain consent of the Nursing Department before enrolling in this course. <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating. This course carries a weighted grade.</i>		Fee required Placement test may be required

Course: PCCPHY121		Introductory Physics I (Pima Community College: PHY121IN, 4.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
In this course, students receive an introduction to general physics for programs requiring a one-year, non-calculus based physics course. In this course, the following topics are studied: the nature of physics, linear motion and kinematics, dynamics, work and energy, linear momentum, rotational motion, heat, states of matter, waves, and sound. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – SCI Meets CTE/JTED – M&S <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		Fee required Placement test may be required

Course: PCCPOS100 (Online Only)		Introduction to Politics (Pima Community College: POS100, 3.0 Credit Hours)
Grade: 12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
Students enrolled in this dual credit course will examine and analyze the following topics, issues, principles, and trends in political science, politics and political science, political philosophy and ideology, comparative politics, the American national government, and international relations. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – SBS Meets CTE/JTED – SBS		Fee required

Course: HIS101/HIS102		Introduction to Western Civilization I & II (Pima Community College HIS101 3.0 Credit Hours, HIS102 3.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: AHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
Students will study pre-history to the Wars of Religion, a period extending from 10,000 BCE to 1648 CE. This includes transition from pre-historic to the historic period, Greco-Roman world, Early, Central, and Late Middle Ages, and Renaissance and Reformation. Students will then continue through the Enlightenment, the Eighteenth century, the Nineteenth century, and the Twentieth century. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – SBS Meets CTE/JTED – SBS		

Course: PCCPSY101 (Online Only)		Introduction to Psychology (Pima Community College: PSY101, 3.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
This course is designed as a survey of psychology, including history, perspectives, and methods. As part of this course, students will study the structure and functions of the nervous and endocrine systems, development, perception, learning and memory, intelligence, thinking and language. Students will also learn about motivation and emotion, personality, psychopathology, psychotherapy, stress and health, as well as social cognition and behavior. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – SBS Meets CTE/JTED – SBS <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		Fee required

Course: PCCSPA101 (Online Only)		Elementary Spanish I (Pima Community College: SPA101, 4.0 Credit Hours)	
Grade: 11-12	All Year	Course offered at: IRHS	
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>			
Students will receive an introduction to Spanish, including basic listening, reading, and writing skills. Students will also be exposed to cultural and geographic awareness. This course carries a weighted grade. This course counts towards Pima Community College’s AGEC – OTHER Meets CTE/JTED – A&H <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>			Fee required

Course: PCCSPA102 (Online Only)		Elementary Spanish II (Pima Community College: SPA102, 4.0 Credit Hours)
Grade: 11-12	All Year	Course offered at: IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
This course is a continuation of SPA101 and will expose students to further development of oral and written forms, additional grammatical structures, interpersonal transactions, and geographical and cultural differences. An emphasis will be on balancing more complex structures with active communication. This course carries a weighted grade. This course counts towards Pima Community College’s AGEC – OTHER Meets CTE/JTED – A&H <i>Sophomores may be permitted to take this course based on fulfillment of prerequisites and/or available seating.</i>		Fee required

Course: PCCWRT101/PCCWRT102		English Composition I & II (Pima Community College: WRT101, 3.0 Credit Hours / WRT102, 3.0 Credit Hours)
Grade: 12	All Year	Course offered at: AHS IRHS
Prerequisites: <i>Apply to Pima Community College and completion of any placement requirements</i>		
In this course, students will learn about the principles and practices of college-level writing, including critically reading college texts, writing college-level essays using a variety of strategies, practicing diverse writing processes, using research effectively. Students will also engage in the reading, analyzing, and discussing various types of text. During the course, students will participate in writing analytical or critical papers and developing research skills. This course includes writing a research paper. This course carries a weighted grade. This course counts towards Pima Community College's AGEC – ENGL Meets CTE/JTED – OTHER		Fee required Placement test may be required

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME (CDO)

Four-Year Plan

#	Freshman Year	Sophomore Year	Junior Year	Senior Year
1	English 9 OR Honors English 9	English 10 OR Honors English 10	IB Literature HL 11 OR IB Literature and Performance SL 11	IB Literature HL 12 OR IB Literature and Performance SL 12
2	Spanish OR German OR French OR ASL	Spanish OR German OR French OR ASL	IB Spanish SL/HL 11 OR IB German SL/HL 11 OR French SL 11 OR Spanish ab initio SL 11	IB Spanish SL/HL 12 OR IB German SL/HL 12 OR French SL 12 OR Spanish ab initio SL 12
3	World History* OR AP World History*	Government & Economics OR AP Government/AP Economics	IB History HL 11*	IB History HL 12*
4	<i>Recommended prerequisites include:</i> Biology, Honors Biology, AP Biology	<i>Recommended prerequisites include:</i> Physics, Honors Physics, AP Physics Mechanics	IB Chemistry HL 11 OR IB Environmental Systems and Societies SL 11	IB Chemistry HL 12 OR IB Environmental Systems and Societies SL 12
5	<i>Recommended prerequisites include:</i> Algebra I, Algebra II, Honors Algebra II, Geometry, Honors Geometry, Pre-Calculus, Intro to Calculus	<i>Recommended prerequisites include:</i> Algebra II, Honors Algebra II, Geometry, Honors Geometry, Pre-Calculus, Intro to Calculus, AP Calculus AB	<i>For students who have had at least Honors Algebra II or Pre-Calculus:</i> IB Mathematics: Analysis and Approaches SL*** 11 OR <i>Non-IB prerequisite course:</i> Honors Alg. II, Pre-Calculus, Intro to Calculus	<i>For students who completed IB Math:</i> AP Calc AB, AP Calc BC, AP Stats OR <i>For students who have not completed IB Math:</i> IB Mathematics: Analysis and Approaches SL*** 12
6	PE/Fine Art/CTE/Other Elective**	PE/Fine Art/CTE/Other Elective**	IB Visual Arts SL***/HL OR IB Computer Science SL*** OR IB Dance SL*** OR IB Social Cultural Anthropology SL***/HL11	IB Visual Arts SL***/HL OR IB Computer Science SL*** OR IB Dance SL*** OR IB Social Cultural Anthropology SL***/HL12
7			IB TOK**** 11	IB TOK**** 12

The recommended prerequisite courses for admission to the IB Diploma Programme shown here are only a guide. Students who have taken courses other than these are encouraged to speak with their counselor about whether or not those courses meet the prerequisite expectations for IB courses and/or graduation requirements.

* AP World History is an elective course for students who plan on taking IB History. Completion of the two-year IB History course fulfills the graduation requirement for World History and US/AZ History.

Prerequisites for IB Elective courses include: **IB Computer Science SL: a minimum of Computer Apps I or instructor approval; **IB Visual Arts SL/HL**: an introductory art or photography course or instructor approval; **IB Dance SL**: Placement into Performance Dance through audition (this course is only available to DP students)

***All IB Elective SL courses and Mathematics SL are one-year courses. All other IB courses are two-years in duration. DP students must take the elective course choice as a junior. Individual course students may take IB elective courses either junior or senior year. *IB Mathematics and IB Dance are only available to students in the Diploma Programme.*

****Students in the Diploma Programme are required to participate in the IB Core: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, and Service (CAS).

International Baccalaureate (IB) Diploma Programme Courses

LANGUAGE A COURSES

Course: IBP108A/IBP108B		IB Literature HL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>"C" or better in previous year related subject</i>		
This course is centered upon the examination of classical works from world literature and drama. Students will engage in a variety of speaking and writing formats to build new knowledge while effectively communicating about the universal aspects of literature and the human experience internationally. Skills focus upon close reading techniques, language effects, written literary analysis, and oral commentary. Instruction and assignments prepare students for five compulsory IB exams: two individual oral presentations, a written assignment, and two external assessments. These exams are spread out over the course of the two years. This course carries a weighted grade.		

Course: IBP223A/IBP223B		IB Literature & Performance SL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisite: <i>"C" or better in previous year related subject</i>		
This course is an interdisciplinary synthesis of Language A and Theatre. It incorporates essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is this interaction between a conventional literary emphasis on close reading, critical writing and discussion, and the practical, aesthetic and symbolic elements of performance. A distinctive outcome of this synthesis is the performance of a piece transformed from poetry or prose. In this exciting, creative process, text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines. The course as a whole examines literary and dramatic texts and seeks to develop intellect, imagination, and creativity. It encourages intercultural awareness through a study of texts from more than one culture. Literature and performance is available at standard level only. This course carries a weighted grade.		

LANGUAGE B COURSES

Course: IBP110/IBP210		IB French SL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>French I and II and teacher recommendation</i>		
This course is designed to help students refine and practice their proficiency in the French language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading, and writing activities in order to encourage all areas of language proficiency. Over the two year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. This course prepares students to successfully complete the IB examinations during year 2. This course carries a weighted grade.		

Course: IBP151/IBP152		IB French HL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>French I and II and teacher recommendation</i>		
This course is designed to help students refine and practice their proficiency in the French language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading, and writing activities in order to encourage all areas of language proficiency. Over the two year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. French HL covers the same core requirements of the SL course, but includes the reading of two works of literature, creative writing and rationale based on one literary text read during the course, and additional writing components. This course prepares students to successfully complete the IB examinations during year 2. This course carries a weighted grade.		

Course: IBP188/IBP189		IB Spanish ab initio SL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>Program Coordinator approval</i>		
Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. At the language ab initio level, a student develops proficiency in language through speaking, listening, reading, and writing activities. Students learn to communicate in the target language in familiar and unfamiliar contexts as well as develop cultural awareness and international mindedness. This course does not carry a weighted grade and is only available to full IB Diploma students.		

Course: IBP109/IBP209		IB Spanish SL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>Spanish I and II and teacher recommendation</i>		
This course allows students to refine and practice their skills in the Spanish language, as well as develop cultural awareness and international mindedness. Students will learn advanced grammar points and develop proficiency in language through speaking, listening, reading, and writing activities. Over the two year program, this course will cover the three IB core topics (social relationships, global challenges, and media and communication) as well as at least two of the IB options (science and technology, health, leisure, customs and traditions, and cultural diversity). Students will learn to communicate in real-life situations and develop literacy in a variety of genres. Class discussions will also address themes and questions relating to the Theory of Knowledge course. This course prepares students to successfully complete the IB examinations during year 2. This course carries a weighted grade.		

Course: IBP190/IBP191		IB Spanish HL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>Spanish I and II and teacher recommendation</i>		
This course is designed to help students refine and practice their proficiency in the Spanish language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading, and writing activities in order to encourage all areas of language proficiency. Over the two year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. Spanish HL covers the same core requirements of the SL course, but includes the reading of two works of literature, creative writing and rationale based on one literary text read during the course, and additional writing components. This course prepares students to successfully complete the IB examinations during year 2. This course carries a weighted grade.		

Course: IBP111/IBP211		IB German SL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>German I and II and teacher recommendation</i>		
This course allows students to refine and practice their skills in the German language, as well as develop cultural awareness and international mindedness. Students will learn advanced grammar points and develop proficiency in language through speaking, listening, reading, and writing activities. Over the two year program, this course will cover the three IB core topics (social relationships, global challenges, and media and communication) as well as at least two of the IB options (science and technology, health, leisure, customs and traditions, and cultural diversity). Students will learn to communicate in real-life situations and develop literacy in a variety of genres. Class discussions will also address themes and questions relating to the Theory of Knowledge course. This course prepares students to successfully complete the IB examinations during year 2. This course carries a weighted grade.		

Course: IBP157/IBP158		IB German HL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>German I and II and teacher recommendation</i>		
This course allows students to refine and practice their skills in the German language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and develop proficiency in language through speaking, listening, reading, and writing activities. Over the two year program, this course will cover the three IB core topics (social relationships, global challenges, and media and communication) as well as at least two of the IB options (science and technology, health, leisure, customs and traditions, and cultural diversity). Students will learn to communicate in real-life situations and develop literacy in a variety of genres. Class discussions will also address themes and questions relating to the Theory of Knowledge course. German HL covers the same core requirements of the SL course, and also requires reading two works of literature, creative writing and rationale based on one literary text, and additional writing components. This course prepares students to successfully complete the IB examinations during year 2. This course carries a weighted grade.		

INDIVIDUALS & SOCIETIES COURSES

Course: IBP107/IBP207		IB History (Americas Route) HL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: "C" or better in previous year related subject		
IB History is a two-year course preparing students for the Higher Level Baccalaureate Exam. Students will obtain a solid foundation in content as well as skills in researching, note-taking, analyzing primary and secondary sources, making inferences, generalizing, drawing conclusions, and presenting knowledge. This course focuses on select periods of American, Canadian, and Latin American history for an in-depth study of the history of the Americas. Rather than providing a survey, the course allows the student to investigate certain sections of history through classroom, instruction, independent reading, and research. Students will learn skills that apply to the study of history in any context, but with a particular focus towards those needed for a research project and for Twentieth Century World History. This course carries a weighted grade.		

EXPERIMENTAL SCIENCE COURSES

Course: IBP116/IBP216		IB Chemistry HL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: Adv. Algebra II		
IB Chemistry HL course combines academic study with the acquisition of practical and investigational skills through the experimental approach. The chemistry course covers the essential principles of Standard Level chemistry and extends each of the core topics to a deeper understanding. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. The curriculum of this course will prepare students for the IB Higher Level assessments and students in the course will be required to complete the Group 4 Project. <i>IB Chemistry HL may be taken after AP Chemistry for those students who completed AP Chemistry their sophomore year.</i> This course carries a weighted grade.		

Course: IBP206		IB Environmental Systems & Societies SL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: Any of the following courses: biology, environmental science, earth/space science, physics, chemistry		
Environmental Systems & Societies (ESS) is a two-year, honors lab science course (11th-12th grade). ESS is firmly grounded in both scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. ESS has an emphasis on hands-on investigations in the lab and in the field and encourages students to develop solutions to environmental problems at the personal, community and global levels through research and service. Areas of study include: Ecosystems and Ecology; Biodiversity and Conservation; Water, Soil, and Atmospheric Systems and Societies; Food Production; Climate Change and Energy Production; and Human Systems and Resource Use. Prerequisites include any of the following courses: biology, environmental science, earth/space science, physics, or chemistry. This course carries a weighted grade.		

MATHEMATICS COURSES

Course: IBP101		IB Mathematics: Analysis and Approaches SL
Grade: 11-12	All Year	Course offered at: CDO
Prerequisites: <i>Grade of "B" or better in Honors Algebra II or grade of "C" or better in Pre-Calculus or Intro to Calculus</i>		
This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. It is important that the student has complete understanding and be completely proficient in all Algebra II concepts, as curriculum from the Honors Algebra II/Trig class is testable material for the external assessment for IB and will not be covered in this course. The individual project is an extended piece of work based on personal research involving the collection, analysis, and evaluation of data. A TI-84 graphing calculator is required for this course. This course carries a weighted grade.		

ARTS & ELECTIVE COURSES

Course: IBP117		IB Social & Cultural Anthropology SL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>"C" or better in previous year related social studies subject</i>		
Social & Cultural Anthropology SL is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. SL and HL students will learn the concepts, methods, language, and theories of the discipline. At the heart of the course is the practice of anthropologists, and the insights they produce as a result of this in the form of ethnographic material. Students are given the opportunity, through their own experiential internal assessment activity, to engage in authentic anthropological practice. Areas of anthropological inquiry in this course are; belonging, conflict, health, illness and healing, and the body. These areas are explored through the key anthropological concepts of belief and knowledge, change, culture, identity, materiality, power, social relations, society, and symbolism. The understanding of contemporary real-world issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights will also be explored. The study of anthropology offers critical insights into the continuities and dynamics of social change, the development of societies, and what it means to live with differences. Additionally, it fosters the development of citizens who are globally aware, internationally minded, and ethically sensitive. This course carries a weighted grade.		

Course: IBP105/IBP205		IB Social & Cultural Anthropology HL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>"C" or better in previous year related social studies subject and/or IB teacher approval</i>		
HL students will follow the SL curriculum along with another area of inquiry; classifying the world. HL students will be able to partake in their own fieldwork study for the internal assessment. This course carries a weighted grade.		

Course: IBP118		IB Computer Science SL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>Computer Apps I or instructor approval</i>		
This course is highly recommended for students interested in careers in science, technology, engineering, and medicine. Computer scientists develop apps for Xbox, iPhone, Android, WiiU, Windows, OSX, Linux, and PlayStation operating systems. While the SL course does not assume that students have any previous experience in coding/programming, it is recommended that the student have general computing experience in basic Microsoft Office applications. The Internal Assessment project will have students design and develop a practical software application for a teacher, parent, friend, or business. Candidates will learn programming skills as a critical element of developing higher-level skills applicable to virtually all fields of study such as art, music, science, engineering, education, and entertainment. This course carries a weighted grade.		

Course: IBP120		IB Visual Arts SL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>Intro. to 2D Art/3D Studio Art or Digital Media depending on course selection</i>		
Through the IB Visual Arts SL course, we offer students the opportunity to develop and extend their awareness of art as a form of communication and expressing ideas with confidence and competence. Students will see visual arts as a dynamic and constantly changing experience. The arts allow us to connect our imagination with the history of human experience – the study of art helps us to learn and appreciate cultural complexities. IB Visual Arts SL will encourage students to explore personal artistic intention. Students will study art from a diverse range of cultures and time periods, providing them with exposure to various values, philosophies, art historical styles or movements, and expressive intents. The course will encourage creativity and will balance academic rigor and exploration with related studio work, gallery talks, and museum visits. Assessments include a comparative study, process portfolio, and exhibition of 4-7 artworks. This course carries a weighted grade.		

Course: IBP112/IBP212		IB Visual Arts HL
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>Intro to art or photography class or teacher approval</i>		
Through the IB Visual Arts HL course, we offer students the opportunity to develop and extend their awareness of art as a form of communication, expressing ideas with confidence and competence. Students will see visual arts as a dynamic and constantly changing experience. All students will develop basic drawing skills and explore various media and methods to develop 2D and 3D art pieces. The class will discuss and evaluate art from a variety of eras and countries. Students create studio art and an investigation workbook that chronicles their thinking and exploration of themes, mediums, and methods. Students are assessed on comparative art studies, their process portfolio, and an exhibition of TOK will be integrated into various aspects of the studio work and investigation workbook. During the second year, students continue to develop and individualize their art skills. Each student identifies a personal focus for their studio art which includes further developing their investigation workbooks through further individualized study of art from various cultures and periods that are relevant to their development as artists. Assessments include a comparative study, process portfolio, and exhibition of 8-11 artworks. This course carries a weighted grade.		

Course: IBP142		IB Dance SL
Grade: 11	1 Year Program	Course offered at: CDO
Prerequisites: <i>Placement into Performance Dance through audition</i>		
The practice of dance helps to explore and value the diversity of the arts across history, the world, and its cultures. The IB Dance course will help students to understand dance as a set of disciplines with their own background and assumptions, and to understand that these practices incorporate physical, intellectual, and emotional knowledge. It also aims to appreciate mastery in various dance styles in traditions familiar and unfamiliar. Students will focus in three major areas: choreography, performance, and research, and will aim to express ideas with self-assurance and proficiency. They will come to see that dance can communicate various world cultures from their school environment, the surrounding community, and the globe. This course will provide the opportunity to emphasize a healthy lifestyle and to experience the joy of creating and exploring movement. Our focus is to develop the physical, emotional, social, and intellectual aspects in one's life. Our aim and objectives are to encounter the art of dance through movement, knowledge, and a level of performance as well as to increase self-confidence of a student. The course will offer intercultural awareness that will encourage students to consider multiple perspectives, develop knowledge, and skills. Skills are showcased in a final composition and analysis dance, a filmed performance piece, and an accompanying dance investigation essay. Assessments include composition, analysis, dance integration, and performances outside of regularly scheduled class time. This course carries a weighted grade.		

THEORY OF KNOWLEDGE COURSE

Course: IBP100/IBP200		IB Theory of Knowledge
Grade: 11-12	2 Year Program	Course offered at: CDO
Prerequisites: <i>Full IB Diploma student</i>		
The Theory of Knowledge (TOK) class is a "flagship element" of the IB Diploma Programme in which students are encouraged to think critically "about knowledge itself" by attempting to answer such questions as; "What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?" TOK students will further apply this inquiry to metaphysical, ontological, and epistemological problems in various areas of culture, especially in the academic disciplines of the Diploma, by exploring not only what they know, but how they know. The TOK class is presented in a seminar model in which students are expected to prepare thoroughly and participate actively and often. In addition to completing readings and formative assessments over the length of the course, TOK students will compose a paper on a prescribed title, and prepare and deliver a presentation on a knowledge issue. This course carries a weighted grade.		

APPENDIX

FOUR-YEAR PLANNING WORKSHEET

High School Four-Year Plan

Date: _____



Last Name: _____ Career Goal: _____
 First Name: _____ Educational Goal: _____

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1. English 9	1. English 10	1. English 11	1. English 12
2. Algebra	2. Geometry	2. Math	2. Government/Economics
3. Science	3. Science	3. Science	3. Math
4. World History	4.	4. US/AZ History	4.
5.	5.	5.	5.
6.	6.	6.	6.
Summer prior to 9 th grade	Summer prior to 10 th grade	Summer prior to 11 th grade	Summer prior to 12 th grade

Graduation Requirements – 22 Credits

200

Required Courses 16 credits	Sem 1	Sem 2	Electives 6 credits	Sem 1	Sem 2
English 9					
English 10					
English 11					
English 12					
Math					
Math					
Math					
Math					
Science					
Science					
Science					
World History					
US/AZ History					
Government/Economics					
Physical Education					
Fine Arts or CTE/JTED					

16 Core Classes for College (GPA)

English 9 _____

English 10 _____

English 11 _____

English 12 _____

Math _____

Math _____

Math _____

Math _____

Science _____

Science _____

Science _____

World History _____

US/AZ History _____

Government/Economics _____

Physical Education _____

Science _____

Fine Arts _____

Social Studies _____

Social Studies _____

Social Studies _____

Foreign Language _____

Foreign Language _____

Unweighted Grades

A = 4

B = 3

C = 2

D = 1

F = 0



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

DATE OF MEETING: **January 25, 2022**

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

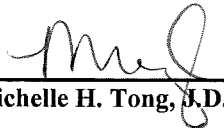
BACKGROUND:

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of January 18, 2022.

RECOMMENDATION:

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

INITIATED BY:


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

Date: January 18, 2022

1/25/2022

GOVERNING BOARD MEETING
APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXP CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Biallas-Odell	Wendy	Principal	CT-AD	Mesa Verde Elementary	ESP	N/A	Interim	Ms. Call	\$9,832.29

203

*	2020-2021 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker



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

DATE OF MEETING: January 25, 2022

TITLE: Approval of Appointment of Non-Administrative Personnel

BACKGROUND:

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of January 18, 2022.

RECOMMENDATION:

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

INITIATED BY:

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

Date: January 18, 2022

Todd A. Jaeger, J.D., Superintendent

1/25/2022

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Miller	Andrew	Assistant Manager of Transportation	CL-PR	Transportation	PR EX	8 years	Replacement	Ms. Frye-George	
Campbell	Susan	School Administrative Assistant	CL	Nash Elementary	6	12 years	Replacement	Dr. Esquibel	
Litchfield	Alex	School Administrative Assistant	CL	La Cima Middle School	6	0 years	Replacement	Dr. Dudley	
Solorzano	Danielle	Library Assistant	CL	Wilson K-8 School	4	0 years	Replacement	Ms. Sullivan	

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*	2020-2021 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

01/25/2022

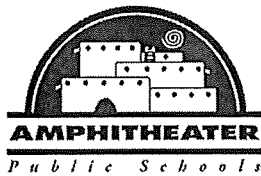
GOVERNING BOARD MEETING
APPOINTMENTS

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Bucciarelli-Fay	Tiffany		CT		01/05/2022	
Gilbert-Taylor	Kristin		CT		01/11/2022	
Lantz	Robert		CT		01/03/2022	
Lopez	Ann		CL		01/06/2022	
Reeves	Heather		CL		01/03/2022	

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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: **January 25, 2022**

TITLE: **Approval of Personnel Changes**

BACKGROUND:

Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of January 24, 2022.

Job Description: Pandemic Recovery Teacher

In addition, a “Pandemic Recovery Teacher” job description is provided for consideration and approval. The job description was originally approved as a Pandemic Intervention and Acceleration Teacher on April 13, 2021. The job description was designed to enable District use of the federal pandemic recovery ESSER funds to hire additional teachers who can work directly with students based on individual school and student need to accelerate recoveries from the pandemic disruptions. The job title was developed based on information provided by the federal government about ESSER III funding at the time. Recently, the Arizona Department of Education (ADE) notified school districts about additional requirements that must be put in place for state approval of District’s use of ESSER III funds which necessitate a title change to Pandemic Recovery Teacher. In addition, a phrase is added to the job description to clarify that the interventions provided include interventions “in core content areas of ELA and Math, as well as for credit recovery.”

Job Description: Dyslexia Training Designee

A.R.S. 15-211 states, “On or before July 1, 2022, each school district and charter school shall ensure that at least one kindergarten through third-grade teacher in each school has received training related to dyslexia that complies with the requirements prescribed in section 15-219.” To comply with the statute, the District’s Dyslexia Action Committee (DAC) recommends that a Dyslexia Training Designee addendum be allocated to each school to teachers who instruct students that display characteristics consistent with dyslexia and other related difficulties with:

- Professional development opportunities related to best practices to better serve students
- Best technological tools for students to be able to produce academic work independently
- Appropriate/relevant suggestions of learning activities and experiences designed to help students with fulfilling their academic potential

The Dyslexia Training Designee facilitates collaboration among educators, staff members, and parents to better serve students who display characteristics consistent with dyslexia.

To align with other department head addenda in the District, a stipend of \$3,350.00 is recommended to compensate for serving as the site’s Dyslexia Training Designee.

RECOMMENDATION:

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

INITIATED BY:



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

Date: January 24, 2022



Todd A. Jaeger, J.D., Superintendent



PANDEMIC RECOVERY TEACHER

QUALIFICATIONS

A. REQUIRED

- Bachelor's degree in Education
- Valid Arizona teaching certificate
- Must meet qualification requirements in respective subject such as: Language Arts, Math, Science, Social Studies, Foreign Language, Elementary Education, and/or Early Childhood Education as appropriate
- Any equivalent combination of training, education or experience that meets the minimum qualifications and state certification requirements

SUMMARY

Develops and implements a curriculum program consistent with district educational goals and objectives of the district. Responsible for planning for intervention and acceleration of students, particularly in core areas like English Language Arts (ELA) and math, as well as credit recovery, due to the COVID-19 pandemic and extensive school closures.

Reports to: Appropriate Administrator

ESSENTIAL FUNCTIONS

- Establishes baseline academic achievement levels for individuals and small groups of students and prepares acceleration plans to close gaps between expected achievement levels and current levels which may have been caused by school closures, hybrid learning models, and remote online instruction during the COVID-19 pandemic
- Collaborates with other teachers to differentiate/personalize instruction to meet the needs of individual students; monitors student progress
- Provides supplemental instruction in the content areas, including specifically core content areas of ELA and Math, as well as for credit recovery, in a variety of settings
- Builds capacity in schools to overcome learning loss
- Observes and monitors students' behavior in the classroom, playground, field trips, lunchroom, library, school buses and other areas
- Establishes, maintains and promotes a classroom atmosphere which ensures the emotional and physical safety and well-being of students and emphasizes mutual respect, self-worth, self-discipline, cooperation, consideration and responsibility
- Assesses student needs and develops, implements and evaluates daily lesson plans for students, to include scheduled activities and materials. Modifies instruction of program to meet the needs of each child
- Plans, organizes and displays classroom materials, space and time appropriate to curricular activities
- Utilizes and implements classroom management techniques to maintain organization, orderliness, student safety, and a productive learning environment.



PANDEMIC RECOVERY TEACHER

- Utilizes positive reinforcement to maximize desired behavior and educational outcomes
- Plans instruction to achieve specific objectives based upon student need and established curriculum. Implements instructional techniques to encourage and motivate students
- Evaluates written materials to include written assignments and tests. Analyzes and evaluates student progress and course curriculum
- Evaluates student performance regarding achievements in curriculum and activities and makes necessary provisions to meet learning needs. Ensures parents and students are informed of methods of evaluation utilized in the classroom
- Informs parents of student progress. Advises parents of instructional methods that may assist students. Informs parents of school activities
- Participates as a member of an instructional team to promote learning activities for students that is consistent with district and school education objectives
- Notifies site administrator of the special needs of students who display characteristics which vary from the norm. Collaborates with specialists to assist students
- May monitor the activities of a teacher assistant and classroom volunteers
- Orders classroom supplies and instructional materials
- Exhibits patience, courtesy and tact when dealing with others
- Promotes and supports district-wide educational advancement toward the Portrait of the Graduate
- Integrates knowledge and skills that are relevant achieving the Portrait of the Graduate
- Performs other related duties as assigned

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to instruct, present, convey, discuss and exchange information
- Ability to detect, distinguish, identify, recognize, inspect and discern
- Ability to move about the classroom and the campus
- Ability to develop, implement and evaluate plans
- Ability to manage classroom organization, time, space and behavior
- Ability to perform functions from written and oral instructions and from observing/listening to others
- Ability to sit for extended periods of time
- Ability to lift, reach, stoop, bend, twist and to hold and grasp objects
- Ability to use whiteboards, easel, bulletin boards, and markers to print
- Ability to use classroom technology such as interactive whiteboards or panels, telephones, desktops, laptops, and/or Chromebook computers and other forms of technology
- Ability to withstand adverse weather conditions if required to perform duties outdoors
- Ability to communicate effectively with the public, employees, children and parents



PANDEMIC RECOVERY TEACHER

- Ability to exercise judgment in accordance with established procedures
- Ability to work in small, cramped or confined spaces
- Ability to work alone and as part of a team
- Ability to perform tasks requiring manual dexterity, such as setting up and operating equipment



DYSLEXIA TRAINING DESIGNEE

QUALIFICATIONS

A. REQUIRED

- Current Amphitheater employee serving the District's student population
- Appropriate valid Arizona teaching certificate for grade and/or content area being served (no substitute or provisional certificated staff)

SUMMARY

Provides support to teachers who instruct students that display characteristics consistent with dyslexia and other related difficulties with: professional development opportunities related to best practices to better serve students; best technological tools for students to be able to produce academic work independently; and appropriate/relevant suggestions of learning activities and experiences designed to help these students into fulfilling their potential for academic, intellectual, emotional, physical, and social growth. Facilitates collaboration among educators, staff members, and parents to better serve students who display characteristics consistent with dyslexia.

Reports to: Director of Curriculum and Assessment and/or Associate Superintendent for Elementary Education

ESSENTIAL FUNCTIONS

- Collects appropriate information/data about students who show characteristics of dyslexia
- Shares/communicates data with various stakeholders accordingly
- Screens students for reading difficulties for possible dyslexia characteristics
- Meets with grade level teams and/or content specialists to discuss data collected, to review student progress, and creates an action plan according to the "The Steps for Student Support" flow chart for children who are showing characteristics of dyslexia
- Provides support/strategies to teachers working with students displaying characteristics of dyslexia to support successful learning
- Delivers professional development when necessary
- Collaborates with classroom teachers to review the progress of students identified with characteristics of dyslexia
- Meets quarterly with grade level/content specialists to assess identified progress and provides regular check-in and advocacy for students as needed
- Collaborates with the "Student Assistant Team/Student Study Team" as needed
- Keeps up to date with best practices related to dyslexia evidence-based research, as well as the science of reading

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to instruct, present, convey, discuss, and exchange information
- Ability to detect, distinguish, identify, recognize, inspect, and discern
- Ability to move about the classroom and the campus
- Ability to develop, implement and evaluate plans
- Ability to manage classroom organization, time, space, and behavior



DYSLEXIA TRAINING DESIGNEE

- Ability to perform functions from written and oral instructions and from observing/listening to others
- Ability to sit for extended periods of time
- Ability to lift, reach, stoop, bend, twist and to hold and grasp objects
- Ability to use a blackboard, easel, bulletin boards, and chalk and markers to print
- Ability to use office and instructional equipment such as telephones, computers and other forms of technology
- Ability to communicate effectively with the public, employees, children and parents
- Ability to exercise judgment in accordance with established procedures
- Ability to work in small, cramped or confined spaces
- Ability to work alone and as part of a team
- Ability to perform tasks requiring manual dexterity, such as setting up and operating equipment

1/25/2022

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Glavin	Kelsey	Teacher - Grade 3	CT	Prince Elementary	Added Duty			\$1,025.00
Higgins	Ashley	Teacher - General Science	CT	Amphi Academy Online	Additional Position			\$3,988.01
Kitay	Hillary	Teacher - Grade 3	CT	Prince Elementary	Added Duty			\$1,025.00
Murillo	Mindy	Teacher - ELL/SEI	CT	Mesa Verde Elementary	Increase FTE		N/A	+0.45 FTE
Paredes	Jerell	Teacher - Grade 3	CT	Prince Elementary	Added Duty			\$1,025.00
Burge-Dowling	Kimmie	Preschool Aide/Caregiver	CL	Innovation Academy	Decrease FTE		N/A	<0.4 FTE>
Estep	Lynette	Administrative Assistant I	CL	Wetmore Center	Promotion	8	+\$2.47	
Horgan	Kelly	Special Education Teaching Assis	CL	Rillito Center	Transfer	3	+\$1.00	
Northcraft	Sheri	Custodian II	CL	Ironwood Ridge High	Promotion	5	+\$1.49	
Pecoraro	Pilar	Clerk II	CL	Coronado K-8 School	Additional Position	1	0 years	
Rowin	Kris	Computer Repair Technician	CL	Wetmore Center	Promotion	9	+\$2.65	
Tello	Amanda	Educational Assistant to the Elem	CL	Nash Elementary	Additional Position	4	0 years	
Adams	Elizabeth	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Avila	Paul	Coach - Softball Assistant HS	ADCT	CDO High School	Addendum			\$2,400.00
Bultman	Benjamin	ADDN - Certified Tutor	ADCT	Amphi High School	Addendum			\$30.00 per hour
Edmondson	Heidi	Teacher - Cross Categorical Clasi	ADCT	Wilson K-8 School	Added Duty			\$867.11
Gerard	Michelle	Coach - Track Head HS	ADCT	CDO High School	Addendum			\$3,000.00
Golden	Brande	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Hayes	Jeremy	Coach - Soccer Head - 3rd Seaso	ADCT	Coronado K-8 School	Addendum			\$1,700.00
Le	Thanhliem	Coach - Wrestling Head MS	ADCT	Amphi Middle School	Addendum			\$1,700.00

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*	2020-2021 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Lee	Andrew	Coach - Baseball Assistant MS	ADCT	Amphi Middle School	Addendum		\$1,400.00	
Linn	David	Coach - Softball Head MS	ADCT	Wilson K-8 School	Addendum		\$1,700.00	
Mapes	Darin	Coach - 3rd Q. Extracurricular Act	ADCT	Amphi Middle School	Addendum		\$2,000.00	
Morales	Maggie	Coach - Softball Assistant HS	ADCT	CDO High School	Addendum		\$2,400.00	
Novinski	Garrett	Coach - Basketball Assistant MS	ADCT	Wilson K-8 School	Addendum		\$1,400.00	
Obregon	Jose	Coach - Soccer Head MS	ADCT	Wilson K-8 School	Addendum		\$1,700.00	
Ochoa	Joy	Coach - 3rd Q. Extracurricular Act	ADCT	Coronado K-8 School	Addendum		\$2,000.00	
Quezada	Jessica	ADDN - Technology Coach EL	ADCT	Nash Elementary	Addendum		\$1,466.83	
Roberts	Coral	ADDN - Student Council EL	ADCT	Nash Elementary	Addendum		\$681.22	
Robles	Erin	Coach - 3rd Q. Interscholastic Suj	ADCT	Coronado K-8 School	Addendum		\$500.00	
Vasquez	Rey	ADDN - Interscholastic Superviso	ADCT	Wilson K-8 School	Addendum		\$500.00	
Williams	Susan	Coach - 3rd Q. Interscholastic Suj	ADCL	Cross Middle School	Addendum		\$500.00	

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*	2020-2021 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **January 25, 2022**

TITLE: **Approval of Leave(s) of Absence**

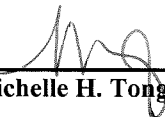
BACKGROUND:

Leave(s) of absence will be presented herein and are current as of January 18, 2022.

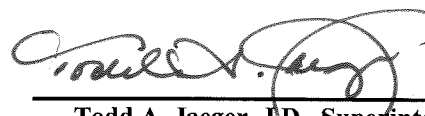
RECOMMENDATION:

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

INITIATED BY:


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

Date: January 18, 2022


Todd A. Jaeger, J.D., Superintendent

1/25/2022

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Acevedo	Stephanie	Teacher - Cross Categorical Classr	CT	Amphi High School	12/17/2021	End Date
Finch	Richard	Teacher - Special Education ED-P	CT	Wilson K-8 School	12/17/2021	End Date
Pechuzal	Caroline	Teacher - Biology	CT	CDO High School	12/17/2021	End Date
Sheldon	Lisa	Teacher - Special Education Resou	CT	Nash Elementary	12/17/2021	End Date
Urrea	Tianna	Teacher - Grade 4	CT	Keeling Elementary	12/17/2021	End Date
Walker	Hunter	Teacher - Cross Categorical Classr	CT	Holaway Elementary	02/09/2022	Start Date
Wall	Caryn	Teacher - Grade 4	CT	Painted Sky Elementary	12/17/2021	End Date
Freer	Samuel	Custodian I	CL	Mesa Verde Elementary	12/29/2021	End Date
Mustaficic	Edin	Custodian I	CL	CDO High School	12/29/2021	End Date
Ratliff	Sandra	Bus Driver	CL	Transportation	12/13/2021	Start Date
Maldonado Granil	Rosa	Custodian I		Walker Elementary	01/11/2022	End Date

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* 2020-2021 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: **January 25, 2022**

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

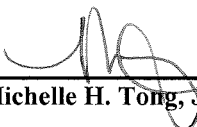
BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of January 18, 2022.

RECOMMENDATION:

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

INITIATED BY:


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

Date: January 18, 2022


Todd A. Jaeger, J.D., Superintendent

1/25/2022

GOVERNING BOARD MEETING SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Asta	Ronald	Food Service Attendant	CL	Amphi Middle School	12/16/2021	Resignation	
Burge-Dowling	Kimmie	Preschool Aide/Caregiver	CL	Innovation Academy		Rescind	
Duarte	Mario	Custodian I	CL	Wilson K-8 School	01/03/2022	Resignation	
Gaspari	Tracy	School Administrative Assist	CL	Wilson K-8 School	01/13/2022	Resignation	
Ortiz	Victor	Refrigeration Mechanic III	CL	Facilities Support	01/28/2022	Retirement	
Valenzuela	Margarita	Food Service Attendant III - ICL	CL	Keeling Elementary		Rescind	
Wall	Michael	Maintenance Technician II	CL	Facilities Support	01/07/2022	Correction	Returning ESI

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* 2020-2021 School Year

Budget RIF Reduction in force due to budget

Abandonment Employee abandoned position

Breach of Contract Employee did not fulfill contract

Dismissal Employee terminated by the District

Resignation Employee resigning from the District

Retirement Employee retiring from the District

ADCT Addendum Certified

ADCL Addendum Classified

ADDM Addendum Only

CT-AD Certified Administrative

CT Certified

CL-AD Classified Administrative

CL Classified

PR Professional



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

DATE OF MEETING: **January 25, 2022**

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

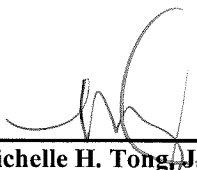
BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of January 18, 2022.

RECOMMENDATION:

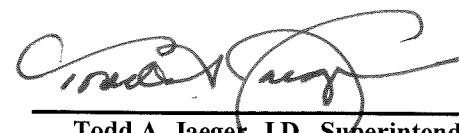
It is the recommendation of the Administration that the Governing Board approve payment of the listed stipend(s) for the identified coaching volunteers.

INITIATED BY:



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

Date: January 18, 2022



Todd A. Jaeger, J.D., Superintendent

1/25/2022

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Ambrosio	Benjamin	Coach - Soccer Assistant HS	Ironwood Ridge High	Decrease FTE	<.50 FTE>
Basye	Andrew	Coach - Baseball Assistant HS	CDO High School	Stipend	\$2,400.00
Campillo Jr.	Robert	Coach - Baseball Assistant HS	CDO High School	Stipend	\$1,200.00
Cox	Christopher	Coach - Baseball Assistant HS	CDO High School	Stipend	\$1,200.00
Estrella	Ivan	Coach - Baseball Assistant HS	CDO High School	Stipend	\$1,200.00
Fowler	Kelly	Coach - Softball Head HS	CDO High School	Stipend	\$3,000.00
Garcia	Gabriel	Coach - Soccer Assistant - 3rd Se	Amphi Middle School	Stipend	\$1,400.00
Golden	Timothy	Coach - Basketball Head - 3rd Se	Coronado K-8 School	Stipend	\$1,700.00
Hisey	Jason	Coach - Baseball Head HS	CDO High School	Stipend	\$3,000.00
Luke	Richard	Coach - Wrestling Head MS	Coronado K-8 School	Stipend	\$1,700.00
Pena	Thomas	Coach - Basketball Assistant HS	CDO High School	Stipend	\$1,200.00
Scandaliato	Sarina	Coach - Baseball Assistant HS	Ironwood Ridge High	Stipend	\$1,632.00
Silvas	Gilberto	Coach - Basketball Head MS	Wilson K-8 School	Stipend	\$1,700.00
Sutton	Kyle	Coach - Wrestling Head MS	Wilson K-8 School	Stipend	\$1,700.00
Wheatly	Jessica	Coach - Track Head HS	CDO High School	Stipend	\$3,000.00
Wright	Aaron	Coach - Soccer Assistant HS	Ironwood Ridge High	Stipend	\$2,400.00

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* 2020-2021 School Year



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: January 25, 2022

TITLE: Approval of Contract Forms for 2022-2023 Fiscal Year; Direction to Administration to Issue Appropriate Contracts to Renewing Contracted Staff; and Modification of Previously Approved Retention Stipend Amounts for Returning Employees to be 4% in FY 2022-2023 and 5% in FY 2023-2024.

BACKGROUND:

General Information about Employee Contracts

Amphitheater Public Schools typically issues employment contracts to returning certificated, professional and administrative personnel in April. The meet and confer process completes in March to enable the Governing Board to approve a compensation plan for the following fiscal year in April. Employment contracts generally issue after that April meeting.

Employees prefer this timeline because it enables them to know the precise salary being offered to them with the offer of contract. Administration has generally honored this preference for employees, although there were some years when offers of contract issued before the Governing Board approved the compensation package for the following fiscal year. Those years, while few and far between, were necessitated by delays in the state's approval of an educational budget or extended meet and confer committee discussions. In those years, contracts had to be issued before the Governing Board had approved a compensation plan; otherwise, the school year would have ended and staff left without any written guarantee of employment in the following school year.

Important Term Contained in All Employee Contracts

For this reason, a term is included in all employee contracts that enables contracts to be issued before the final compensation plan for the contract period is approved by the Governing Board. This term has been included in employee contracts for several year now. It guarantees to pay the employee the minimum salary identified in the contract **plus** any compensation increase subsequently approved by the Governing Board as part of the compensation package for that contract period. Specifically, the relevant contract term says:

District is providing this contract to [EMPLOYEE] to confirm [EMPLOYEE]'s appointment for the 2022-2023 school year. [EMPLOYEE] understands that the District has used [EMPLOYEE]'s current salary, or if new to the District, the approved [EMPLOYEE] starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the [EMPLOYEE] salary for this contract be the amount approved for [EMPLOYEE] by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for [EMPLOYEE]'s full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to

[EMPLOYEE], then the amount approved by the Governing Board shall govern. [EMPLOYEE] will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to [EMPLOYEE] in accordance with this contract.

It is important to know this contract term is there. It will be important this year because offers of contract will be made in February instead of April. This term will enable employees to accept their contracts before the Governing Board has approved an employee compensation package for FY 2022-2023 because it provides the employee with an offer of employment that includes:

1. Written confirmation of the minimum salary that they will earn during the contract term, plus
2. A written guarantee that the employee will be paid more if the Governing Board subsequently approves a compensation increase for the employee as part of the FY 2022-2023 compensation plan.

This term has been employed successfully several times in the past to enable compensation increases for teachers. This is because the term demonstrates a clear intent by the parties to the contract that the salary include any compensation increases permitted through a subsequent Board-approved compensation package. Most recently, the term was used to pay \$1,000 or \$500 longevity stipends to veteran teachers in FY 2019-2020 which were approved after the school year ended and the teachers had already accepted their contracts.

Explanation Why Offers of Contract Will be Made in February This Year

This year more than ever, the District felt the effects of the decade-long national teacher shortage. Schools started the year with teacher vacancies. Classes were closed after school started because the teachers could not be located to teach those classes. This required students to be reassigned and existing teaching staff to work harder to assist those students to adjust to their new classes. The inability to fill teacher vacancies negatively impacts students, staff, and schools.

Efforts to fill vacancies before school started last August were further thwarted by the new summer school program added at every school site last year. In addition to hiring for next school year, school administrators and Human Resource personnel worked faster and longer in the normal spring/summer busy “hiring” season to advertise positions, interview candidates, hire summer school employees and supervise new summer school programs after an already exhausting 2020-2021 school year. The number of employees processed through the Human Resources Department increased exponentially last spring and summer as a result of the new summer school programs. The District’s Human Resources Department operates with only 3 HR Specialists.

The spring and summer months are historically the busiest for the Human Resources Department as they process employees and new hires to be ready for the following school year. Last April - August, school administrators and Human Resource personnel had no choice but to work harder and faster, sometimes at dangerously heightened stress levels, to process all of the employees and new hires for the summer school programs and the current school year. This happened because the federal Elementary and Secondary School Emergency Relief (ESSER) funds were provided to the District last into the year last fiscal year so Administration had little time for planning and processing for the new summer programs.

This year, the District made the decision early to continue to offer those summer programs, which has provided more time to plan and organize the hiring processes for FY 2022-2023 as well. Cognizant of how many employees will be needed for the summer programs and how difficult it is to hire teachers after school starts, contracts for returning employees will be offered in February this year to enable school administrators to better know their hiring needs for next school year before the end of February. This will enable school administrators

to be proactive to fill vacancies early and use spring job fairs to their advantage. This should put schools in the advantage of being able to start the school year with a full staff, to be able to decrease the amount of pressure currently being experienced by teachers as the District continues to return to pre-pandemic traditions.

Retention Stipend Term Contained Only in Returning Employee Contracts

As an incentive to accept their offer of contract, a term is also included in all returning employee contracts that authorizes a **4%** retention stipend for FY 2022-2023. The term states:

“[EMPLOYEE] shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of [EMPLOYEE]’s projected annual pay, to be calculated on the basis of [EMPLOYEE]’s projected base daily rate of pay multiplied by [EMPLOYEE]’s projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.”

Current employees who accept their offer of contract and remain with the District in FY 2022-2023 will qualify to receive the 4% retention stipend.

Proposed Forms of Contract Presented with This Agenda Item

Administration is presenting two (2) versions of each form of contract with this agenda item and recommends approval of both versions. The first version is for use with returning employees. It is identified in the title of each contract with the term “Returning Employee”. If approved, the appropriate version of the “Returning Employee” contract will be issued to qualified employees who worked for the District as a permanent employee in FY 2021-2022 and return to work for the District in a contract eligible position in FY 2022-2023. All versions of the “Returning Employee” contracts include the 4% retention stipend term quoted in the section above.

The second version of the proposed contracts is for new to the District hires and it does not include the 4% retention stipend. It will be issued to people who are approved to be hired as a new employee into a contract eligible position in FY 2022-2023. These new hire versions include the term “New Hire” in the heading.

The proposed forms of contract for consideration by the Board are listed below. The contract version for use with returning employees is denoted with “RE” and the contract version for use with new hires is denoted with a “NH”.

• RE Administrator - 10 mos	• NH Cabinet
• NH Administrator - 10 mos	• RE Cabinet - ASRS Retiree Return to Work
• RE Administrator - 12 mos	• NH Cabinet - ASRS Retiree Return to Work
• NH Administrator - 12 mos	• RE Multi-Position Officer
• RE Administrator – ASRS Retiree Return to Work - 10mos	• NH Multi-Position Officer
• NH Administrator – ASRS Retiree Return to Work - 10mos	• RE Multi-Position Officer - ASRS Retiree Return to Work
• RE Administrator - ASRS Retiree Return to Work - 12mos	• NH Multi-Position Officer - ASRS Retiree Return to Work
• NH Administrator - ASRS Retiree Return to Work - 12mos	• RE PENT - 10 mos
• RE Cabinet	• NH PENT - 10 mos

- RE PENT - 12 mos
- NH PENT - 12 mos
- RE PENT - ASRS Retiree Return to Work - 10 mos
- NH PENT - ASRS Retiree Return to Work - 10 mos
- RE PENT - ASRS Retiree Return to Work - 12 mos
- NH PENT - ASRS Retiree Return to Work - 12 mos
- RE Teacher - Part Time
- NH Teacher - Part Time
- RE Teacher - ASRS Retiree Return to Work
- NH Teacher - ASRS Retiree Return to Work
- RE Teacher - Short Term
- NH Teacher - Short Term
- RE Teacher - Standard
- NH Teacher - Standard

These are the same forms of contract previously approved, with applicable dates changed as needed for FY 2022-2023 and the retention stipend set at 4% for returning employees, for all certificated, ASRS Retiree Return to Work teachers, professional and administrative staff.

Approval to Issue Contracts to Returning Employees

Through this agenda item, Administration also requests authority to issue the appropriate “Returning Employee” contract to all qualified employees who will continue their employment with the District next fiscal year. These include all employees currently in an employment contract with the District except: (1) short-term contract employees (this includes ASRS Retiree Return to Work contract employees), and (2) employees who have been approved to, or provided notice of intent to, separate this year. There is a different process in place for issuance of short-term contracts, including ASRS Retiree Return to Work contracts, which occurs later in the spring after staffing plans are finalized, but employees currently on a short-term or ASRS Retiree Return to Work contract should be assured that any contract issued to them for next year will include the 4% retention stipend provision in it as long as employment is continuous.

Once approved, Administration will arrange for the appropriate contract offer to be issued electronically to qualified returning employees through the District’s enterprise resource planning (ERP) software named “Infinite Visions”. A.R.S. § 15-381.01(B) permits contracts to be issued electronically, rather than printed and delivered via interoffice mail. Administration has successfully issued offers of contract electronically through iVisions for more than a year.

Electronic contracts are more efficient both for Human Resources and the recipient employee. Qualified employees will receive an email from the Human Resources Department that contains a link to their specific contract. The employee can access their specific contract, review and accept it electronically by selecting the “accept” option in iVisions, and print a copy for themselves. Employees no longer need to travel to the District’s Administrative Offices to turn in a signed contract as in the past.

There is one caveat, which is that the iVisions contract template only provides a single signature line for the District. For this reason, the Governing Board delegated authority to the Governing Board President last year to sign approved employment contracts on behalf of the Board, as permitted by Arizona state law, so that iVisions could to issue contracts electronically. It is recommended that the Board delegate that same authority to the Governing Board President again this year so that iVisions can be utilized again for efficiency purposes.

Arizona Laws Governing Offer and Acceptance of Contracts

A.R.S. § 15-381.01 states:

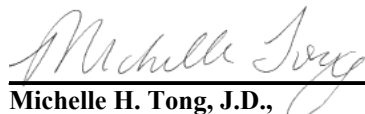
“The teacher’s acceptance of the contract must be indicated within fifteen business days from the date of the teacher’s receipt of the written contract or the offer of a contract is revoked. Receipt under this subsection will be deemed to have occurred when the written contract is personally delivered, placed in the teacher’s school provided mailbox, including electronic mail, or two days after being placed in a United States postal service mailbox. The teacher accepts the contract by signing the contract and returning it to the governing board or by making a written instrument that accepts the terms of the contract and delivering it to the governing board. If the written instrument includes terms in addition to the terms of the contract offered by the board, the teacher fails to accept the contract.”

This means that offers of contracts need to be accepted within the requisite 15 business days to avoid the offer automatically expiring. The email provided with each offer of contract will clearly identify the deadline date and time for accepting the contract.

RECOMMENDATION:

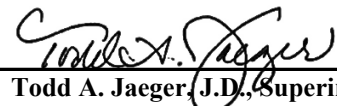
Administration recommends that the Governing Board take the following actions regarding this agenda item:

1. Approve the forms of contract as presented for use with certificated, ASRS Retiree Returning to Work Teachers, professional, and administrative staff for Fiscal Year 2022-2023.
2. Delegate signatory authority for these forms of contract to the Governing Board President for the electronic issuance of contracts.
3. Amend the 3% retention stipend approved on April 13, 2021 to be 4% for FY 2022-2023 to be paid from the District’s ESSER II funds for returning employees in all positions (classified, certificated, professional, and administrative) as well as for returning substitutes) and direct Administration to announce before any FY 2022-2023 employment contracts issue when that 4% retention stipend will be paid to returning employees and to returning substitutes.
4. Approve setting aside sufficient funds from the District’s ESSER III funds for a similar 5% retention stipend to be issued to returning employees in FY 2023-2024, and direct that Administration present an agenda item to the Governing Board in FY 2022-2023, simultaneous with its request for approval of forms of contract for FY 2023-2024 agenda item, that permits the Governing Board to consider and approve the issuance of that 5% retention stipend at that time.
5. Direct that the appropriate form of contract, together with any compensation package approved for Fiscal Year 2022-2023, be issued to renewing (not short-term) members of certificated, professional, and administrative staff for Fiscal Year 2022-2023.

INITIATED BY:

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

Date: January 23, 2022



Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE EXEMPT (MULTI-POSITION OFFICER) CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Administrator's benefits shall also include six (6) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next. Administrator may sell back twenty (20) days of vacation within the fiscal year, to be paid at Administrator's daily rate of pay.

3. Administrator shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Administrator's projected annual pay, to be calculated on the basis of Administrator's projected base daily rate of pay multiplied by Administrator's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

5. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

9. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

11. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

12. Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Administrator

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE EXEMPT CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next. Administrator may sell back ten (10) days of vacation within the fiscal year, to be paid at Administrator's daily rate of pay.

3. Administrator shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Administrator's projected annual pay, to be calculated on the basis of Administrator's projected base daily rate of pay multiplied by Administrator's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

5. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2021-2022 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

9. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

11. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

12. Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Administrator

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ADMINISTRATOR'S CONTRACT
(Ten Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive performance pay if Administrator qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year.

3. Administrator shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Administrator's projected annual pay, to be calculated on the basis of Administrator's projected base daily rate of pay multiplied by Administrator's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

5. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void and Administrator's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

9. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

11. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

12. Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Administrator

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ADMINISTRATOR'S CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive performance pay if Administrator qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Administrator's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next.

3. Administrator shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Administrator's projected annual pay, to be calculated on the basis of Administrator's projected base daily rate of pay multiplied by Administrator's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

5. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a

result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

9. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

11. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

12. Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Administrator

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
ADMINISTRATIVE EXEMPT CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next. Administrator may sell back ten (10) days of vacation within the fiscal year, to be paid at Administrator's daily rate of pay.

3. Administrator shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Administrator's projected annual pay, to be calculated on the basis of Administrator's projected base daily rate of pay multiplied by Administrator's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

5. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result

in Administrator's immediate dismissal in accordance with Arizona law.

9. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Administrator hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Administrator acknowledges and represents that Administrator has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Administrator also acknowledges, desires and intends that District and Administrator will not make the contributions to ASRS for the salary paid to Administrator pursuant to this Contract or pursuant to any other aspect of Administrator's employment with District, but will comply with A.R.S. § 38-766.02. Administrator also acknowledges, desires and intends that Administrator will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Administrator therefore expressly agree that Administrator's employment under this Contract is for 2022-2023 school year only. Administrator is hereby notified that Administrator's employment is for the 2022-2023 school year only and Administrator's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

11. Administrator is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Administrator shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

12. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

13. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

14. **Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.**

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Administrator

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
ADMINISTRATIVE EXEMPT (MULTI-POSITION OFFICER) CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Administrator's benefits shall also include six (6) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next. Administrator may sell back twenty (20) days of vacation within the fiscal year, to be paid at Administrator's daily rate of pay.

3. Administrator shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Administrator's projected annual pay, to be calculated on the basis of Administrator's projected base daily rate of pay multiplied by Administrator's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

5. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2021, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

9. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Administrator hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Administrator acknowledges and represents that Administrator has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Administrator also acknowledges, desires and intends that District and Administrator will not make the contributions to ASRS for the salary paid to Administrator pursuant to this Contract or pursuant to any other aspect of Administrator's employment with District, but will comply with A.R.S. § 38-766.02. Administrator also acknowledges, desires and intends that Administrator will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Administrator therefore expressly agree that Administrator's employment under this Contract is for 2022-2023 school year only. Administrator is hereby notified that Administrator's employment is for the 2022-2023 school year only and Administrator's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

11. Administrator is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Administrator shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

12. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

13. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

14. Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Administrator

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
ADMINISTRATOR'S CONTRACT
(Ten Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive performance pay if Administrator qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year.

3. Administrator shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Administrator's projected annual pay, to be calculated on the basis of Administrator's projected base daily rate of pay multiplied by Administrator's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

5. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void and Administrator's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

9. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Administrator hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Administrator acknowledges and represents that Administrator has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Administrator also acknowledges, desires and intends that District and Administrator will not make the contributions to ASRS for the salary paid to Administrator pursuant to this Contract or pursuant to any other aspect of Administrator's employment with District, but will comply with A.R.S. § 38-766.02. Administrator also acknowledges, desires and intends that Administrator will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Administrator therefore expressly agree that Administrator's employment under this Contract is for 2022-2023 school year only. Administrator is hereby notified that Administrator's employment is for the 2022-2023 school year only and Administrator's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

11. Administrator is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Administrator shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

12. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

13. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

14. Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Administrator

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
ADMINISTRATOR'S CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive performance pay if Administrator qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Administrator's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next.

3. Administrator shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Administrator's projected annual pay, to be calculated on the basis of Administrator's projected base daily rate of pay multiplied by Administrator's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

5. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer

proceedings and recommendations and Governing Board action.

7. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

9. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Administrator hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Administrator acknowledges and represents that Administrator has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Administrator also acknowledges, desires and intends that District and Administrator will not make the contributions to ASRS for the salary paid to Administrator pursuant to this Contract or pursuant to any other aspect of Administrator's employment with District, but will comply with A.R.S. § 38-766.02. Administrator also acknowledges, desires and intends that Administrator will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Administrator therefore expressly agree that Administrator's employment under this Contract is for 2022-2023 school year only. Administrator is hereby notified that Administrator's employment is for the 2022-2023 school year only and Administrator's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

11. Administrator is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Administrator shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

12. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

13. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

14. Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Administrator

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
NEW HIRE ADMINISTRATIVE EXEMPT (MULTI-POSITION OFFICER) CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Administrator's benefits shall also include six (6) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next. Administrator may sell back twenty (20) days of vacation within the fiscal year, to be paid at Administrator's daily rate of pay.

3. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

4. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

8. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Administrator hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Administrator acknowledges and represents that Administrator has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Administrator also acknowledges, desires and intends that District and Administrator will not make the contributions to ASRS for the salary paid to Administrator pursuant to this Contract or pursuant to any other aspect of Administrator's employment with District, but will comply with A.R.S. § 38-766.02. Administrator also acknowledges, desires and intends that Administrator will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Administrator therefore expressly agree that Administrator's employment under this Contract is for 2022-2023 school year only. Administrator is hereby notified that Administrator's employment is for the 2022-2023 school year only and Administrator's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

10. Administrator is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Administrator shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

11. Administrator understands that, pursuant to A.R.S. § 15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

12. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

13. **Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.**

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXXX.

Administrator

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
NEW HIRE ADMINISTRATIVE EXEMPT CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next. Administrator may sell back ten (10) days of vacation within the fiscal year, to be paid at Administrator's daily rate of pay.

3. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

4. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed

in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

8. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Administrator hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Administrator acknowledges and represents that Administrator has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Administrator also acknowledges, desires and intends that District and Administrator will not make the contributions to ASRS for the salary paid to Administrator pursuant to this Contract or pursuant to any other aspect of Administrator's employment with District, but will comply with A.R.S. § 38-766.02. Administrator also acknowledges, desires and intends that Administrator will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Administrator therefore expressly agree that Administrator's employment under this Contract is for 2022-2023 school year only. Administrator is hereby notified that Administrator's employment is for the 2022-2023 school year only and Administrator's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

10. Administrator is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Administrator shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

11. Administrator understands that, pursuant to A.R.S. § 15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

12. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

13. Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Administrator

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
NEW HIRE ADMINISTRATOR'S CONTRACT
(Ten Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive performance pay if Administrator qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year.

3. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

4. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void and Administrator's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

8. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Administrator hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Administrator acknowledges and represents that Administrator has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Administrator also acknowledges, desires and intends that District and Administrator will not make the contributions to ASRS for the salary paid to Administrator pursuant to this Contract or pursuant to any other aspect of Administrator's employment with District, but will comply with A.R.S. § 38-766.02. Administrator also acknowledges, desires and intends that Administrator will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Administrator therefore expressly agree that Administrator's employment under this Contract is for 2022-2023 school year only. Administrator is hereby notified that Administrator's employment is for the 2022-2023 school year only and Administrator's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

10. Administrator is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Administrator shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

11. Administrator understands that, pursuant to A.R.S. § 15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

12. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

13. **Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.**

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Administrator

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
NEW HIRE ADMINISTRATOR'S CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive performance pay if Administrator qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Administrator's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next.

3. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

4. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

8. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Administrator hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Administrator acknowledges and represents that Administrator has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Administrator also acknowledges, desires and intends that District and Administrator will not make the contributions to ASRS for the salary paid to Administrator pursuant to this Contract or pursuant to any other aspect of Administrator's employment with District, but will comply with A.R.S. § 38-766.02. Administrator also acknowledges, desires and intends that Administrator will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Administrator therefore expressly agree that Administrator's employment under this Contract is for 2022-2023 school year only. Administrator is hereby notified that Administrator's employment is for the 2022-2023 school year only and Administrator's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

10. Administrator is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Administrator shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

11. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

12. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

13. **Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.**

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
NEW HIRE PROFESSIONAL NON-TEACHING (INCLUDING EXEMPT) STAFF CONTRACT
(Ten Month)

This contract is entered into between _____ ("Professional") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Professional for fiscal year 2022-2023 ("the fiscal year"). The contract year for Professional shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Professional.

2. District agrees to pay Professional a salary of _____ together with any salary increase approved for Professional as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Professional to confirm Professional's appointment for the 2022-2023 school year. Professional understands that the District has used Professional's current salary, or if new to the District, the approved professional starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Professional salary for this contract be the amount approved for Professional by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Professional's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Professional, then the amount approved by the Governing Board shall govern. Professional will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Professional in accordance with this contract. Professional shall also receive performance pay if Professional qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Professional shall also receive such fringe benefits as the Governing Board has approved for this fiscal year.

3. Professional shall teach/serve in the school(s) or department(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract.

4. If a valid Arizona certificate, license or fingerprint card is required for Professional's employment, Professional's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void and Professional's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Professional acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Professional's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Professional shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Professional warrants the truth of all representations and statements made by Professional to District in connection with Professional's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Professional is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Professional shall immediately report the arrest or charge to Professional's supervisor. Failure to

do so shall result in Professional's immediate dismissal in accordance with Arizona law.

8. Professional affirms and represents that Professional and Professional's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Professional affirms that Professional will disclose, in the records of the District's central office, whenever Professional or Professional's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Professional hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Professional acknowledges and represents that Professional has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Professional also acknowledges, desires and intends that District and Professional will not make the contributions to ASRS for the salary paid to Professional pursuant to this Contract or pursuant to any other aspect of Professional's employment with District, but will comply with A.R.S. § 38-766.02. Professional also acknowledges, desires and intends that Professional will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Professional therefore expressly agree that Professional's employment under this Contract is for 2022-2023 school year only. Professional is hereby notified that Professional's employment is for the 2022-2023 school year only and Professional's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

10. Professional is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Professional shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

11. Professional understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Professional to disciplinary action before the State Board of Education, including revocation of Professional's certificate. Professional therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Professional also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Professional does not fulfill the full term of this Contract. Professional and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Professional's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Professional's breach of this contract in this respect. Professional and District specifically agree that the liquidated damages which may be assessed against Professional for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Professional agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Professional from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

12. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment or revision to this contract is subject to all applicable State and Federal statutes.

13. Pursuant to Arizona law, Professional must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Professional

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
NEW HIRE PROFESSIONAL NON-TEACHING (INCLUDING EXEMPT) STAFF CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Professional") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Professional for fiscal year 2022-2023 ("the fiscal year"). The contract year for Professional shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Professional.

2. District agrees to pay Professional a salary of _____ together with any salary increase approved for Professional as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Professional to confirm Professional's appointment for the 2022-2023 school year. Professional understands that the District has used Professional's current salary, or if new to the District, the approved professional starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Professional salary for this contract be the amount approved for Professional by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Professional's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Professional, then the amount approved by the Governing Board shall govern. Professional will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Professional in accordance with this contract. Professional shall also receive performance pay if Professional qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Professional shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Professional's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Professional may carry forward no more than forty (40) days of vacation from one fiscal year into the next.

3. Professional shall teach/serve in the school(s) or department(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract.

4. If a valid Arizona certificate, license or fingerprint card is required for Professional's employment, Professional's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void and Professional's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Professional acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Professional's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Professional shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Professional warrants the truth of all representations and statements made by Professional to District in connection with Professional's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Professional is arrested for or charged with any non-appealable offense listed in

A.R.S. § 41-1758.03(B), Professional shall immediately report the arrest or charge to Professional's supervisor. Failure to do so shall result in Professional's immediate dismissal in accordance with Arizona law.

8. Professional affirms and represents that Professional and Professional's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Professional affirms that Professional will disclose, in the records of the District's central office, whenever Professional or Professional's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Professional hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Professional acknowledges and represents that Professional has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Professional also acknowledges, desires and intends that District and Professional will not make the contributions to ASRS for the salary paid to Professional pursuant to this Contract or pursuant to any other aspect of Professional's employment with District, but will comply with A.R.S. § 38-766.02. Professional also acknowledges, desires and intends that Professional will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Professional therefore expressly agree that Professional's employment under this Contract is for 2022-2023 school year only. Professional is hereby notified that Professional's employment is for the 2022-2023 school year only and Professional's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

10. Professional is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Professional shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

11. Professional understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Professional to disciplinary action before the State Board of Education, including revocation of Professional's certificate. Professional therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Professional also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Professional does not fulfill the full term of this Contract. Professional and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Professional's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Professional's breach of this contract in this respect. Professional and District specifically agree that the liquidated damages which may be assessed against Professional for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Professional agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Professional from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

12. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

13. Pursuant to Arizona law, Professional must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Professional

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
PROFESSIONAL NON-TEACHING (INCLUDING EXEMPT) STAFF CONTRACT
(Ten Month)

This contract is entered into between _____ ("Professional") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Professional for fiscal year 2022-2023 ("the fiscal year"). The contract year for Professional shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Professional.

2. District agrees to pay Professional a salary of _____ together with any salary increase approved for Professional as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Professional to confirm Professional's appointment for the 2022-2023 school year. Professional understands that the District has used Professional's current salary, or if new to the District, the approved professional starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Professional salary for this contract be the amount approved for Professional by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Professional's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Professional, then the amount approved by the Governing Board shall govern. Professional will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Professional in accordance with this contract. Professional shall also receive performance pay if Professional qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Professional shall also receive such fringe benefits as the Governing Board has approved for this fiscal year.

3. Professional shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Professional's projected annual pay, to be calculated on the basis of Professional's projected base daily rate of pay multiplied by Professional's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Professional shall teach/serve in the school(s) or department(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract.

5. If a valid Arizona certificate, license or fingerprint card is required for Professional's employment, Professional's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void and Professional's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Professional acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Professional's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Professional shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Professional warrants the truth of all representations and statements made by Professional to District in connection

with Professional's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Professional is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Professional shall immediately report the arrest or charge to Professional's supervisor. Failure to do so shall result in Professional's immediate dismissal in accordance with Arizona law.

9. Professional affirms and represents that Professional and Professional's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Professional affirms that Professional will disclose, in the records of the District's central office, whenever Professional or Professional's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Professional hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Professional acknowledges and represents that Professional has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Professional also acknowledges, desires and intends that District and Professional will not make the contributions to ASRS for the salary paid to Professional pursuant to this Contract or pursuant to any other aspect of Professional's employment with District, but will comply with A.R.S. § 38-766.02. Professional also acknowledges, desires and intends that Professional will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Professional therefore expressly agree that Professional's employment under this Contract is for 2021-2022 school year only. Professional is hereby notified that Professional's employment is for the 2021-2022 school year only and Professional's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2021-2022 school year without any further notice or action on either party's part.

11. Professional is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Professional shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

12. Professional understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Professional to disciplinary action before the State Board of Education, including revocation of Professional's certificate. Professional therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Professional also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Professional does not fulfill the full term of this Contract. Professional and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Professional's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Professional's breach of this contract in this respect. Professional and District specifically agree that the liquidated damages which may be assessed against Professional for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Professional agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Professional from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

13. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment or revision to this contract is subject to all applicable State and Federal statutes.

14. Pursuant to Arizona law, Professional must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Professional

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
ASRS RETIREE RETURNING TO WORK
PROFESSIONAL NON-TEACHING (INCLUDING EXEMPT) STAFF CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Professional") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Professional for fiscal year 2022-2023 ("the fiscal year"). The contract year for Professional shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Professional.

2. District agrees to pay Professional a salary of _____ together with any salary increase approved for Professional as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Professional to confirm Professional's appointment for the 2022-2023 school year. Professional understands that the District has used Professional's current salary, or if new to the District, the approved professional starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Professional salary for this contract be the amount approved for Professional by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Professional's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Professional, then the amount approved by the Governing Board shall govern. Professional will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Professional in accordance with this contract. Professional shall also receive performance pay if Professional qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Professional shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Professional's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Professional may carry forward no more than forty (40) days of vacation from one fiscal year into the next.

3. Professional shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Professional's projected annual pay, to be calculated on the basis of Professional's projected base daily rate of pay multiplied by Professional's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Professional shall teach/serve in the school(s) or department(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract.

5. If a valid Arizona certificate, license or fingerprint card is required for Professional's employment, Professional's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void and Professional's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Professional acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Professional's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Professional shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Professional warrants the truth of all representations and statements made by Professional to District in connection with Professional's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Professional is arrested ²⁶³for or charged with any non-appealable offense listed in A.R.S. §

41-1758.03(B), Professional shall immediately report the arrest or charge to Professional's supervisor. Failure to do so shall result in Professional's immediate dismissal in accordance with Arizona law.

9. Professional affirms and represents that Professional and Professional's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Professional affirms that Professional will disclose, in the records of the District's central office, whenever Professional or Professional's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Professional hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Professional acknowledges and represents that Professional has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Professional also acknowledges, desires and intends that District and Professional will not make the contributions to ASRS for the salary paid to Professional pursuant to this Contract or pursuant to any other aspect of Professional's employment with District, but will comply with A.R.S. § 38-766.02. Professional also acknowledges, desires and intends that Professional will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. District and Professional therefore expressly agree that Professional's employment under this Contract is for 2022-2023 school year only. Professional is hereby notified that Professional's employment is for the 2022-2023 school year only and Professional's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

11. Professional is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Professional shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

12. Professional understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Professional to disciplinary action before the State Board of Education, including revocation of Professional's certificate. Professional therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Professional also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Professional does not fulfill the full term of this Contract. Professional and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Professional's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Professional's breach of this contract in this respect. Professional and District specifically agree that the liquidated damages which may be assessed against Professional for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Professional agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Professional from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

13. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

14. **Pursuant to Arizona law, Professional must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.**

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Professional

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
CERTIFICATED ASRS RETIREE RETURNING TO WORK
NEW HIRE TEACHER'S CONTRACT

This contract is entered into between _____ ("Teacher") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Teacher for fiscal year 2022-2023 ("the fiscal year"). The contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Teacher.

2. District agrees to pay Teacher a salary of _____ together with any salary increase approved for Teacher as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Teacher to confirm Teacher's appointment for the 2022-2023 school year. Teacher understands that the District has used Teacher's current salary, or if new to the District, the approved teacher starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Teacher salary for this contract be the amount approved for Teacher by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Teacher's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Teacher, then the amount approved by the Governing Board shall govern. Teacher will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Teacher in accordance with this contract. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's performance pay plan(s), subject to any reduction in Classroom Site Funding as described below in section six (6). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Teacher shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. The Teacher's compensation shall be payable in bi-weekly installments as Teacher directs.

3. Teacher shall teach such grade, grades or subjects in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Teacher shall teach in accordance with the academic standards established by the State of Arizona Board of Education.

4. Teacher's employment is conditioned upon the possession at all times of a valid Arizona Teacher's certificate for the position being offered and upon the possession at all times of a valid fingerprint clearance card, as well as the satisfactory completion of a background check and minimum requirements for the District's Teacher job description. Teacher agrees to be appropriately certified according to Arizona Department of Education standards, and to hold all requisite endorsements appropriate to the position held by the commencement date and throughout the duration of this contract. This contract shall be null and void and Teacher's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Teacher acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Teacher's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Teacher shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Pursuant to A.R.S. § 15-977 and provisions of the Proposition 301 Classroom Site Fund, the District may or may not receive funds to support supplements to Teacher's Base Salary. Teacher expressly acknowledges that total pay will

depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

7. Teacher warrants the truth of all representations and statements made by Teacher to District in connection with Teacher's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Teacher is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher's supervisor. Failure to do so shall result in Teacher's immediate dismissal in accordance with Arizona law.

9. Teacher affirms and represents that Teacher and Teacher's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Teacher affirms that Teacher will disclose, in the records of the District's central office, whenever Teacher or Teacher's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Teacher hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Teacher acknowledges and represents that Teacher has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Teacher also acknowledges, desires and intends that District and Teacher will not make the contributions to ASRS for the salary paid to Teacher pursuant to this Contract or pursuant to any other aspect of Teacher's employment with District, but will comply with A.R.S. § 38-766.02. Teacher also acknowledges, desires and intends that Teacher will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. Finally, Teacher expressly acknowledges that Teacher is not subject to the requirements and conditions prescribed in Arizona Revised Statutes §§ 15-538, 15-538.01 and 15-539 through 15-543, including but not limited to, accrual of continuing status, preliminary notice of inadequacy of performance, or contract renewal. District and Teacher therefore expressly agree that Teacher's employment under this Contract is for 2022-2023 school year only. Teacher is hereby notified that Teacher's employment is for the 2022-2023 school year only and Teacher's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

11. Teacher is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Teacher shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

12. Teacher understands that, pursuant to A.R.S. § 15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Teacher to disciplinary action before the State Board of Education, including revocation of Teacher's certificate. Teacher therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Teacher also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Teacher does not fulfill the full term of this Contract. Teacher and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Teacher's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Teacher's breach of this contract in this respect. Teacher and District specifically agree that the liquidated damages which may be assessed against Teacher for resigning or leaving employment without advance Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Teacher agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Teacher from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

13. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

14. Pursuant to Arizona law, Teacher must sign this Contract and return it to the District's Human Resources

Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District’s offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Teacher

AMPHITHEATER UNIFIED SCHOOL DISTRICT
CERTIFICATED ASRS RETIREE RETURNING TO WORK
TEACHER'S CONTRACT

This contract is entered into between _____ ("Teacher") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Teacher for fiscal year 2022-2023 ("the fiscal year"). The contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Teacher.

2. District agrees to pay Teacher a salary of _____ together with any salary increase approved for Teacher as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Teacher to confirm Teacher's appointment for the 2022-2023 school year. Teacher understands that the District has used Teacher's current salary, or if new to the District, the approved teacher starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Teacher salary for this contract be the amount approved for Teacher by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Teacher's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Teacher, then the amount approved by the Governing Board shall govern. Teacher will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Teacher in accordance with this contract. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's performance pay plan(s), subject to any reduction in Classroom Site Funding as described below in section six (6). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Teacher shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. The Teacher's compensation shall be payable in bi-weekly installments as Teacher directs.

3. Teacher shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Teacher's projected annual pay, to be calculated on the basis of Teacher's projected base daily rate of pay multiplied by Teacher's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Teacher shall teach such grade, grades or subjects in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Teacher shall teach in accordance with the academic standards established by the State of Arizona Board of Education.

5. Teacher's employment is conditioned upon the possession at all times of a valid Arizona Teacher's certificate for the position being offered and upon the possession at all times of a valid fingerprint clearance card, as well as the satisfactory completion of a background check and minimum requirements for the District's Teacher job description. Teacher agrees to be appropriately certified according to Arizona Department of Education standards, and to hold all requisite endorsements appropriate to the position held by the commencement date and throughout the duration of this contract. This contract shall be null and void and Teacher's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Teacher acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Teacher's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Teacher shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such

funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Pursuant to A.R.S. § 15-977 and provisions of the Proposition 301 Classroom Site Fund, the District may or may not receive funds to support supplements to Teacher's Base Salary. Teacher expressly acknowledges that total pay will depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

8. Teacher warrants the truth of all representations and statements made by Teacher to District in connection with Teacher's employment. Any breach of this warranty may be grounds for termination of employment.

9. Pursuant to A.R.S. § 15-550, if Teacher is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher's supervisor. Failure to do so shall result in Teacher's immediate dismissal in accordance with Arizona law.

10. Teacher affirms and represents that Teacher and Teacher's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Teacher affirms that Teacher will disclose, in the records of the District's central office, whenever Teacher or Teacher's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

11. Teacher hereby acknowledges and agrees that his/her employment is pursuant to A.R.S. § 38-766.01 which allows retirees under the Arizona State Retirement System ("ASRS") to return to work after retirement under certain conditions. Teacher acknowledges and represents that Teacher has attained normal retirement age as set forth by the ASRS, has retired under the ASRS, has terminated employment with all ASRS participating employers for at least twelve months, i.e. three hundred sixty-five (365) calendar days, before returning to work, and has chosen to work without interrupting or terminating receipt of ASRS retirement benefits. Teacher also acknowledges, desires and intends that District and Teacher will not make the contributions to ASRS for the salary paid to Teacher pursuant to this Contract or pursuant to any other aspect of Teacher's employment with District, but will comply with A.R.S. § 38-766.02. Teacher also acknowledges, desires and intends that Teacher will not accrue credited service, retirement benefits or long-term disability program benefits through ASRS for the employment agreed to pursuant to this contract. Finally, Teacher expressly acknowledges that Teacher is not subject to the requirements and conditions prescribed in Arizona Revised Statutes §§ 15-538, 15-538.01 and 15-539 through 15-543, including but not limited to, accrual of continuing status, preliminary notice of inadequacy of performance, or contract renewal. District and Teacher therefore expressly agree that Teacher's employment under this Contract is for 2022-2023 school year only. Teacher is hereby notified that Teacher's employment is for the 2022-2023 school year only and Teacher's contract will not be renewed for the following school year. This contract will automatically terminate upon the conclusion of the 2022-2023 school year without any further notice or action on either party's part.

12. Teacher is entitled to have the same paid holidays as other certificated employees in which that position is normally assigned. Teacher shall also receive the same number of sick and personal days in which that position is normally assigned, but unused personal or sick days will not be paid out at the end of the year. Fringe benefits-eligibility for health insurance, life insurance and the Employee Assistance Program will be determined under existing District policy.

13. Teacher understands that, pursuant to A.R.S. § 15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Teacher to disciplinary action before the State Board of Education, including revocation of Teacher's certificate. Teacher therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Teacher also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Teacher does not fulfill the full term of this Contract. Teacher and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Teacher's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Teacher's breach of this contract in this respect. Teacher and District specifically agree that the liquidated damages which may be assessed against Teacher for resigning or leaving employment without advance Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Teacher agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Teacher from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

14. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements,

whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

15. Pursuant to Arizona law, Teacher must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Teacher

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
CERTIFICATED TEACHER'S CONTRACT
(Part-Time)

This contract is entered into between ("Teacher") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Teacher for fiscal year 2022-2023 ("the fiscal year"). The contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Teacher.

2. District agrees to pay Teacher a salary of _____ together with any salary increase approved for Teacher as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Teacher to confirm Teacher's appointment for the 2022-2023 school year. Teacher understands that the District has used Teacher's current salary, or if new to the District, the approved teacher starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Teacher salary for this contract be the amount approved for Teacher by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Teacher's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Teacher, then the amount approved by the Governing Board shall govern. Teacher will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Teacher in accordance with this contract. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's performance pay plan(s), subject to any reduction in Classroom Site Funding as described below in section seven (7). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Teacher shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. The Teacher's compensation shall be payable in bi-weekly installments as Teacher directs.

3. Teacher shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Teacher's projected annual pay, to be calculated on the basis of Teacher's projected base daily rate of pay multiplied by Teacher's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Teacher shall teach such grade, grades or subjects in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Teacher shall teach in accordance with the academic standards established by the State of Arizona Board of Education.

5. This Contract is for the part-time employment of Teacher. Teacher understands that Teacher is not a full-time employee as determined by state law and the salary reflected above is a pro-rated amount based on Teacher's full-time equivalency. Teacher is advised that continuing teacher status, if previously obtained, is lost and terminates upon a reduction to part-time status of less than forty percent (40%).

6. Teacher's employment is conditioned upon the possession at all times of a valid Arizona Teacher's certificate for the position being offered and upon the possession at all times of a valid fingerprint clearance card, as well as the satisfactory completion of a background check and minimum requirements for the District's Teacher job description. Teacher agrees to be appropriately certified according to Arizona Department of Education standards and to hold all requisite endorsements appropriate to the position held by the commencement date and throughout the duration of this contract. This contract shall be null and void and Teacher's employment shall be terminated if these conditions are not satisfied.

7. District's budget incorporates assumptions about the amount of funding that will be available to the District. Teacher acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Teacher's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Teacher shall be given not fewer than ten (10) calendar days' notice of

any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

8. Pursuant to A.R.S. § 15-977 and provisions of the Proposition 301 Classroom Site Fund, the District may or may not receive funds to support supplements to Teacher's Base Salary. Teacher expressly acknowledges that total pay will depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

9. Teacher warrants the truth of all representations and statements made by Teacher to District in connection with Teacher's employment. Any breach of this warranty may be grounds for termination of employment.

10. Pursuant to A.R.S. § 15-550, if Teacher is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher's supervisor. Failure to do so shall result in Teacher's immediate dismissal in accordance with Arizona law.

11. Teacher affirms and represents that Teacher and Teacher's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Teacher affirms that Teacher will disclose, in the records of the District's central office, whenever Teacher or Teacher's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

12. Teacher understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Teacher to disciplinary action before the State Board of Education, including revocation of Teacher's certificate. Teacher therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Teacher also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Teacher does not fulfill the full term of this Contract. Teacher and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Teacher's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Teacher's breach of this contract in this respect. Teacher and District specifically agree that the liquidated damages which may be assessed against Teacher for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Teacher agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Teacher from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

13. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

14. **Pursuant to Arizona law, Teacher must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.**

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Teacher

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
CERTIFICATED TEACHER'S CONTRACT
(Short Term)

This contract is entered into between _____ ("Teacher") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Teacher for fiscal year 2022-2023 ("the fiscal year"). The contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Teacher. Board hereby notifies Teacher, and Teacher hereby acknowledges, that his/her employment is for the fiscal year only and that Teacher's contract will not be renewed for the following year. This contract will automatically terminate upon the conclusion of the fiscal year without need for any further notice or action on either party's part.

2. District agrees to pay Teacher a salary of _____ together with any salary increase approved for Teacher as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Teacher to confirm Teacher's appointment for the 2022-2023 school year. Teacher understands that the District has used Teacher's current salary, or if new to the District, the approved teacher starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Teacher salary for this contract be the amount approved for Teacher by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Teacher's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Teacher, then the amount approved by the Governing Board shall govern. Teacher will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Teacher in accordance with this contract. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's performance pay plan(s), subject to any reduction in Classroom Site Funding as described below in section six (6). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Teacher shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. The Teacher's compensation shall be payable in bi-weekly installments as Teacher directs.

3. Teacher shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Teacher's projected annual pay, to be calculated on the basis of Teacher's projected base daily rate of pay multiplied by Teacher's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Teacher shall teach such grade, grades or subjects in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Teacher shall teach in accordance with the academic standards established by the State of Arizona Board of Education.

5. Teacher's employment is conditioned upon the possession at all times of a valid Arizona Teacher's certificate for the position being offered and upon the possession at all times of a valid fingerprint clearance card, as well as the satisfactory completion of a background check and minimum requirements for the District's Teacher job description. Teacher agrees to be appropriately certified according to Arizona Department of Education standards, and to hold all requisite endorsements appropriate to the position held by the commencement date and throughout the duration of this contract. This contract shall be null and void and Teacher's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Teacher acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Teacher's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Teacher shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph.

In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Pursuant to A.R.S. § 15-977 and provisions of the Proposition 301 Classroom Site Fund, the District may or may not receive funds to support supplements to Teacher's Base Salary. Teacher expressly acknowledges that total pay will depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

8. Teacher warrants the truth of all representations and statements made by Teacher to District in connection with Teacher's employment. Any breach of this warranty may be grounds for termination of employment.

9. Pursuant to A.R.S. § 15-550, if Teacher is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher's supervisor. Failure to do so shall result in Teacher's immediate dismissal in accordance with Arizona law.

10. Teacher affirms and represents that Teacher and Teacher's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Teacher affirms that Teacher will disclose, in the records of the District's central office, whenever Teacher or Teacher's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

11. Teacher understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Teacher to disciplinary action before the State Board of Education, including revocation of Teacher's certificate. Teacher therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Teacher also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Teacher does not fulfill the full term of this Contract. Teacher and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Teacher's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Teacher's breach of this contract in this respect. Teacher and District specifically agree that the liquidated damages which may be assessed against Teacher for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Teacher agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Teacher from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

12. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

13. Pursuant to Arizona law, Teacher must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Teacher

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
CERTIFICATED TEACHER'S CONTRACT
(Standard)

This contract is entered into between ("Teacher") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Teacher for fiscal year 2022-2023 ("the fiscal year"). The contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Teacher.

2. District agrees to pay Teacher a salary of together with any salary increase approved for Teacher as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Teacher to confirm Teacher's appointment for the 2022-2023 school year. Teacher understands that the District has used Teacher's current salary, or if new to the District, the approved teacher starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Teacher salary for this contract be the amount approved for Teacher by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Teacher's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Teacher, then the amount approved by the Governing Board shall govern. Teacher will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Teacher in accordance with this contract. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's performance pay plan(s), subject to any reduction in Classroom Site Funding as described below in section six (6). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Teacher shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. The Teacher's compensation shall be payable in bi-weekly installments as Teacher directs.

3. Teacher shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Teacher's projected annual pay, to be calculated on the basis of Teacher's projected base daily rate of pay multiplied by Teacher's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Teacher shall teach such grade, grades or subjects in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Teacher shall teach in accordance with the academic standards established by the State of Arizona Board of Education.

5. Teacher's employment is conditioned upon the possession at all times of a valid Arizona Teacher's certificate for the position being offered and upon the possession at all times of a valid fingerprint clearance card, as well as the satisfactory completion of a background check and minimum requirements for the District's Teacher job description. Teacher agrees to be appropriately certified, according to Arizona Department of Education standards and to hold all requisite endorsements appropriate to the position held by the commencement date and throughout the duration of this contract. This contract shall be null and void and Teacher's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Teacher acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Teacher's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Teacher shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Pursuant to A.R.S. § 15-977 and provisions of the Proposition 301 Classroom Site Fund, the District may or may not receive funds to support supplements to Teacher's Base Salary. Teacher expressly acknowledges that total pay will depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

8. Teacher warrants the truth of all representations and statements made by Teacher to District in connection with Teacher's employment. Any breach of this warranty may be grounds for termination of employment.

9. Pursuant to A.R.S. § 15-550, if Teacher is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher's supervisor. Failure to do so shall result in Teacher's immediate dismissal in accordance with Arizona law.

10. Teacher affirms and represents that Teacher and Teacher's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Teacher affirms that Teacher will disclose, in the records of the District's central office, whenever Teacher or Teacher's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

11. Teacher understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Teacher to disciplinary action before the State Board of Education, including revocation of Teacher's certificate. Teacher therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Teacher also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Teacher does not fulfill the full term of this Contract. Teacher and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Teacher's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Teacher's breach of this contract in this respect. Teacher and District specifically agree that the liquidated damages which may be assessed against Teacher for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Teacher agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Teacher from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

12. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

13. **Pursuant to Arizona law, Teacher must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.**

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of
, 2022.

Teacher

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
NEW HIRE ADMINISTRATIVE EXEMPT (MULTI-POSITION OFFICER) CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Administrator's benefits shall also include six (6) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next. Administrator may sell back twenty (20) days of vacation within the fiscal year, to be paid at Administrator's daily rate of pay.

3. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

4. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed

in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

8. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

10. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

11. **Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.**

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Administrator

The Governing Board:

AMPHITHEATER UNIFIED SCHOOL DISTRICT
NEW HIRE ADMINISTRATIVE EXEMPT CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next. Administrator may sell back ten (10) days of vacation within the fiscal year, to be paid at Administrator's daily rate of pay.

3. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

4. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure

to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

8. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

10. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

11. Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Administrator

AMPHITHEATER UNIFIED SCHOOL DISTRICT
NEW HIRE ADMINISTRATOR'S CONTRACT
(Ten Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive performance pay if Administrator qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year.

3. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

4. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void and Administrator's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Administrator warrants the truth of all representations and statements made by Administrator to District in connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed

in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

8. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

10. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

11. **Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.**

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the XXX.

Administrator

AMPHITHEATER UNIFIED SCHOOL DISTRICT
NEW HIRE ADMINISTRATOR'S CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Administrator") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Administrator for fiscal year 2022-2023 ("the fiscal year"). The contract year for Administrator shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Administrator.

2. District agrees to pay Administrator a salary of _____ together with any salary increase approved for Administrator as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Administrator to confirm Administrator's appointment for the 2022-2023 school year. Administrator understands that the District has used Administrator's current salary, or if new to the District, the approved administrator starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Administrator salary for this contract be the amount approved for Administrator by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Administrator's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Administrator, then the amount approved by the Governing Board shall govern. Administrator will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Administrator in accordance with this contract. Administrator shall also receive performance pay if Administrator qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Administrator shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Administrator's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Administrator may carry forward no more than forty (40) days of vacation from one fiscal year into the next.

3. Administrator shall serve in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Administrator certifies that if Administrator supervises classroom instruction, Administrator will ensure that such instruction will be in accordance with state academic standards as established by the State of Arizona Board of Education.

4. If a valid Arizona certificate, license or fingerprint card is required for Administrator's employment, Administrator's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void, and Administrator's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Administrator acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Administrator's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Administrator shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Administrator warrants the truth of all representations and statements made by Administrator to District in

connection with Administrator's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Administrator is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Administrator shall immediately report the arrest or charge to Administrator's supervisor. Failure to do so shall result in Administrator's immediate dismissal in accordance with Arizona law.

8. Administrator affirms and represents that Administrator and Administrator's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Administrator affirms that Administrator will disclose, in the records of the District's central office, whenever Administrator or Administrator's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Administrator understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Administrator to disciplinary action before the State Board of Education, including revocation of Administrator's certificate. Administrator therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Administrator also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Administrator does not fulfill the full term of this Contract. Administrator and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Administrator's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Administrator's breach of this contract in this respect. Administrator and District specifically agree that the liquidated damages which may be assessed against Administrator for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Administrator agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Administrator from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

10. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

11. Pursuant to Arizona law, Administrator must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Administrator

AMPHITHEATER UNIFIED SCHOOL DISTRICT
NEW HIRE CERTIFICATED TEACHER'S CONTRACT
(Short Term)

This contract is entered into between _____ ("Teacher") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Teacher for fiscal year 2022-2023 ("the fiscal year"). The contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Teacher. Board hereby notifies Teacher, and Teacher hereby acknowledges, that his/her employment is for the fiscal year only and that Teacher's contract will not be renewed for the following year. This contract will automatically terminate upon the conclusion of the fiscal year without need for any further notice or action on either party's part.

2. District agrees to pay Teacher a salary of _____ together with any salary increase approved for Teacher as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Teacher to confirm Teacher's appointment for the 2022-2023 school year. Teacher understands that the District has used Teacher's current salary, or if new to the District, the approved teacher starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Teacher salary for this contract be the amount approved for Teacher by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Teacher's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Teacher, then the amount approved by the Governing Board shall govern. Teacher will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Teacher in accordance with this contract. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's performance pay plan(s), subject to any reduction in Classroom Site Funding as described below in section six (6). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Teacher shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. The Teacher's compensation shall be payable in bi-weekly installments as Teacher directs.

3. Teacher shall teach such grade, grades or subjects in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Teacher shall teach in accordance with the academic standards established by the State of Arizona Board of Education.

4. Teacher's employment is conditioned upon the possession at all times of a valid Arizona Teacher's certificate for the position being offered and upon the possession at all times of a valid fingerprint clearance card, as well as the satisfactory completion of a background check and minimum requirements for the District's Teacher job description. Teacher agrees to be appropriately certified according to Arizona Department of Education standards, and to hold all requisite endorsements appropriate to the position held by the commencement date and throughout the duration of this contract. This contract shall be null and void and Teacher's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Teacher acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Teacher's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Teacher shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Pursuant to A.R.S. § 15-977 and provisions of the Proposition 301 Classroom Site Fund, the District may or may

not receive funds to support supplements to Teacher's Base Salary. Teacher expressly acknowledges that total pay will depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

7. Teacher warrants the truth of all representations and statements made by Teacher to District in connection with Teacher's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15-550, if Teacher is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher's supervisor. Failure to do so shall result in Teacher's immediate dismissal in accordance with Arizona law.

9. Teacher affirms and represents that Teacher and Teacher's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Teacher affirms that Teacher will disclose, in the records of the District's central office, whenever Teacher or Teacher's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Teacher understands that, pursuant to A.R.S. § 15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Teacher to disciplinary action before the State Board of Education, including revocation of Teacher's certificate. Teacher therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Teacher also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Teacher does not fulfill the full term of this Contract. Teacher and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Teacher's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Teacher's breach of this contract in this respect. Teacher and District specifically agree that the liquidated damages which may be assessed against Teacher for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Teacher agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Teacher from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

11. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

12. Pursuant to Arizona law, Teacher must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Teacher

**AMPHITHEATER UNIFIED SCHOOL DISTRICT
NEW HIRE CERTIFICATED TEACHER'S CONTRACT
(Standard)**

This contract is entered into between ("Teacher") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Teacher for fiscal year 2022-2023 ("the fiscal year"). The contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Teacher.

2. District agrees to pay Teacher a salary of _____ together with any salary increase approved for Teacher as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Teacher to confirm Teacher's appointment for the 2022-2023 school year. Teacher understands that the District has used Teacher's current salary, or if new to the District, the approved teacher starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Teacher salary for this contract be the amount approved for Teacher by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Teacher's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Teacher, then the amount approved by the Governing Board shall govern. Teacher will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Teacher in accordance with this contract. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's performance pay plan(s), subject to any reduction in Classroom Site Funding as described below in section six (6). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Teacher shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. The Teacher's compensation shall be payable in bi-weekly installments as Teacher directs.

3. Teacher shall teach such grade, grades or subjects in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Teacher shall teach in accordance with the academic standards established by the State of Arizona Board of Education.

4. Teacher's employment is conditioned upon the possession at all times of a valid Arizona Teacher's certificate for the position being offered and upon the possession at all times of a valid fingerprint clearance card, as well as the satisfactory completion of a background check and minimum requirements for the District's Teacher job description. Teacher agrees to be appropriately certified, according to Arizona Department of Education standards and to hold all requisite endorsements appropriate to the position held by the commencement date and throughout the duration of this contract. This contract shall be null and void and Teacher's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Teacher acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Teacher's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Teacher shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Pursuant to A.R.S. § 15-977 and provisions of the Proposition 301 Classroom Site Fund, the District may or may not receive funds to support supplements to Teacher's Base Salary. Teacher expressly acknowledges that total pay will depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

7. Teacher warrants the truth of all representations and statements made by Teacher to District in connection with Teacher's employment. Any breach of this warranty may be grounds for termination of employment.

8. Pursuant to A.R.S. § 15550, if Teacher is arrested²⁸⁷ or charged with any non--appealable- offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher's supervisor. Failure to do so shall result in

Teacher's immediate dismissal in accordance with Arizona law.

9. Teacher affirms and represents that Teacher and Teacher's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Teacher affirms that Teacher will disclose, in the records of the District's central office, whenever Teacher or Teacher's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

10. Teacher understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Teacher to disciplinary action before the State Board of Education, including revocation of Teacher's certificate. Teacher therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Teacher also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Teacher does not fulfill the full term of this Contract. Teacher and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Teacher's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Teacher's breach of this contract in this respect. Teacher and District specifically agree that the liquidated damages which may be assessed against Teacher for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Teacher agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Teacher from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

11. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

12. Pursuant to Arizona law, Teacher must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Teacher

AMPHITHEATER UNIFIED SCHOOL DISTRICT
NEW HIRE CERTIFICATED TEACHER'S CONTRACT
(Part-Time)

This contract is entered into between _____ ("Teacher") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Teacher for fiscal year 2022-2023 ("the fiscal year"). The contract year for Teacher shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Teacher.

2. District agrees to pay Teacher a salary of _____ together with any salary increase approved for Teacher as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Teacher to confirm Teacher's appointment for the 2022-2023 school year. Teacher understands that the District has used Teacher's current salary, or if new to the District, the approved teacher starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Teacher salary for this contract be the amount approved for Teacher by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Teacher's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Teacher, then the amount approved by the Governing Board shall govern. Teacher will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Teacher in accordance with this contract. Teacher shall also receive performance pay if Teacher qualifies for such pay in accordance with the District's performance pay plan(s), subject to any reduction in Classroom Site Funding as described below in section seven (7). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Teacher shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. The Teacher's compensation shall be payable in bi-weekly installments as Teacher directs.

3. Teacher shall teach such grade, grades or subjects in the school(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract. Teacher shall teach in accordance with the academic standards established by the State of Arizona Board of Education.

4. This Contract is for the part-time employment of Teacher. Teacher understands that Teacher is not a full-time employee as determined by state law and the salary reflected above is a pro-rated amount based on Teacher's full-time equivalency. Teacher is advised that continuing teacher status, if previously obtained, is lost and terminates upon a reduction to part-time status of less than forty percent (40%).

5. Teacher's employment is conditioned upon the possession at all times of a valid Arizona Teacher's certificate for the position being offered and upon the possession at all times of a valid fingerprint clearance card, as well as the satisfactory completion of a background check and minimum requirements for the District's Teacher job description. Teacher agrees to be appropriately certified according to Arizona Department of Education standards and to hold all requisite endorsements appropriate to the position held by the commencement date and throughout the duration of this contract. This contract shall be null and void and Teacher's employment shall be terminated if these conditions are not satisfied.

6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Teacher acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Teacher's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Teacher shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

7. Pursuant to A.R.S. § 15-977 and provisions of the Proposition 301 Classroom Site Fund, the District may or may not receive funds to support supplements to Teacher's Base Salary. Teacher expressly acknowledges that total pay will depend upon allocation of the Classroom Site Funds, amount of Classroom Site Funds received, if any, and employee eligibility. Payments associated with the Classroom Site Fund may be paid only if the balance in the applicable Site Fund account is sufficient to support the payment.

8. Teacher warrants the truth of all representations and statements made by Teacher to District in connection with Teacher's employment. Any breach of this warranty may be grounds for termination of employment.

9. Pursuant to A.R.S. § 15-550, if Teacher is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Teacher shall immediately report the arrest or charge to Teacher's supervisor. Failure to do so shall result in Teacher's immediate dismissal in accordance with Arizona law.

10. Teacher affirms and represents that Teacher and Teacher's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Teacher affirms that Teacher will disclose, in the records of the District's central office, whenever Teacher or Teacher's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

11. Teacher understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Teacher to disciplinary action before the State Board of Education, including revocation of Teacher's certificate. Teacher therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Teacher also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Teacher does not fulfill the full term of this Contract. Teacher and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Teacher's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Teacher's breach of this contract in this respect. Teacher and District specifically agree that the liquidated damages which may be assessed against Teacher for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Teacher agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Teacher from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

12. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment, revision, or addendum to this contract is subject to all applicable State and Federal statutes.

13. Pursuant to Arizona law, Teacher must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Teacher

AMPHITHEATER UNIFIED SCHOOL DISTRICT
NEW HIRE PROFESSIONAL NON-TEACHING (INCLUDING EXEMPT) STAFF CONTRACT
(Ten Month)

This contract is entered into between _____ ("Professional") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

1. District agrees to employ Professional for fiscal year 2022-2023 ("the fiscal year"). The contract year for Professional shall be in accordance with the official calendar adopted by the Governing Board. If, however, an emergency or other circumstance as determined and declared by the Governing Board or its authorized designee delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by state law without additional compensation to Professional.

2. District agrees to pay Professional a salary of _____ together with any salary increase approved for Professional as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Professional to confirm Professional's appointment for the 2022-2023 school year. Professional understands that the District has used Professional's current salary, or if new to the District, the approved professional starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Professional salary for this contract be the amount approved for Professional by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Professional's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Professional, then the amount approved by the Governing Board shall govern. Professional will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Professional in accordance with this contract. Professional shall also receive performance pay if Professional qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Professional shall also receive such fringe benefits as the Governing Board has approved for this fiscal year.

3. Professional shall teach/serve in the school(s) or department(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract.

4. If a valid Arizona certificate, license or fingerprint card is required for Professional's employment, Professional's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void and Professional's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Professional acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Professional's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023 fiscal year. Professional shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

6. Professional warrants the truth of all representations and statements made by Professional to District in connection with Professional's employment. Any breach of this warranty may be grounds for termination of employment.

7. Pursuant to A.R.S. § 15-550, if Professional is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Professional shall immediately report the arrest or charge to Professional's supervisor. Failure to do so shall result in Professional's immediate dismissal in accordance with Arizona law.

8. Professional affirms and represents that Professional and Professional's dependents will not have a financial interest in any product or service purchased or otherwise procured by the District during the fiscal year. Alternatively, Professional affirms that Professional will disclose, in the records of the District's central office, whenever Professional or Professional's dependents do have a financial interest in a school district procurement of any product or service. This Contract is subject to cancellation pursuant to A.R.S. § 38-511, regarding conflicts of interest.

9. Professional understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Professional to disciplinary action before the State Board of Education, including revocation of Professional's certificate. Professional therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Professional also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Professional does not fulfill the full term of this Contract. Professional and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Professional's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Professional's breach of this contract in this respect. Professional and District specifically agree that the liquidated damages which may be assessed against Professional for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Professional agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Professional from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

10. This contract constitutes the entire agreement of the parties, and any prior or contemporaneous agreements, whether written or oral, are superseded by this contract except as provided or referenced herein. Any subsequent amendment or addendum to this contract shall be in writing and signed by both parties. This contract and any subsequent amendment or revision to this contract is subject to all applicable State and Federal statutes.

11. **Pursuant to Arizona law, Professional must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.**

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Professional

AMPHITHEATER UNIFIED SCHOOL DISTRICT
NEW HIRE PROFESSIONAL NON-TEACHING (INCLUDING EXEMPT) STAFF CONTRACT
(Twelve Month)

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2. District agrees to pay Professional a salary of _____ together with any salary increase approved for Professional as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Professional to confirm Professional's appointment for the 2022-2023 school year. Professional understands that the District has used Professional's current salary, or if new to the District, the approved professional starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Professional salary for this contract be the amount approved for Professional by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Professional's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Professional, then the amount approved by the Governing Board shall govern. Professional will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Professional in accordance with this contract. Professional shall also receive performance pay if Professional qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Professional shall also receive such fringe benefits as the Governing Board has approved for this fiscal year. Professional's benefits shall also include four (4) full weeks of paid vacation per year. For the purposes of this section, "a year" means the period of time beginning July 1st of any calendar year and ending June 30th of the following calendar year. Professional may carry forward no more than forty (40) days of vacation from one fiscal year into the next.

3. Professional shall teach/serve in the school(s) or department(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract.

4. If a valid Arizona certificate, license or fingerprint card is required for Professional's employment, Professional's employment shall be conditioned upon the possession at all times of the same, as well as the satisfactory completion of a background check. This contract shall be null and void and Professional's employment shall be terminated if these conditions are not satisfied.

5. District's budget incorporates assumptions about the amount of funding that will be available to the District. Professional acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Professional's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2022-2023. Professional shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

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7. Pursuant to A.R.S. § 15-550, if Professional is arrested for or charged with any non-appealable offense listed in A.R.S. § 41-1758.03(B), Professional shall immediately report the arrest or charge to Professional's supervisor. Failure to

do so shall result in Professional's immediate dismissal in accordance with Arizona law.

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9. Professional understands that, pursuant to A.R.S. §15-545, resignation from employment during this contract without obtaining advance Governing Board approval is an unprofessional act which may subject Professional to disciplinary action before the State Board of Education, including revocation of Professional's certificate. Professional therefore agrees not to resign from employment prior to the conclusion of the final duty day required by this Contract, unless the resignation has been approved in advance by the Governing Board. Professional also recognizes that District will incur expenses of securing a replacement, including substitute costs, in the event that Professional does not fulfill the full term of this Contract. Professional and District agree that these expenses and the damage done to District's program and its students due to the premature loss of Professional's services are difficult to determine, and therefore that it is appropriate to assess a certain amount as liquidated damages in the event of Professional's breach of this contract in this respect. Professional and District specifically agree that the liquidated damages which may be assessed against Professional for resigning or leaving employment without advance Governing Board approval shall be the amount of two thousand five hundred dollars and no cents (\$2,500.00). Professional agrees that District, in addition to any other remedies available to it by law, may deduct all or any portion of the amount of the liquidated damages from any earnings due to Professional from any fiscal year, or from any other source. District will consider individual circumstances in the application of this provision.

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11. Pursuant to Arizona law, Professional must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on XXX.

Professional

AMPHITHEATER UNIFIED SCHOOL DISTRICT
PROFESSIONAL NON-TEACHING (INCLUDING EXEMPT) STAFF CONTRACT
(Ten Month)

This contract is entered into between _____ ("Professional") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

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2. District agrees to pay Professional a salary of _____ together with any salary increase approved for Professional as part of the 2022-2023 compensation package approved by the Governing Board upon completion of the meet and confer process. District is providing this contract to Professional to confirm Professional's appointment for the 2022-2023 school year. Professional understands that the District has used Professional's current salary, or if new to the District, the approved professional starting salary for the 2021-2022 fiscal year, here to enable the parties to confirm employment before the Governing Board approves the 2022-2023 employment compensation package. The parties intend, however, that the Professional salary for this contract be the amount approved for Professional by the Governing Board as part of the 2022-2023 compensation package and that said amount shall not be less than the salary stated above for Professional's full-time employment for the 2022-2023 fiscal year. In the event there is a difference between the salary amount stated here and the amount approved by the Governing Board to be paid as salary to Professional, then the amount approved by the Governing Board shall govern. Professional will not be mandated to file additional paperwork/amendment to receive the additional monies as these sums will be automatically directed to Professional in accordance with this contract. Professional shall also receive performance pay if Professional qualifies for such pay in accordance with the District's performance pay plan(s). The amount of performance pay and the method and timing of payment of performance pay shall be as specified in the District's performance pay plan(s). Professional shall also receive such fringe benefits as the Governing Board has approved for this fiscal year.

3. Professional shall also qualify for the additional 2022-2023 stipend approved by the Governing Board that is equivalent to 4% of Professional's projected annual pay, to be calculated on the basis of Professional's projected base daily rate of pay multiplied by Professional's projected number of work days for the year. This stipend shall be over and above whatever base compensation terms are approved by the Governing Board for the 2022-2023 fiscal year.

4. Professional shall teach/serve in the school(s) or department(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract.

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6. District's budget incorporates assumptions about the amount of funding that will be available to the District. Professional acknowledges and agrees that at any time after execution of this contract, the Base Salary specified above may be reduced by an amount not to exceed four percent (4%) of Professional's salary or may be cancelled, if any of the following, individually or in conjunction, occurs: a) if the District's Base Support Level, the Revenue Control Limit, or the General Budget Limit authorized for the 2022-2023 fiscal year is less or becomes less than that authorized at the beginning of the 2022-2023 fiscal year; b) the District fails to receive, during the 2022-2023 fiscal year, funds in the amount initially budgeted for such year due to a transition to current year funding or for any other reason; or c) the District does not receive federal or state funds that, as of May 30, 2022, the District anticipates receiving for use in the 2021-2022 fiscal year. Professional shall be given not fewer than ten (10) calendar days' notice of any reduction in Base Salary that occurs as a result of this paragraph. In addition, if the District receives new and undesignated state or federal funding after execution of this agreement, and such funding may be utilized for staff compensation, the compensation paid under this contract may increase following additional meet and confer proceedings and recommendations and Governing Board action.

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with Professional's employment. Any breach of this warranty may be grounds for termination of employment.

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12. Pursuant to Arizona law, Professional must sign this Contract and return it to the District's Human Resources Office within fifteen (15) days from the date it is issued, without any additions or deletions, or District's offer of employment shall be automatically revoked.

APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Professional

President of the Governing Board

AMPHITHEATER UNIFIED SCHOOL DISTRICT
PROFESSIONAL NON-TEACHING (INCLUDING EXEMPT) STAFF CONTRACT
(Twelve Month)

This contract is entered into between _____ ("Professional") and the Governing Board of Amphitheater Unified School District No. 10 of Pima County, Arizona ("District"). The parties agree as follows:

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4. Professional shall teach/serve in the school(s) or department(s) of the District and at such location(s) as the Governing Board, Superintendent, Principal, or their designees, may direct for the fiscal year and will faithfully perform the duties as may be assigned according to law, rules, policies and regulations legally established for the governance of the District as are in effect or may be amended during the term of this contract.

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APPROVED AT A LEGALLY CONVENED MEETING OF THE GOVERNING BOARD on the day of , 2022.

Professional

President of the Governing Board



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **January 25, 2022**

TITLE: **Approval to Provide Post-Retirement Employment Opportunities during the 2022-2023 Fiscal Year**

BACKGROUND:

Arizona's school funding formulas create challenges for public school districts to remain competitive in hiring of essential school personnel. Currently, there is a national shortage of workers. The media has coined this year as the "Great Resignation." Employers throughout the nation have struggled to hire and retain employees, and the same is true for public school districts as employee turnover has increased significantly as market conditions drive up wages to attract employees.

Notwithstanding this, public schools continue to struggle to remain competitive with private industry because the state never changed its school funding formula to address the annual state-mandated minimum wage increases after the Fair Wages and Healthy Families Act went into effect in January 2017. Without the benefit increased state funding, public employers, and especially school districts, have not had funds needed to address critical wage compression created with each annual minimum wage increase. School districts simply cannot compete with private employers who have the option to increase consumer pricing to hire employees. The Arizona state retirement contribution rates for employees have also continued to increase leading many to retire after a cost/benefit analysis.

Moreover, the national teacher shortage that has been in place for nearly a decade is the worst that it has ever been. Arizona universities report that the number of students enter their programs are insufficient to meet state teacher needs. Teacher retirements, combined with competition from private sector and other schools to hire teachers, particularly in hard to fill disciplines (e.g., math, science, and various professional disciplines that serve students who qualify for special education services), make it even more difficult for public school districts right now. The turmoil caused by the COVID-19 pandemic further exacerbates these struggles for Arizona school districts, as the high attrition rate of educators across the nation has been a primary topic in the media this year.

There are specific limitations on the financial relief available from the federal government that prohibit it from being used for teacher salaries. The federal funds provided through the Elementary and Secondary School Emergency Relief Act (ESSER) do not relieve school districts from their obligations to meet high qualification requirements necessary to work at a public school district as a teacher or instructional staff member. Federal and Arizona state laws, such as the Every Student Succeeds Act and the Individuals with Disabilities Education Act, continue to demand high levels of qualifications for teachers and paraprofessionals providing instruction to students despite the national worker shortages and known attrition from the teaching profession. In addition, the student achievement goals and the school labels established under Arizona state law depend upon placement and retention of skilled educators.

Amphitheater Public Schools, like many school districts in the State, offers salary enhancements for personnel teaching in "hard-to-fill" positions. The District also currently hires retirees through a post-retirement, third-party "employee-leasing" arrangement with Educational Services, Inc. ("ESI"), which has enabled the District to lease personnel with valuable and much needed skills that might otherwise have been lost. Last year, the ESI

contract was procured through the Mohave Cooperative, a procurement cooperative approved by the State of Arizona.

Lease-Back Employee Option

Arizona state law permits school districts to lease-back retired personnel from a third-party vendor, like ESI, without violating state retirement rules. The legality of retaining retired teachers and other employees through a third party “lease-back” arrangement is expressly established in A.R.S. § 15-502. It reads in relevant part:

“The governing board may obtain the services of any employee, including teachers, substitute teachers and administrators, by contracting with a private entity that employs personnel required by the school district.”

Recognizing that the District has a goal of hiring employees directly when possible, the District has offered a program to lease-back ASRS retirees through a third-party vendor (“TPV”), like ESI, for several years, and participants have been very positive about the opportunity. The program’s approval by the Board expires at the end of this fiscal year.

Benefits of Hiring Retired Employees

Permission to hire ASRS retirees in FY 2022-2023, whether by direct-hire or by lease through a TPV, is more important than ever. As explained above, school districts are operating in the middle of a “perfect storm” with the number of available workers continuing to dwindle through the Great Resignation and COVID-19. The District needs to be able to retain the loyal and dedicated employees who have helped it continue services to students and the community during the pandemic. An employee eligible to retire risks losing retirement payments to which they are entitled if they wait to retire to be able to continue working at the District.

By granting permission to hire ASRS retirees, the District employees who are eligible to retire will benefit because they will not have to wait to retire to continue doing their current job. Instead, they will be able to keep earning an income from the District while also receiving the retirement income that they are eligible to receive. It will also benefit the District by enabling it to retain loyal and trained employees, and by expanding the number of eligible candidates who the District can hire to fill its vacancies. There is also a slight savings when the District hires an ASRS retiree, particularly when the employee is a direct hire, since the alternative contribution owed to ASRS for an ASRS Retiree Return to Work is about 1.5% less than for an employee who participates in the ASRS system.

Proposed Terms and Conditions for Retired Employees

It is proposed that the Board permit the hiring of retirees through a TPV to fill a District position under the following terms and conditions:

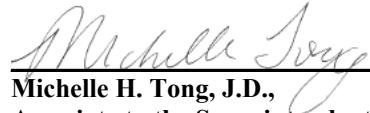
1. The post-retirement employment option will be offered for the 2022-2023 fiscal year and allow the retiree’s retention through a TPV, such as ESI, as may be selected by the District from the available options through the Mohave procurement cooperative, or its equivalent, beginning on July 1, 2022.
2. This option will be available for all employment classifications in the District who retired with an ASRS-provider less than twelve months (365 calendar days) before July 1, 2022. However, it is recommended that qualified retired individuals who have been separated from direct employment with an ASRS-provider for more than twelve months by July 1, 2022 be hired directly by the District, which will avoid TPV fees

for that individual, and, if the retiree is in a position for which a District contract is issued, that the appropriate ASRS Retiree Return to Work contract version be issued for the retired staff member.

3. In the event of an emergency, the Superintendent or designee may appoint a retiree to fill a position on a temporary basis. This temporary appointment may be in effect for only one school year or until the position is otherwise filled, whichever comes first. The temporary appointee may apply for the position and go through the competitive process as stated above.
4. The terms of the retiree's employment with the approved TPV will be determined by the provider in consultation with the District, and the retiree must acknowledge those terms prior to placement with the District.
5. The District currently compensated ASRS retired employees at 80% of the rate paid that would be paid to a non-retiree. This practice has been in place for years to help the District cover TPV service fees and ASRS alternative contribution obligations owed for ASRS retirees. However, the current hiring difficulties outlined above justify ending this practice effective FY 2022-2023. To incentivize ASRS retirees to retain and/or return to the District, all ASRS Retiree Return to Work employees, whether hired directly or through a TPV, will be paid at 100% of the qualified wage authorized on the appropriate placement schedule.
 - a. If an employee retires after school ends in FY 2021-2022 and continues working in FY 2022-2023 as an ASRS Retiree Return to Work (through a TPV or direct hire), the employee will be compensated at 100% of the FY 2021-2022 wages and receive any compensation increase for which the employee may qualify when the Governing Board approves a compensation plan for FY 2022-2023.
 - b. If an ASRS Retiree Return to Work employee works for a TPV in FY 2021-2022 and continues in the same position in FY 2022-2023 as a direct-hire District employee, the amount of the twenty percent (20%) wage deduction applied in the first year after the employee retired will be added to the FY 2022-2023 compensation before any increase approved by the Governing Board for FY 2022-2023 is applied.
 - c. If an employee works as a direct-hire ASRS Retiree Return to Work during FY 2021-2022 and returns to work in the same position in FY 2022-2023, the amount of the twenty percent (20%) wage deduction applied in the first year after the employee retired will be added to the FY 2022-2023 compensation before any increase approved by the Governing Board for FY 2022-2023 is applied.
 - d. The compensation of any ASRS Retiree Return to Work who is hired as a new hire or who is hired into a different position from that worked in FY 2021-2022 shall be paid at 100% of the wage for which a non-ASRS retiree would qualify in the same circumstances.
6. The approved TPV will make and/or pay all appropriate payroll deductions and taxes. The District will pay a service fee to the provider as determined by the District's contract with the vendor. The District will also make the requisite contribution to the ASRS, which does not modify the retiree's retirement benefits.
7. Personnel placed with the District through this program must meet all District, Arizona state and federal qualification standards, including but not limited to, fingerprint/background clearance, certification, endorsement, education level, and licensure.
8. Regardless of their status as employees of a third party rather than the District, all personnel placed with the District must comply with district, state and federal laws, policies, regulations, directives as well as school improvement plans of Amphitheater Public Schools.

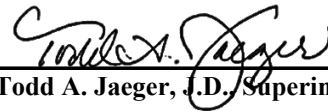
RECOMMENDATION:

This item is presented for the Board's discussion, consideration and, if desired, approval and direction to the Administration.

INITIATED BY:

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

Date: January 14, 2022



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **January 25, 2022**

TITLE: **Approval of Vouchers Totaling and Not Exceeding Approximately \$1,872,174.17
(Final Total)**

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: January 24, 2022

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **January 25, 2022**

TITLE: **Acceptance of Gifts**

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: January 10, 2022

Todd A. Jaeger, J.D., Superintendent

Gift and Donation List		
Gifts and Donations	Exhibit	1/25/2022
Ck in the amount \$1,000.00	Robson Communities	Ironwood Ridge High School
Ck in the amount \$155.99	Kroger	Amphitheater Middle School
Ck in the amount \$77.04	Kroger	Nash Elementary School
Ck in the amount \$680.00	AAUW Northwest Tucson	Walker Elementary School
Plants, Soil, Garden Boxes	Staci Stompoli	Amphitheater Middle School
Plants, Seeds	Eco Gro	Amphitheater Middle School
Ck in the amount \$200.00	Box Tops	Innovation Academy
Ck in the amount \$1,009.88	Innovation Academy PTO	Innovation Academy
Ck in the amount \$200.00	David & Suzanne Ray	Keeling Elementary School
Ck in the amount \$50.00	Ray & Sandra Brisbane	Keeling Elementary School
Ck in the amount \$2,500.00	Amphitheater Foundation	La Cima Middle School



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

DATE OF MEETING: January 25, 2022

TITLE: Award “As Needed” Custodial Services Pursuant to Request for Bids (RFB) 1-12-2022

BACKGROUND:

The Request for Bid 1-12-2022 was published on Azpurchasing.org and on the District’s website. Five vendors submitted bids. One response was a no bid.

LYMI, DBA: City Wide Facility Solutions	\$ 22.00 hrly
RB Becken Inc, DBA : Jan Pro Tucson	\$ 25.00 hrly
Facilities Services Management, DBA: System 4 of Tucson	\$ 27.00 hrly
Above All Services LLC	\$ 30.39 hrly
SSCserv	No Bid

Multiple awards are advantageous to the District to meet the short response time needs of the District. Three of the vendors are being recommended for an award.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board determine that a single award is *not* advantageous to the District and authorize the Administration to negotiate any other agreements or contract terms that the administration determines to be fair and reasonable for the following vendors:

City Wide	\$ 22.00 hourly
Jan Pro	\$ 25.00 hourly
System4	\$ 27.00 hourly

This contract will be for the balance of the current fiscal year with four one-year renewal options.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: January 14, 2022

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: January 25, 2022

TITLE: Award of Contract for Access Points, Network Switches with Switch Components and Associated Licensing Request for Proposals (RFP) 01-11-2022

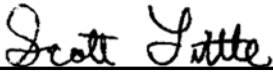
BACKGROUND:

Request for Proposal (RFP) 01-11-2022 was published on the USAC (Universal Service Administrative Company) website as required for all E-Rate fund eligible goods and services. One vendor submitted one responsive proposal; Hye Tech Network & Security Solutions, LLC. The Evaluation Team scored the proposal based on the evaluation criteria listed in the RFP to determine that it met the District's requirements.

RECOMMENDATION:

In accordance with AZ Administration Code R7-2-1032; the single bidder has been determined to be responsible, the pricing is fair and reasonable and the other prospective bidders had reasonable opportunity to respond to this solicitation. It is the recommendation of the Amphitheater School District to award the contract to Hye Tech Networks & Security Solutions, LLC.

INITIATED BY:



Scott Little, Chief Financial Officer

Date: January 14, 2022



Todd A. Jaeger, J.D., Superintendent



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **January 25, 2022**

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

BACKGROUND:

STAFF

Tassi Call, Matt Munger, Julie Valenzuela, and the TBD-Director of Curriculum & Assessment from School Operations request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$11,363.28 and will be paid using Title II funds.

Anne Dudley, Jennifer Drescher, Krysten Floyd, Neely Johnson, Betsy Gardner, Rose Hooton, Karl Meimer, Kelly Mulari, David Peak and Georgiana Santiago Reis from LaCima request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$20,020.00 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Ellis Harper, Brock Lange, Lavinia McQuade, Marley Murrell, John Parham, Erin Quigley, Julie Ramsey, Lesa Randall, Morgan Rodgers, Karen Rosson, Denese Russell, Corey Smith, Lucas Smith, Shawn Smith, Sjana Summons, Lisa Taylor, Ryan Thornburg, Diana Tolton, Forrest Watson, Robert young, Sonya Yount, Albert Malis, David Humphreys, Maimie Spillane, Glenda Arffa, John Dotts, Katherine Engel, Bethany Evans, Carla Garcia, Morgan Gerik, Daniel Handy, Valerie Wirth, Kim Moran, Leighann Reynolds, Gary Sandoval, Keivn Beuthin, Katherine Claus and Gary Crist from Amphi High request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$100,776.00 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Peggy Marner, Brandi Lipich, Amy Rudd, Aurora Venhuizen, and Kim Smith from Holaway request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$10,782.50 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Jennifer Letts, Shay Humphreys, and Amy Hawk from Donaldson request permission to attend No Excuses University Boot Camp in Dallas/Flower Mound, Texas, June 8-10, 2022. Approximate cost of travel is \$4,854.50 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Fabienna Godlewski and Erica Fox from Canyon Del Oro request permission to attend the National Council of Teachers of Mathematics in New Orleans, Louisiana, February 2-4, 2022. Approximate cost of travel is \$3,814.64 and will be paid using Title II funds. Three school days will be missed and substitutes are required.

Serena Campsen from Wetmore, Jennifer Queiruga from Amphi Middle, and Joyce Daigle from Keeling request permission to attend the National Summer Learning Association Conference in Las Vegas, Nevada, March 19-23, 2022. Approximate cost of travel is \$7,515.00 and will be paid using 21st CCLC funds. Three school days will be missed and substitutes are required.

Amy Martinez, Angelina LaRock, Caroline Rondeau, Jamie Kasen, and Christopher Trimble from Walker request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$10,292.00 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Debbie Emans, Susan Luciano, Cathy Williams, Monique Berry-Kelley, and Monet Richards from Walker request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$10,910.00 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Venessa Miller and Jennifer Powers from Walker request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$4,364.00 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Devon Busby, John Caputo, Mary Cliff, Danny Ewy, Andrea Fyock, Elyse Greenberg, Amy Hawk, Shay Humphreys, Kristina Lee, Jennifer Letts, Helen Martinez, Harriet Matiatos, Michaela Rodrigues, and Carrie Turpin from Donaldson request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$30,541.00 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Juanita Duran, Jennifer Queiruga, Deanna Campos, Deidre Watson, Christopher Mercilliot, and Lusiana Alvaraz from Amphi Middle request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$13,092.00 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Brenda King, Lydia Holst, Benjamin Mikell, Nathan Avers, Sarah Lortie, and Ondrea Campbell from Amphi Middle request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$13,092.00 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Michelle Vaughn, Leslie Hicken, and Ashreetha Murugesan from Amphi Middle request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$6,546.00 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required.

Todd Jaeger from the District Office request permission to attend the District Administration Leadership Superintendents Summit in New Orleans, LA, February 16-19, 2022. Approximate cost of travel is \$400.00 and will be paid by the DA Leadership Institute.

Elizabeth Jacome, Trechel Gindt, Leighann Reynolds, Rebecca Green, Darlene Rowe, Michael Shaheen, Jennifer Cruce, Liesl Scheffel, Nicole King, Shelley Quevedo, Katie Bruce, Lisa Boyd, Rusti Randolph from Coronado K-8 request permission to attend AVID Summer Institute in San Diego, California, June 27-29, 2022. Approximate cost of travel is \$34,499.58 and will be paid using Title 1 funds. No school days will be missed and no substitutes are required

STUDENTS

Amphitheater School District has a strong tradition of participation in contests of academic challenges, including the National History Bee, Odyssey of the Mind, Future Problem Solving, and Career and Technical Student Organization's (CTSO) national competitions for FCCLA, SkillsUSA, and HOSA. As we have done for the last several years, prior approval is granted without names. Specific information will not be known until the actual events that occur February through June. Approval now allows our schools to begin fundraising.

BUDGET CODE KEY		
140.22.100.2579.6360.510.0000	Title II	Training-Non Instructional Staff, Registration, School Operations
140.22.100.2579.6582.510.0000	Title II	Training-Non-Instructional Staff, Staff Travel, School Operations
100.22.100.2210.6360.165.0000	Title 1	Improvement of Instruction, Registration, LaCima
100.22.100.2210.6582.165.0000	Title 1	Improvement of Instruction, Staff Travel, LaCima
100.22.100.2210.6360.281.0000	Title 1	Improvement of Instruction, Registration, Amphi HS
100.22.100.2210.6582.281.0000	Title 1	Improvement of Instruction, Staff Travel, Amphi HS
100.22.100.2210.6360.108.0000	Title 1	Improvement of Instruction, Registration, Holaway
100.22.100.2210.6582.108.0000	Title 1	Improvement of Instruction, Staff Travel, Holaway
100.22.100.2210.6360.106.0000	Title 1	Improvement of Instruction, Registration, Donaldson
100.22.100.2210.6582.106.0000	Title 1	Improvement of Instruction, Staff Travel, Donaldson
140.22.100.2210.6360.282.0000	Title II	Improvement of Instruction, Registration, CDO
140.22.100.2210.6582.282.0000	Title II	Improvement of Instruction, Staff Travel, CDO
335.22.100.2579.6360.110.0000	21 st CCLC	Training-Non Instructional Staff, Registration, Nash
337.22.100.2579.6360.166.0000	21 st CCLC	Training-Non Instructional Staff, Registration, AMS
337.22.100.2579.6360.108.0000	21 st CCLC	Training-Non Instructional Staff, Registration, Holaway
337.22.100.2579.6360.165.0000	21 st CCLC	Training-Non Instructional Staff, Registration, LaCima
337.22.100.2579.6360.111.0000	21 st CCLC	Training-Non Instructional Staff, Registration, Prince
337.22.100.2579.6360.112.0000	21 st CCLC	Training-Non Instructional Staff, Registration, Walker
339.22.100.2579.6360.109.0000	21 st CCLC	Training-Non Instructional Staff, Registration, Keeling
339.22.100.2579.6360.116.0000	21 st CCLC	Training-Non Instructional Staff, Registration, Mesa Verde
339.22.100.2579.6360.117.0000	21 st CCLC	Training-Non Instructional Staff, Registration, Rio Vista
335.22.100.2579.6582.110.0000	21 st CCLC	Training-Non Instructional Staff, Staff Travel, Nash
337.22.100.2579.6582.166.0000	21 st CCLC	Training-Non Instructional Staff, Staff Travel, AMS
337.22.100.2579.6582.108.0000	21 st CCLC	Training-Non Instructional Staff, Staff Travel, Holaway
337.22.100.2579.6582.165.0000	21 st CCLC	Training-Non Instructional Staff, Staff Travel, LaCima
337.22.100.2579.6582.111.0000	21 st CCLC	Training-Non Instructional Staff, Staff Travel, Prince
337.22.100.2579.6582.112.0000	21 st CCLC	Training-Non Instructional Staff, Staff Travel, Walker
339.22.100.2579.6582.109.0000	21 st CCLC	Training-Non Instructional Staff, Staff Travel, Keeling
339.22.100.2579.6582.116.0000	21 st CCLC	Training-Non Instructional Staff, Staff Travel, Mesa Verde
339.22.100.2579.6582.117.0000	21 st CCLC	Training-Non Instructional Staff, Staff Travel, Rio Vista
100.22.100.2210.6360.112.0000	Title 1	Improvement of Instruction, Registration, Walker
100.22.100.2210.6582.112.0000	Title 1	Improvement of Instruction, Staff Travel, Walker
100.22.100.2210.6360.106.0000	Title 1	Improvement of Instruction, Registration, Donaldson
100.22.100.2210.6582.106.0000	Title 1	Improvement of Instruction, Staff Travel, Donaldson
100.22.100.2210.6360.166.0000	Title 1	Improvement of Instruction, Registration, AMS
100.22.100.2210.6582.166.0000	Title 1	Improvement of Instruction, Staff Travel, AMS

001.00.100.2579.6582.501.0000	M&O	Training-Non Instructional Staff, Staff Travel, Superintendent
100.22.100.2210.6360.166.0000	Title 1	Improvement of Instruction, Registration, Coronado
100.22.100.2210.6582.166.0000	Title 1	Improvement of Instruction, Staff Travel, Coronado

RECOMMENDATION:

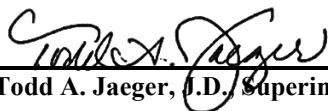
It is the recommendation of the administration that the above travel be approved.

INITIATED BY:



Matthew Munger
Associate Superintendent for Secondary Education

Date: January 24, 2022



Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Tassi Call Matt Munger SCHOOL: District Offices
TBD-Dir. of Curriculum & Assessment Department (opt.): School Op's
Julie Valenzuela DATE(S): June 26-29, 2022

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego Convention Center, 111 W. Harbor Drive, San Diego, CA 92101

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>\$3,500.00</u>	<u>140-22-100-2579-6360-510-0000</u>
Transportation	<u>\$2,276.00</u> Mode <u>Air</u>	<u>140-22-100-2579-6582-510-0000</u>
Rental Car	_____	_____
Meals	<u>\$750.00</u>	<u>140-22-100-2579-6582-510-0000</u>
Lodging	<u>\$4,837.28</u>	<u>140-22-100-2579-6852-510-0000</u>
Substitutes	_____	_____
TOTAL	<u>\$11,363.28</u>	

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

Purpose of travel: To participate in AVID Summer Institute professional development.

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

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

Submitted by: Mary Thatcher 1/20/22
Signature Date

Principal/Supervisor

Date

312
Associate Superintendent/Supintendent

1/20/2022
Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Anne Dudley, Jennifer Drescher, Krysten Floyd, Neely Johnson, Besty Gardner, Rose Hooton, Karl Meimer, Kelly Mulari, David Peak and Georgiana Santiago Reis. SCHOOL: La Cima Middle

Department (opt.): _____

DATE(S): 6/27/22-6/29/22

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego CA

ABSENCE: # Days 3 Sub Required: ☐ Yes ☒ No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$9,000.00</u>	<u>100-22-100-2210-6360-165-0000</u>
Transportation	<u>\$6,180.00</u> Mode <u>air</u>	<u>100-22-100-2210-6582-165-0000</u>
Rental Car	_____	_____
Meals	<u>\$2,140.00</u>	<u>100-22-100-2210-6582-165-0000</u>
Lodging	<u>\$2,700.00</u>	<u>100-22-100-2210-6582-165-0000</u>
Substitutes	_____	_____
TOTAL	<u>\$20,020.00</u>	

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

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

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

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

Submitted by: Stephanie Custos 12.13.2021
Signature Date

Anne m. Dudley 313 12.7.21
Principal/Supervisor Date

[Signature] 1/11/2022

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Ellis Harper, Brock Lange, Lavinia McQuade, Marley Murrell, John Parham, Erin Quigley, Julie Ramsey, Lesa Randall, Morgan Rodgers, Karen Rosson, Denese Russell, Corey Smith, Lucas Smith, Shawn Smith, Sjana Summons, Lisa Taylor, Ryan Thornburg, Diana Tolton, Forrest Watson, Robert Young, Sonya Yount, Albert Malis, David Humphreys, Mamie Spillane, Glenda Arffa, John Dotts, Katherine Engel, Bethany Evans, Carla Garcia, Morgan Gerik, Daniel Handy, Valerie Wirth, Kim Moran, Leighann Reynolds, Gary Sandoval, Kevin Beuthin, Katherine Claus, Gary Crist SCHOOL: AHS

Department (opt.): _____

DATE(S): 6/26/22-6/29/22

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego Convention Center 111 W. Harbor Drive, San Diego, CA 92101

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

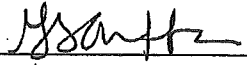
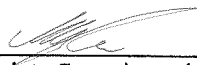
<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$33,250.00</u>	<u>100.22.100.2210.6360.281.0000</u>
Transportation	<u>\$23,484.00</u> Mode <u>air</u>	<u>100.22.100.2210.6582.281.0000</u>
Rental Car	_____	_____
Meals	<u>\$9,842.00</u>	<u>100.22.100.2210.6582.281.0000</u>
Lodging	<u>\$34,200.00</u>	<u>100.22.100.2210.6582.281.0000</u>
Substitutes	_____	_____
TOTAL	<u>100,776.00</u>	

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

Purpose of travel: To participate in AVID Summer Institute professional development.

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

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

Submitted by:  12/21/21
Signature Date
 12/21/21
Principal Supervisor Date
 1/10/22
Associate Superintendent/Superintendent Date

rev. 8/25/17

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

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

EMPLOYEE(S): Peggy Marner Brandi Lipich
Amy Rudd Aurora Venhuizen
Kim Smith

SCHOOL: Holaway
Department (opt.): _____
DATE(S): 6/26/22-6/29/22

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego CA

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$4,375</u>	<u>100.22.100.2210.6360.108</u>
Transportation	<u>\$3,090</u> Mode <u>air</u>	<u>100.22.100.2210.6582.108</u>
Rental Car	_____	_____
Meals	<u>\$1,067.50</u>	<u>100.22.100.2210.6582.108</u>
Lodging	<u>\$2,250</u>	<u>100.22.100.2210.6582.108</u>
Substitutes	_____	_____
TOTAL	<u>\$10,782.50</u>	

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

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

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

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

Submitted by: _____

Signature

Date

Principal/Supervisor

Date

Associate Superintendent/Superintendent

Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Jennifer Letts Shay Humphreys SCHOOL: Donaldson
Amy Hawk _____ Department (opt.): _____
_____ DATE(S): 6/8/22-6/10/22

ACTIVITY/EVENT: No Excuses University Boot Camp

LOCATION: Dallas/Flower Mound, Texas

ABSENCE: # Days 3 Sub Required: ☐ Yes ☒ No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$1,797.00</u>	<u>100.22.100.2210.6360.106</u>
Transportation	<u>\$1,800.00</u> Mode <u>Air</u>	<u>100.22.100.2210.6582.106</u>
Rental Car	_____	_____
Meals	<u>\$457.50</u>	<u>100.22.100.2210.6582.106</u>
Lodging	<u>\$800.00</u>	<u>100.22.100.2210.6582.106</u>
Substitutes	_____	_____
TOTAL	<u>\$4,854.50</u>	

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

Purpose of travel: No Excuses University Boot Camp/ Professional Development

Outcomes and academic benefits to students and staff: To create and implement Six Exceptional Systems under the umbrella of college and career readiness for all.

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

Submitted by: Melissa Miller 1/12/22
Signature Date
[Signature] 1/12/22
Principal/Supervisor Date
[Signature] 1/12/22
Associate Superintendent/Supintendent 317 Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Fabienna Godlewski Erica Fox

SCHOOL: CDO

Department (opt.): Math

DATE(S): February 2-4, 2022

ACTIVITY/EVENT: National Council of Teachers of Mathematics (NCTM)

LOCATION: New Orleans Ernest N. Morial Convention Center, LA

ABSENCE: # Days 3 Sub Required: ☒ Yes ☐ No

of School Days Missed 3

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>872.00</u>	<u>140-22-100-2210-6360-282-0000</u>
Transportation	<u>800.00</u> Mode <u>Air</u>	<u>140-22-100-2210-6582-282-0000</u>
Rental Car	_____	_____
Meals	<u>305.00</u>	<u>140-22-100-2210-6582-282-0000</u>
Lodging	<u>1,087.64</u>	<u>140-22-100-2210-6582-282-0000</u>
Substitutes	<u>750.00</u>	<u>140-22-100-2210-6113-282-0000</u>
TOTAL	<u>3,814.64</u>	

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

Purpose of travel: To attend the National Council of Teachers of Mathematics (NCTM)

Outcomes and academic benefits to students and staff: The participants will attend inspiring education sessions from leading mathematics educators, and hear expert keynote speakers and leaders in mathematics education. New advances, technologies, and ideas that can be shared with our students and staff.

Submitted by:

Signature

Date

Principal/Supervisor

Date

Associate Superintendent/Supintendent

Date

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

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

EMPLOYEE(S): Serena Campsen

SCHOOL: District Offices

Jennifer Queiruga (AMS)

Joyce Daigle (Keeling)

Department (opt.): 21st CCLC - ACHIEVE

DATE(S): March 19-23, 2022

ACTIVITY/EVENT: National Summer Learning Association (NSLA) Conference

LOCATION: Caesars Palace Las Vegas, 3750 Las Vegas Blvd South, Las Vegas, NV 89109

ABSENCE: # Days 5 Sub Required: ☒ Yes ☐ No

of School Days Missed 3

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

APPROXIMATE COST

BUDGET CODE/DESCRIPTION

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

Registration \$1,785.00

335-22-100-2579-6360-110-0000
337-22-100-2579-6360-166-0000
337-22-100-2579-6360-108-0000
337-22-100-2579-6360-165-0000
337-22-100-2579-6360-111-0000
337-22-100-2579-6360-112-0000
339-22-100-2579-6360-109-0000
339-22-100-2579-6360-116-0000
339-22-100-2579-6360-117-0000

Transportation \$1,006.50

Mode Airline/Shuttle

335-22-100-2290-6582-110-0000
337-22-100-2290-6582-166-0000
337-22-100-2290-6582-108-0000
337-22-100-2290-6582-165-0000
337-22-100-2290-6582-111-0000
337-22-100-2290-6582-112-0000
339-22-100-2290-6582-109-0000
339-22-100-2290-6582-116-0000
339-22-100-2290-6582-117-0000

Rental Car _____

Meals \$688.50

335-22-100-2290-6582-110-0000
337-22-100-2290-6582-166-0000
337-22-100-2290-6582-108-0000
337-22-100-2290-6582-165-0000
337-22-100-2290-6582-111-0000
337-22-100-2290-6582-112-0000
339-22-100-2290-6582-109-0000
339-22-100-2290-6582-116-0000
339-22-100-2290-6582-117-0000

Lodging \$2,985.00

335-22-100-2290-6582-110-0000
337-22-100-2290-6582-166-0000
337-22-100-2290-6582-108-0000
337-22-100-2290-6582-165-0000
337-22-100-2290-6582-111-0000
337-22-100-2290-6582-112-0000
339-22-100-2290-6582-109-0000
339-22-100-2290-6582-116-0000
339-22-100-2290-6582-117-0000

Substitutes \$1,050.00
(substitutes are for AMS and Keeling)

337-00-100-1001-6113-166-0000
339-00-100-1001-6113-110-0000

TOTAL \$7,515.00

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

Purpose of travel: To attend the annual National Afterschool Association Convention 2022.

Outcomes and academic benefits to students and staff: This convention will equip before and afterschool program leaders with innovative knowledge, proven practices, key connections that will strengthen the afterschool field and bridge the gap between regular school day and afterschool day professionals. It will provide new perspectives in the challenging times we are currently in. This knowledge will assist in building stronger programs for our students in the targeted academic/enrichment areas that are necessary for student improvement and growth.

Submitted by:

Signature

1/11/22
Date

Principal/Supervisor

1/11/22
Date

Associate Superintendent/Superintendent

1/11/22
Date

rev. 9/21/05

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

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

EMPLOYEE(S): Amy Martinez Angelina LaRock SCHOOL: Walker
Caroline Rondeau Jamie Kasen Department (opt.): _____
Christopher Trimble _____ DATE(S): 6/27/22-6/29/22

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego CA

ABSENCE: # Days 3 Sub Required: ☐ Yes ☒ No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u> (Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$900.00 x5= \$4500</u>	<u>100.22.100.2210.6360.112.0000</u>
Transportation	<u>\$618.00 x4= \$2472.00</u> Mode <u>air</u> <u>flying</u>	<u>100.22.100.2210.6582.112.0000(CT not</u>
Rental Car	_____	_____
Meals	<u>\$214.00x 5= \$1070.00</u>	<u>100.22.100.2210.6582.112.0000</u>
Lodging	<u>\$450.00x 5=\$2250.00</u>	<u>100.00.100.2210.6582.112.0000</u>
Substitutes	_____	_____
TOTAL	<u>10,292.00</u>	

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

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

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

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

Submitted by: [Signature] 1/13/22
Signature Date

[Signature] 1/13/22
Principal/Supervisor Date

[Signature] 1/13/22
Associate Superintendent/Supervisor Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Debbie Emans Susan Luciano SCHOOL: Walker
Cathy Williams Monique Berry-Kelley Department (opt.): _____
Monet Richards _____ DATE(S): 6/27/22-6/29/22

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego CA

ABSENCE: # Days 3 Sub Required: ☐ Yes ☒ No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u> (Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$900.00 x5= \$4500</u>	<u>100.22.100.2210.6360.112.0000</u>
Transportation	<u>\$618.00 x5= \$3090.00</u> Mode <u>air</u>	<u>100.22.100.2210.6582.112.0000</u>
Rental Car	_____	_____
Meals	<u>\$214.00x 5= \$1070.00</u>	<u>100.22.100.2210.6582.112.0000</u>
Lodging	<u>\$450.00x 5=\$2250.00</u>	<u>100.00.100.2210.6582.112.0000</u>
Substitutes	_____	_____
TOTAL	<u>10,910.00</u>	

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

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

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

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

Submitted by: [Signature] 1/13/22
Signature Date

[Signature] 1/13/22
Principal/Supervisor Date

[Signature] 1/13/22
Associate Superintendent/Supervisor 322 Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Venessa Miller Jennifer Powers

SCHOOL: Walker

Department (opt.): _____

DATE(S): 6/27/22-6/29/22

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego CA

ABSENCE: # Days 3 Sub Required: ☐ Yes ☒ No

of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u> (Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$900.00 x2= \$1800.00</u>	<u>100.22.100.2210.6360.112.0000</u>
Transportation	<u>\$618.00x2=\$1236.00</u> Mode <u>air</u>	<u>100.22.100.2210.6582.112.0000</u>
Rental Car	_____	_____
Meals	<u>\$214.00x2=\$428.00</u>	<u>100.22.100.2210.6582.112.0000</u>
Lodging	<u>\$450.00x2=\$900.00</u>	<u>100.00.100.2210.6582.112.0000</u>
Substitutes	_____	_____
TOTAL	<u>4,364.00</u>	

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

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

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

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

Submitted by: _____

Signature

Date

Principal/Supervisor

Date

Associate Superintendent/Superintendent

Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Please see attached _____

SCHOOL: Donaldson

Department (opt.): _____

DATE(S): 6/26/22-6/29/22

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego CA

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$12,600.00</u>	<u>100.22.100.2210.6360.106</u>
Transportation	<u>\$8,652.00</u> Mode <u>air</u>	<u>100.22.100.2210.6582.106</u>
Rental Car	_____	_____
Meals	<u>\$2,989.00</u>	<u>100.22.100.2210.6582.106</u>
Lodging	<u>\$6,300.00</u>	<u>100.22.100.2210.6582.106</u>
Substitutes	_____	_____
TOTAL	<u>\$30,541.00</u>	

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

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

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

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

Submitted by: Melissa Miller 1/11/22
Signature Date

[Signature] 1/11/22
Principal/Supervisor Date

[Signature] 1/11/22
Associate Superintendent/Supintendent 324 Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

EMPLOYEES:

Devon Busby

John Caputo

Mary Cliff

Danny Ewy

Andrea Fyock

Elyse Greenberg

Amy Hawk

Shay Humphreys

Kristina Lee

JJ Letts

Helen Martinez

Harriet Matiatos

Michaela Rodrigues

Carrie Turpin

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Juanita Duran Jennifer Queiruga SCHOOL: AMS
Deanna Campos Diedre Watson Department (opt.): _____
Christopher Mercilliot Lusiana Alvaraz DATE(S): 6/26/22-6/29/22

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego, CA

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$5,400.00</u>	<u>100.22.100.2210.6360.166.0000</u>
Transportation	<u>\$3,708.00</u> Mode <u>Air</u>	<u>100.22.100.2210.6582.166.0000</u>
Rental Car	_____	_____
Meals	<u>\$1,284.00</u>	<u>100.22.100.2210.6582.166.0000</u>
Lodging	<u>\$2,700.00</u>	<u>100.22.100.2210.6582.166.0000</u>
Substitutes	_____	_____
TOTAL	<u>\$13,092.00</u>	

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

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

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

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

Submitted by: _____

Signature

_____ Date

Principal/Supervisor Angela Wickers

1/13/22 Date

Associate Superintendent/Supintendent [Signature]

1.14.2022 Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Brenda King Lydia Holst

SCHOOL: AMS

Benjamin Mikell Nathan Ayers

Department (opt.): _____

Sarah Lorties

Ondrea Campbell DATE(S): 6/26/22-6/29/22

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego, CA

ABSENCE: # Days 4 Sub Required: ☐ Yes ☒ No

of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$5,400.00</u>	<u>100.22.100.2210.6360.166.0000</u>
Transportation	<u>\$3,708.00</u> Mode <u>Air</u>	<u>100.22.100.2210.6582.166.0000</u>
Rental Car	_____	_____
Meals	<u>\$1,284.00</u>	<u>100.22.100.2210.6582.166.0000</u>
Lodging	<u>\$2,700.00</u>	<u>100.22.100.2210.6582.166.0000</u>
Substitutes	_____	_____
TOTAL	<u>\$13,092.00</u>	

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

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

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

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

Submitted by:

Signature

Date

Principal/Supervisor

Date

Associate Superintendent/Supintendent

Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Michelle Vaughn Leslie Hicken
Ashreetha Murugesan _____

SCHOOL: AMS
Department (opt.): _____
DATE(S): 6/26/22-6/29/22

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego, CA

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$2,700.00</u>	<u>100.22.100.2210.6360.166.0000</u>
Transportation	<u>\$1854.00</u> Mode <u>Air</u>	<u>100.22.100.2210.6582.166.0000</u>
Rental Car	_____	_____
Meals	<u>\$642.00</u>	<u>100.22.100.2210.6582.166.0000</u>
Lodging	<u>\$1,350.00</u>	<u>100.22.100.2210.6582.166.0000</u>
Substitutes	_____	_____
TOTAL	<u>\$6,546.00</u>	

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

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

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

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

Submitted by:

Signature

Date

Angela Wichers
Principal/Supervisor

6/13/22
Date

[Signature]
Associate Superintendent/Supervisor

6/16/22
Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

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

EMPLOYEE(S): Todd A. Jaeger _____

SCHOOL: District Offices

Department (opt.): Superintendent's Office

DATE(S): 2/16/22-2/19/22

ACTIVITY/EVENT: District Administration Leadership Superintendents Summit

LOCATION: New Orleans, LA

ABSENCE: # Days 4 Sub Required: ☐ Yes ☒ No # of School Days Missed 3

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	_____	_____
Transportation	<u>\$400.00</u>	Mode <u>air travel</u> <u>001.00.100.2579.6582.501.0000</u>
Rental Car	_____	_____
Meals	_____	_____
Lodging	_____	_____
Substitutes	_____	_____
TOTAL	<u>\$400.00</u>	

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

Purpose of travel: The summit is a limited gathering of no more than 75 K-12 district superintendents. DA Leadership Institute is paying for all costs. They will reimburse the district \$400 for the cost of the flight which is the only upfront cost.

Outcomes and academic benefits to students and staff: The summit is a concentrated event for leadership development, networking, and collaboration with fellow superintendents from across the country on the issues of learning recovery.

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

Submitted by: _____
Signature Date

Principal/Supervisor _____ Date

Associate Superintendent/Superintendent _____ Date

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

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

EMPLOYEE(S): Elizabeth Jacome, Trechel Gindt,
Leighann Reynolds, Rebecca Green, Darlene Rowe,
Michael Shaheen, Jennifer Cruce, Liesl Scheffel,
Nicole King, Shelley Quevedo, Katie Bruce, Lisa Boyd,
Rusti Randolph _____

SCHOOL: Coronado K-8

Department (opt.): _____

DATE(S): 6/26/22-6/29/22

ACTIVITY/EVENT: 2022 Advancement Via Individual Determination (AVID) Summer Institute

LOCATION: San Diego CA

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$11,375.00</u>	<u>100.22.100.2210.6360.115.0000</u>
Transportation	<u>\$4,729.48</u>	Mode <u>Air/Taxi</u> <u>100.22.100.2210.6582.115.0000</u>
Rental Car	_____	_____
Meals	<u>\$ 2,795.00</u>	<u>100.22.100.2210.6582.115.0000</u>
Lodging	<u>\$15,600.00</u>	<u>100.22.100.2210.6582.115.0000</u>
Substitutes	_____	_____
TOTAL	<u>\$34,499.48</u>	

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

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

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

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

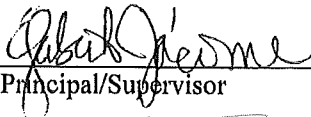
Submitted by: _____

Signature

330

Date

1-20-2022


Principal/Supervisor

1-20-22
Date


Associate Superintendent/Superintendent

1/21/22
Date

rev. 8/25/17



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: January 25, 2022

TITLE: Approval of Budget Neutral Leave Buy-Back Program for Classroom Teachers
(For Pilot in Current Fiscal Year)

BACKGROUND:

On December 7, 2021, the Governing Board studied a proposed pilot program for a Budget Neutral Leave Buy-Back Program for Classroom Teachers. The December 7, 2021 agenda item included a detailed history about how the leave buy-back program came to fruition, explanation about why the program is limited to classroom teachers, and analysis about its budget neutral design. It also explained that the program is being proposed as a pilot program for FY 21-22 to confirm that it is truly budget-neutral. Administration will study the impact of the pilot program at the end of the fiscal year and bring the buy-back leave program, with any necessary changes, back to the Board for consideration next fiscal year.

No changes were recommended on December 7, 2021. To date, Administration has also not received feedback from classroom teachers about necessary revisions, although there was a recommendation that the phrase “*Three (3) leave days must be rolled into their leave balance*” to better clarify expectations about the 3 days that are not subject to reimbursement. With this addition in paragraph 3 below, the Budget Neutral Leave Buy-Back Program for Classroom Teachers is being presented without change for approval as a pilot program for FY 21-22 only to enable teachers who are assigned a class roster to sell their unused leave back to the District under the following terms and conditions:

1. The program is only available to certificated teachers who are assigned a class roster.
2. Certificated teachers must meet the following prerequisites to participate in the teacher leave buy-back program:
 - a. Teacher must fulfill their teacher contract and work until the final day of school that year, and
 - b. Teacher must satisfy one of the following criteria:
 - i. Teacher will have accumulated more than thirteen¹ (13) days of unused leave by the end of the school year and is seeking reimbursement for unused leave *in excess* of those thirteen (13) days, or
 - ii. Teacher has given notice that teacher will separate from the District at the end of the school year (*i.e.*, resignation, retirement, or teacher is on a short-term teacher contract and is not being renewed), and will not work for the District during the next fiscal year.
3. Qualified teachers may be reimbursed annually for all but three (3) days of unused paid leave accumulated during the current academic year. Three (3) leave days must be rolled into their leave balance. The reimbursement rate shall be equal to the lowest approved daily rate of pay for a District certificated substitute teacher.
4. The reimbursement rate is based on an eight (8) hour day and may be reimbursed at a prorated hourly rate

¹ A full-time teacher qualifies to accumulate paid leave hours that are the equivalent of eight (8) sick leave days and five (5) personal leave days each year. See Policy GCCA, Policy GCCAA, and Regulation GCCB-R. This means that a teacher will need to have completed one year of continuous employment for compliance with option (b)(i).

where unused leave does not equate to a full day.

5. Each year that a teachers chooses to participate in the leave buy-back program, they must submit a reimbursement request form to the Payroll Department before the last day of school. Reimbursement will not occur automatically, and a new form is required each year that the teacher participates in the leave buy-back program. If reimbursement is not requested, unused personal leave will automatically convert to sick leave in accordance with Regulation GCCB-R and carry-forward to the next fiscal year.
6. Teachers who apply to participate in the leave buy-back program waive all rights to participate in the District's sick leave donation program.
7. The leave buy-back program does not apply to unused bereavement leave, leave acquired by donation, leave carried forward from a prior fiscal year, or to leave accumulated for supplementary assignments, summer work, or otherwise accumulated outside of the employee's teacher work contract.
8. Days for which such payment is received shall be deducted from the accumulated sick leave balance.
9. Payment as provided herein will be issued by the end of the fiscal year.

RECOMMENDATION:

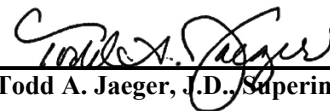
Administration recommends that the Governing Board approve the proposed Budget Neutral Sick Leave Buy Back Program as presented for implementation this fiscal year only as a "pilot program" with direction that an update be provided to the Governing Board about the financial impact of the leave buy-back program next fiscal year.

INITIATED BY:



Michelle H. Tong, J.D.,
Associate to the Superintendent and General Counsel
and
Scott Little
Chief Financial Officer

Date: January 14, 2022



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: January 25, 2022

TITLE: Approval of the Summer Institute 2022 Teacher Stipends

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 2022. ESSER III and Title II monies allocated for professional development efforts would be used for this purpose.

We propose the approval of the same three types of stipends/addendums as were approved in 2019 and 2020 for the summer of 2022 and 2023:

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 2022-2023 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 2022.

Teacher Training Stipend: \$175.00 per 6-hour training day for returning teachers who have signed contracts for the 2022-2023 school year. 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 ESSER III and Title II monies are available. At present, we have some fund available to support training stipends until the summer of 2023.

RECOMMENDATION:

The administration recommends that the Governing Board approve the Summer Institute Stipends for 2022 detailed in the above background information.

INITIATED BY:

Tassi Call,
Associate Superintendent
for Elementary Education

Matthew Munger,
Associate Superintendent
for Secondary Education

Date: January 13, 2022

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: January 25, 2022

TITLE: RISE, Tutoring and Summer School Teacher Hourly Rate Increase 2022

BACKGROUND:

The current pandemic we are facing has increased the need for students to receive additional support in the areas of reading and math. As we move our “Rebound” forward it is imperative that we have strong and highly effective teachers teaching our most vulnerable populations to increase their achievement and decrease the learning opportunity gap. With that being said, we must increase teacher hourly rate for the RISE, Tutoring and Summer School for the following years; 2022 and through Fall of 2023. This rate increase will ensure we have enough teachers to help serve our children.

ESSER III funds will be used for this purpose. The Board previously approved the ESSER III budget which included intensive instruction in the areas of Reading and Math.

We propose the approval of the new hourly rate of \$42.00 per hour from Spring of 2022 through the Fall of 2023.

RECOMMENDATION:

The administration recommends that the Governing Board approve the RISE, Tutoring and Summer School Teacher hourly rate increase for 2022 through Fall of 2023 as detailed in the above background information.

INITIATED BY:

**Tassi Call,
Associate Superintendent
for Elementary Education**

**Matthew Munger,
Associate Superintendent
for Secondary Education**

Date: January 13, 2022

Todd A. Jaeger, J.D., Superintendent



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **January 25, 2022**

TITLE: **Approval of Intergovernmental Agreement for Network Services through Sun Corridor Network**

BACKGROUND:

The District selected Sun Corridor Network to provide it with internet services. This selection was made through a properly administered request for proposal (RFP). The Sun Corridor Network is a government agency network service provider comprised of the University of Arizona, Arizona State University, and Northern Arizona University, acting together through the Arizona Board of Regents. The Sun Corridor Network is a member of the Internet2 ("I2") member-owned advanced technology community and serves as a connector to provide access to I2 services for other public educational institutions.

The terms of the network services to be provided in the attached agreement are consistent with the terms of Sun Corridor Network's response to the District's RFP and the terms agreed to by the District. The District would not otherwise have access to the I2 technology community on its own. It needs to access the I2 services through the Sun Corridor Network who has the legislative authority to be an I2 member. Because the agencies involved are all public bodies of the state, the agreement is drafted as an intergovernmental agreement pursuant to A.R.S. § 11-952. This agenda item is presented to enable the Governing Board to approve the service terms to be provided by Sun Corridor Network as identified in the attached agreement so that the District's Chief Financial Officer Scott Little, who is the District administrator designated as the signatory for the agreement, can sign it.

The agreement is for an initial one (1) year term beginning July 1, 2022, with renewal rights for consecutive one year (1) renewal terms not to exceed a total of five (5) years. The terms of payment are consistent with the District's standard payment terms identified in its purchase order and the RFP. The service agreement also makes appropriate concessions for the District to be able to cancel the agreement with appropriate notice and to make adjustments in the event funding is not appropriated by the state. Counsel has reviewed the agreement and has determined that it is within the power and authority of the Amphitheater Governing Board to approve and ratify the agreement.

RECOMMENDATION:

This item is presented for the Board's action. The administration recommends approval of this IGA as presented and approval for Chief Financial Officer, Scott Little to sign it as the District's representative.

INITIATED BY:

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

Date: January 14, 2022

Todd A. Jaeger, J.D., Superintendent

Intergovernmental Agreement for Network Services

This Intergovernmental Network Service Agreement (“IGA”) is entered into pursuant to A.R.S. §11-952 as of July 1, 2022 (“**Effective Date**”) by and between The Arizona Board of Regents, a body corporate, on behalf of The University of Arizona, Arizona State University, and Northern Arizona University (each an “**Institution**”) acting together as the Sun Corridor Network (“**Sun Corridor**”) and Amphitheater Unified School District (“**End User**”). Sun Corridor and End User are each referred to herein as a “**Party**”, and collectively “**Parties**”. The purpose of this IGA is to provide general terms and conditions and a framework within which End User may from time to time purchase certain network services (“**Network Service(s)**”) from Sun Corridor for End User use. Additional terms and conditions that apply to each type of Network Service are set forth in network service orders (“**Network Service Order(s)**”), if and when applicable. This IGA, Network Service Order(s) and any other attachments incorporated therein shall collectively be referred to as the “**Agreement**” and are binding upon the Parties.

1. Recitals

- A. Sun Corridor is a member of the Internet2 (“I2”) member-owned advanced technology community and serves as a Connector to provide access to I2 services for other public educational institutions.
- B. Amphitheater Unified School District is a political subdivision of the State of Arizona.
- C. Sun Corridor desires to provide End User with access to I2 services, on the terms and conditions set forth in this Agreement.
- D. The Parties are empowered to carry on activities included in this Agreement pursuant to A.R.S. §§ 11-951 *et seq.*, 15-341, 15-342 and 41-2632.

2. General

2.1. Orders for Network Services

- a. **Network Service Orders.** End User may request a Network Service from Sun Corridor by submitting a Network Service Order, signed by End User, for consideration by Sun Corridor. End User acknowledges and agrees that End User is solely responsible for the accuracy of all Network Service Orders and other information that it provides to Sun Corridor. Upon completion of the review of End User’s request, Sun Corridor will notify End User as to whether such request has been accepted or rejected, which acceptance or rejection is at Sun Corridor’s sole discretion.
- b. **Conditions.** Each accepted Network Service Order shall incorporate by reference, and shall be subject to, the terms and conditions of this IGA. Network Service Orders shall clearly set forth the term, pricing, service type and location(s), and any additional specific terms for the Network Services. The pricing stated in any Network Service Order is contingent on Network Service availability (as determined by Sun Corridor). All Network Service Orders shall be subject to availability and acceptance by Sun Corridor, and shall supersede any

prior Network Service Orders for the same Network Service.

- c. **Service Activation.** Sun Corridor will notify End User that the Network Service is activated, meets the service specifications as defined in the applicable Network Service Order, and is available for use by End User ("**Service Available Notice**"). End User shall have five (5) days in which to notify Sun Corridor that the Network Service is not functioning properly because it does not meet the service specifications. If End User has notified Sun Corridor within such five (5) day period that the Network Service does not meet the service specifications, then Sun Corridor shall take such steps reasonably necessary to cause the Network Service to meet the service specifications, at which time Sun Corridor shall issue a new Service Available Notice and the acceptance process above shall be repeated. End User's failure or delay to test the Network Service or failure or delay to utilize the Network Service on or after the Service Available Notice date shall not relieve End User from paying for the Network Services from the Network Service Date.

- 2.2. **Order of Precedence.** In the event of a conflict between a term(s) of this IGA and the term(s) of the Network Service Order, precedence will be given in the following order: (a) an executed Network Service Order, but solely with respect to the Network Service(s) covered by that Network Service Order; and (b) this IGA. Silence regarding a provision does not constitute a conflict.

3. Term

- 3.1. **Term.** The term of this IGA shall commence as of the Effective Date and remain in effect for a period of one (1) year(the "**Initial Term**"), unless earlier terminated in accordance with a Party's rights hereunder or by mutual written agreement of the Parties. This IGA will automatically renew following the Initial Term for consecutive one (1) year periods (each a "**Renewal Term**"), not to exceed a total of five (5) years or until either Party provides the other Party with written notice of its intent not to renew the Initial Term or the then-current Renewal Term at least ninety (90) days before the end of the then-current Term. The initial Term and any Renewal Terms are collectively referred to herein as the "**Term**". Notwithstanding the foregoing, this IGA shall govern and continue in effect with regard to any Network Service Order until the termination of such Network Service Order.
- 3.2. **Network Service Order Term.** The term of each Network Service Order shall commence on the Service Available Notice effective date for such Network Service and continue for the period of time specified in that Network Service Order ("**Network Service Initial Term**"), unless terminated earlier as otherwise provided for in this Agreement. Thereafter, unless otherwise stated in the Network Service Order, the term of each such Network Service Order shall automatically renew for one (1) year periods (each a "**Network Service Renewal Term**") until terminated by either Party upon at least ninety (90) days written notice prior to the end of the Network Service Initial Term or the then-current Network Service Renewal Term. The Network Service Renewal Term shall not exceed a total of five (5) years.

4. Billing and Payment

4.1. **Commencement of Billing.** Billing will commence on the Service Available Notice effective date and End User shall be obligated to pay any and all fees as set forth in the relevant Network Service Order.

4.2. Payment of Invoices

- a. **Network Service Fees.** Each Network Service Order will set forth all charges, including but not limited to non-recurring charges, annual recurring charges, quarterly recurring charges, and monthly recurring charges (collectively “**Network Service Fees**”) that End User is required to pay to Sun Corridor under such Network Service Order. Sun Corridor will provide End User with invoices for the Network Services. All amounts due Sun Corridor are payable in full within thirty (30) days of the invoice receipt (the “**Due Date**”). All invoices shall call for payments in U.S. dollars.
- b. **Rate Increases.** For each Network Service Renewal Term, Sun Corridor may increase rates for any Network Services thereunder if Sun Corridor provides End User notice of the increase at least sixty (60) days prior to the date of increase. Rates will not increase for the Network Service Initial Term.
- c. **Late and Unpaid Invoices.** If End User fails to make any payment required under this Agreement by the Due Date, (a) a late charge shall accrue equal to one percent (1.0%) simple per annum of the unpaid balance per month; and (b) Sun Corridor may take any action in connection with any other right or remedy Sun Corridor may have under this Agreement, including termination of Network Services, or at law or in equity. In the event Sun Corridor receives a payment and it is returned for insufficient funds or bank charges, the End User will reimburse Sun Corridor for all associated bank charges paid by Sun Corridor as well as the above stated interest to the extent applicable.
- d. **Disputed Invoices.** In the event of any disputed invoiced Network Service Fee, End User shall provide Sun Corridor with written notice of the disputed amount within thirty (30) days of invoice receipt and shall timely pay any undisputed portion of such invoice. End User shall waive its right to dispute any invoiced Network Service Fees if it fails to provide written notice of the disputed amount within such thirty (30) day period. The Parties shall cooperate in good faith to attempt to resolve any disputed invoice or portion thereof within forty (40) days of notice of dispute. Within thirty (30) days following the resolution of a dispute over an invoice or a portion thereof, End User shall pay to Sun Corridor the resolved amount of Network Service Fees due Sun Corridor.
- e. **Taxes.** Except for taxes based on Sun Corridor’s net income or property, End User shall be responsible for payment of all applicable taxes, impositions, fees, or other charges that arise in any jurisdiction as a result of the transactions contemplated herein, including without limitation all sales, use, value added, consumption, gross receipts (other than in lieu of net income tax), excise, stamp or transfer taxes, however designated, and Universal

Service Fund assessments, as applicable (collectively referred to as “**Transaction Taxes**”). If any authority asserts that Sun Corridor should have collected any Transaction Taxes from End User, which Sun Corridor did not collect, End User hereby agrees to be responsible for such Transaction Taxes.

5. Delivery of Service

5.1. Network Monitoring, Management and Local Access

- a. **Sun Corridor Network Operations Center (NOC).** Sun Corridor will provide, through the Sun Corridor NOC, the following network monitoring and management services:
 - i. Proper monitoring and maintenance services (including problem determination and correction, routing set-up and control, performance monitoring, and security management) for its network twenty-four (24) hours per day, every day.
 - ii. Contact information for the NOC to allow for direct NOC to NOC communication between the Parties, both during and outside of normal business hours.
 - iii. Prompt notification to the respective Party’s NOC in the case of any network outage or degradation of either Party’s network to perform as expected for a high-performance advanced network.
 - iv. Coordination of any architecture, feature, software or equipment change with the other Party that may impact connectivity and performance.
 - v. Installation and maintenance of performance monitoring, troubleshooting, debugging and management tools consistent with current policies for Sun Corridor.
 - vi. Support for new network technologies, features and capabilities as they become available and are adopted as part of advanced network services in the R&E community.
 - vii. Maintenance of a headroom policy for its network and ports that provide sufficient capacity to support advanced networking applications with high data rates and the ability for traffic to burst.
 - viii. Performance data and statistics with respect to the Network Services. Sun Corridor will develop and provide a template for performance data and statistics. It is preferred that the Party publish its performance data and statistics on its web page, or at a minimum make them available to members of the Sun Corridor Network community via an appropriate forum.
- b. **Scheduled Maintenance.** Scheduled maintenance may, but generally will not, result in Network Service interruption. If scheduled maintenance requires Network Service

interruption, Sun Corridor will: (a) provide End User notice, and (b) work with End User to minimize such interruptions.

5.2. Interruption, Suspension and Reduction of Service

- a. **Interruption of Service.** End User acknowledges that Sun Corridor is a “Connector” to I2, and may be subject to interruptions, suspensions or reductions in service by I2. Sun Corridor further reserves the right to interrupt, suspend or reduce Network Service to End User or any other person, when such action is necessary in Sun Corridor’s sole and absolute discretion. Sun Corridor may where reasonably possible, but does not promise to, provide advance notice to the End User of any such interruption, suspension, or reduction. As soon as possible following the interruption, suspension or reduction Sun Corridor will use reasonable commercial efforts to contact End User in an attempt to resolve any problems and restore Network Service.
- b. **Prevention of Harm.** In the event Sun Corridor (a) is advised by a governmental authority with appropriate legal jurisdiction that End User’s use of the Network Service is a violation of state, national or international law, or (b) reasonably determines that End User’s use of the Network Service is or may adversely affect the Network Service or Sun Corridor Network, or interfere with other user’s use of the Network Service or Sun Corridor Network, Sun Corridor shall notify the End User and provide a reasonable period for End User to correct the problem, except as provided below. However, if in Sun Corridor’s sole judgment, End User’s continued use of the Network Service presents a threat of harm, damage or injury to Sun Corridor, the Sun Corridor Network, or End Users, or if ordered to do so by a governmental authority, Sun Corridor shall have the right to suspend End User’s use of the Network Service immediately.

- 5.3. **Modification.** Sun Corridor reserves the right to modify or otherwise change the delivery of Network Service at any time. Sun Corridor shall give written notice to the End User via email (“**Modification Notice**”). End User has the right to terminate this Agreement if Sun Corridor modifies the Network Service in any way that materially harms End User upon thirty (30) days written notice provided such notice is provided with thirty (30) days of the receipt of Modification Notice.

- 5.4. **Regulatory and Legal Changes.** If changes in applicable law materially affect delivery of Network Services, or otherwise require modification of this Agreement, the Parties will, in good faith, negotiate appropriate changes to this Agreement.

6. LIMITATION OF LIABILITY

- 6.1. TO THE EXTENT PERMITTED BY APPLICABLE LAW, WHATEVER THE LEGAL BASIS FOR THE CLAIM, NEITHER PARTY, NOR ANY OF ITS AFFILIATES, AGENTS OR CONTRACTORS, WILL BE LIABLE FOR ANY INDIRECT, CONSEQUENTIAL, EXEMPLARY, PUNITIVE, SPECIAL, OR INCIDENTAL DAMAGES ARISING IN CONNECTION WITH THIS AGREEMENT, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR IF SUCH POSSIBILITY WAS REASONABLY FORESEEABLE. FOR AVOIDANCE OF

DOUBT, IT IS THE PARTIES' INTENT THAT ANY DAMAGES AS A RESULT OF A CLAIM BY AN END USER OR CUSTOMER ARISING FROM A BREACH OF THIS AGREEMENT ARE NOT CONSIDERED CONSEQUENTIAL.

- 6.2. NOTWITHSTANDING ANY OTHER PROVISION TO THE CONTRACT IN THIS AGREEMENT, SUN CORRIDOR SHALL NOT BE LIABLE FOR ANY ERROR OR DELAY IN TRANSMISSION OR FOR ANY INTERRUPTION OR TERMINATION OF PARTICIPATION.
- 6.3. NOTWITHSTANDING ANYTHING TO THE CONTRARY CONTAINED IN THIS AGREEMENT, IN NO EVENT WILL ANY OF THE OFFICERS, TRUSTEES, DIRECTORS, PARTNERS, BENEFICIARIES, JOINT VENTURERS, AUTHORIZED ORGANIZATIONS, STOCKHOLDERS OR OTHER PRINCIPALS OR REPRESENTATIVES OF EITHER PARTY, DISCLOSED OR UNDISCLOSED, THEREOF, EVER BE PERSONALLY LIABLE TO THE OTHER PARTY (INCLUDING FOR DIRECT OR CONSEQUENTIAL DAMAGES), AND THE PARTIES HEREBY WAIVE THE RIGHT TO RECOVER DAMAGES FROM ANY SUCH PERSONS EXCEPT FOR INTENTIONALLY MALICIOUS ACTS.

7. WARRANTIES

- 7.1. EACH PARTY REPRESENTS AND WARRANTS TO THE OTHER THAT (A) THIS AGREEMENT HAS BEEN DULY EXECUTED AND DELIVERED AND CONSTITUTES A VALID AND BINDING AGREEMENT ENFORCEABLE AGAINST SUCH PARTY IN ACCORDANCE WITH ITS TERMS; (B) NO AUTHORIZATION OR APPROVAL FROM ANY THIRD PARTY IS REQUIRED IN CONNECTION WITH SUCH PARTY'S EXECUTION, DELIVERY OR PERFORMANCE OF THIS AGREEMENT; AND (C) THE EXECUTION, DELIVERY AND PERFORMANCE OF THIS AGREEMENT DOES NOT VIOLATE THE TERMS OR CONDITIONS OF ANY OTHER AGREEMENT TO WHICH IT IS A PARTY OR BY WHICH IT IS OTHERWISE BOUND.
- 7.2. THE SUN CORRIDOR NETWORK IS PROVIDED ON AN AS IS, AS AVAILABLE BASIS, INCLUDING UNSCHEDULED OUTAGES, WITH ALL FAULTS, AND WITHOUT WARRANTIES OF ANY KIND, EITHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT. SUN CORRIDOR EXPRESSLY DISCLAIMS ANY REPRESENTATION OR WARRANTY THAT THE SUN CORRIDOR NETWORK WILL NOT BE CAPACITY CONSTRAINED, ERROR-FREE, SECURE, OR UNINTERRUPTED. SUN CORRIDOR AND ITS SERVICE PROVIDERS PERIODICALLY SCHEDULE SYSTEM DOWNTIME FOR MAINTENANCE AND OTHER PURPOSES. UNPLANNED SYSTEM OUTAGES AND CAPACITY LIMITATIONS ARE ALSO LIKELY TO OCCUR. SUN CORRIDOR SHALL NOT BE RESPONSIBLE FOR THE RESULTING UNAVAILABILITY OF THE SUN CORRIDOR NETWORK OR FOR ANY LOSS OF DATA OR TRANSACTIONS CAUSED BY PLANNED OR UNPLANNED SYSTEM OUTAGES OR THE RESULTING DELAY, MISDELIVERY, OR NON-DELIVERY OF DATA OR OTHER INFORMATION CAUSED BY SUCH SYSTEM OUTAGES OR DELAYS, EITHER PARTIAL OR TOTAL, EITHER INTENTIONAL OR ACCIDENTAL (INCLUDING ANY ERROR, INTERRUPTION OR TERMINATION DUE TO THE DELIBERATE MISCONDUCT OR NEGLIGENCE OF ANY PERSON), WHETHER OR NOT PRIOR NOTICE OF ANY SUCH INTERRUPTION OR TERMINATION HAS BEEN GIVEN. NO STATEMENT, ORAL OR WRITTEN, GIVEN BY SUN CORRIDOR, ANY OF ITS EMPLOYEES, OR ANY OTHER PERSON WILL CREATE A WARRANTY, NOR MAY ANY END USER, SUN CORRIDOR NETWORK PARTICIPANT, OR OTHER

PERSON RELY ON ANY SUCH STATEMENT FOR ANY PURPOSE. SUN CORRIDOR SHALL NOT BE RESPONSIBLE FOR ANY TRAFFIC AND CONTENT END USER OR ANY OF END USER'S USERS TRANSMITS ACROSS THE SUN CORRIDOR NETWORK.

8. Press Release and Trademarks

- 8.1. **Press Release.** To the maximum extent permitted by Applicable Law, neither Party shall have the right to issue a press release regarding this Agreement without the prior written consent of the other Party, which consent shall not be unreasonably withheld.
- 8.2. **Marks and Logos.** Neither Party will use the trademarks, trade name, logos, trade dress, or other commercial property of the other Party without the express written approval of that Party. Sun Corridor shall have the right during the Term to identify End User as a subscriber to Sun Corridor, and in connection therewith, to display the End User's supplied logo on Sun Corridor's website and other marketing materials that are pre-approved by End User, in writing. End User shall have the right during the Term to identify itself as a subscriber to Sun Corridor, and in connection therewith, to display Sun Corridor's supplied logo on End User's website and other materials that are pre-approved by Sun Corridor, in writing.

9. Termination

- 9.1. **Material Breach or Default.** If either Party commits a material breach or default in the performance of such Party's obligations under this Agreement, the aggrieved Party shall have the right to give the breaching or defaulting Party written notice of breach or default, including a statement of the facts relating to the material breach or default. If the material breach or default is not cured within thirty (30) days after the defaulting or breaching Party's receipt of such notice (or such later date as may be specified in such notice), the aggrieved non-defaulting and non-breaching Party, at its option, shall have the right to elect to terminate this Agreement on written notice to the other Party at any time thereafter while the breach or default remains uncured.
- 9.2. **Termination for Bankruptcy, Insolvency.** Each Party shall have the right to terminate this Agreement in whole or in part by giving the other written notice of termination in the event: (a) the other Party becomes insolvent or makes a general assignment for the benefit of creditors; or (b) a petition under the Bankruptcy Code is filed by or against the other Party unless dismissed sixty (60) days after filing.
- 9.3. **Termination for Convenience.** Each Party shall have the right to terminate this Agreement in whole or in part, without cause and for its own convenience, by giving the other Party a written notice, specifying the date upon which such termination becomes effective. The termination date must be at least ninety (90) days from the date of the notice. In the event of such termination by the End User, it will cooperate in good faith with Sun Corridor with respect to any transition arrangements requested by Sun Corridor. In the event of termination for convenience by End User, Sun Corridor shall not refund any Network Service Fee or any other payment made by End User and End User shall pay upon termination all remaining Network Service Fees for the

remaining period of the Initial Network Service Term or the then current Network Service Renewal Term. In the event of such termination by Sun Corridor, it will refund to End User the annual Network Service Fee paid for the year in which the termination occurs, prorated based on the number of days remaining in the year until the next then-current Term.

- 9.4. **Effect of Termination.** Whenever a Party has a right to terminate this Agreement, unless expressly stated otherwise, such Party shall not incur any liability to the other Party solely as a result of such termination. A termination of any one Network Service Schedule will not cause all Network Service Schedules, nor the IGA to be terminated. Upon termination of this Agreement for any reason, any and all liabilities accrued prior to the effective date of the termination shall survive.

10. General Terms

- 10.1. **Funding Obligation.** The Parties recognize that the performance by Sun Corridor or End User may be dependent upon the appropriation of funds by the State Legislature of Arizona ("Legislature") or the availability of funding from other sources. Should the Legislature fail to appropriate the necessary funds, if Sun Corridor's or End User's appropriation for this program is reduced during the fiscal year, or funding becomes otherwise not legally available, Sun Corridor or End User may reduce the scope of this Agreement if appropriate or cancel the Agreement without further duty or obligation. Each Party agrees to notify the other as soon as reasonably possible after unavailability of said funds comes to a Party's attention and to provide documentation of the unavailability or reduction.
- 10.2. **Conflict of Interest.** This Agreement is subject to cancellation for conflict of interest as provided in A.R.S. 38-511.
- 10.3. **Applicability of Terms and Conditions.** These terms and conditions shall apply on an individual basis to each Network Service that End User contracts for under this Agreement.
- 10.4. **Contractual Relationship.** The Parties are entering into this Agreement as independent contracting parties. This Agreement will not be construed to create an association, joint venture or partnership between the Parties or to impose any partnership liability upon any Party.
- 10.5. **Non-waiver.** The failure of either Party to insist upon or enforce strict performance of any of the provisions of this Agreement or to exercise any rights or remedies under this Agreement will not be construed as a waiver or relinquishment to any extent of such Party's right to assert or rely upon any such provision, right or remedy in that or any other instance.
- 10.6. **Assignment.** Neither Party shall assign or otherwise transfer all or part of this Agreement or its rights or obligations hereunder without prior written approval from the other Party, which such approval shall not be unreasonably withheld. Any assignment or delegation to the contrary shall be deemed void from inception. Subject to the foregoing restrictions, this Agreement shall be fully binding upon, inure to the benefit of and be enforceable by the Parties and their respective successors and permitted assigns.

- 10.7. **Entire Agreement.** This Agreement, including, Network Service Orders, and Service Available Notice, which are attached to this Agreement and incorporated herein by this reference, together with any other Exhibits, and Network Service Orders which may hereafter be attached hereto in accordance with the terms of this Agreement, constitutes the entire agreement and understanding between the Parties with regard to Network Services and supersedes any and all prior agreements between the Parties relating to Network Service. This Agreement may not be amended or modified except by a writing signed by both Parties.
- 10.8. **Severability.** If any provisions of this Agreement shall be conclusively determined by a court of competent jurisdiction to be invalid or unenforceable to any extent, the remainder of this Agreement will remain in full force and effect.
- 10.9. **Dispute Resolution.** In the event of any dispute relating to this Agreement, the Parties agree to exhaust all applicable administrative remedies to informally resolve their dispute in good faith. If the parties are unable to resolve their dispute informally, as required by Arizona Board of Regents Policy 3-208, the parties agree to the use of arbitration, mediation or other alternative dispute resolution in accordance with applicable law and court rules.
- 10.10. **Indemnification.** To the extent allowable under Arizona law, each Party (individually an "Indemnitor") agrees to indemnify, defend, and hold harmless each other party (individually, an "Indemnitee") from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorneys' fees) (hereinafter collectively referred to as "Claims") arising out of bodily injury of any person (including death) or property damage, but only to the extent that such Claims which result in vicarious/derivative liability to the applicable Indemnitee are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or authorized volunteers.
- 10.11. **No Third-Party Beneficiaries.** This Agreement does not and is not intended to confer any rights or remedies upon any person other than the Parties.
- 10.12. **Force Majeure.** With the exception of a Party's payment obligations, in the event that either Party is prevented from performing, or is unable to perform, any of its obligations under this Agreement due to any cause beyond the reasonable control of the Party invoking this provision, including but not limited to Acts of Nature (including fire, flood, earthquake, storm, hurricane or other natural disaster), epidemic, pandemic, quarantine restrictions, war, invasion, act of foreign enemies, hostilities (whether war is declared or not), civil war, rebellion, revolution, insurrection, military or usurped power or confiscation, terrorist activities, nationalization, government sanction, blockage, embargo, labor dispute, strike, lockout or interruption or failure of electricity, the affected Party's performance shall be temporarily excused and the time for performance shall be extended for the period of delay or inability to perform due to such occurrence; provided, that the affected Party resumes performance as soon as it is reasonably able to do so and that the affected Party (a) provides the other Party prompt notice of the nature and expected duration of the event, (b) uses commercially reasonable efforts to address and mitigate the cause and effect of such event, (c) provides periodic notice of relevant developments, and (d) provides prompt notice of the end of such event.

- 10.13. **Good Faith.** The Parties agree to act in good faith with respect to each provision of this Agreement and any dispute that may arise related hereto.
- 10.14. **Counterparts.** This Agreement may be signed in counterparts, each of which shall be deemed an original, and all of which taken together shall constitute one single agreement between the Parties. A signature delivered by PDF format or facsimile will be considered an original.
- 10.15. **Compliance with Applicable Laws.** Each Party will comply with all applicable laws in connection with the subject matter of this Agreement, and its performance under this Agreement.
- 10.16. **Post-Termination Obligations.** Upon termination of this Agreement, any liabilities accrued before the effective date of the termination will survive.
- 10.17. **Survival.** The provisions of this Agreement, which by their nature are continuing, shall continue in full force and effect and shall bind the Parties beyond any termination of this Agreement.
- 10.18. **Contractors/Agents.** Both Parties shall have the right to use independent contractors, subcontractors, or other non-employees (collectively “Contractors/Agents”) to perform any of its obligations or to act on behalf of the Party.
- 10.19. **Insurance.** End User represents and warrants that it has in force, and will maintain in force adequate worker’s compensation, commercial general liability, error and omissions, and other forms of insurance sufficient to protect from the conduct, acts or omissions, of End User, or its employees, and agents.
- 10.20. **Acceptable Use Policy and Compliance**
- a. **Acceptable User Policy.** End User agrees to be bound by the following Sun Corridor Acceptable Use Policy (“AUP”), and as may be modified from time to time subject to the terms of section 5.6 herein:

“The Sun Corridor Network can be used for any legal purpose, so long as it does not interfere with or adversely affect the operation of the Sun Corridor Network or any network user, as may be determined by Sun Corridor Network. The Sun Corridor Network reserves the right, through its published governance processes, to modify this AUP (and its posted guidelines or other rules) from time to time and intends to provide advance notice of any such modifications.”
 - b. **Consistent Usage.** Both Parties agree to take reasonable steps, individually and collectively, to ensure use of the Sun Corridor Network by End Users and any other user is consistent with the terms of the Sun Corridor’s AUP.
 - c. **Good Faith Operation.** Notwithstanding the Sun Corridor AUP, End User agrees not to intentionally violate or tamper with the operation, performance or security of the Sun

Corridor Network. End User also agrees to operate equipment that is attached to the Network Services in a manner that does not adversely impact the performance of the Sun Corridor Network or other user's equipment.

- 10.21. **Content.** Sun Corridor is not responsible for the content of any information transmitted or received through the Network Services. Sun Corridor exercises no control over, and accepts no responsibility for, the content of the information passing through the Sun Corridor Network, or End User equipment, and use of any such Service is at End User's own risk.

10.22. **Notices**

- a. **Contact Information.** End User shall provide Sun Corridor the following: (a) the name and contact information for the individual responsible for matters relating to payments and invoices (the **"Billing Contact"**); (b) the name and contact information for the individual responsible for operational decisions for End User (the **"Technical Contact"**). End User is responsible for updating and providing written notice to Sun Corridor of changes to the above contact information.
- b. **Notification of loss of service.** End User shall provide Sun Corridor prompt notification of any loss of Network Service to the Sun Corridor Network or any failure of the connection to perform as expected for a high-performance advanced network connection.
- c. **Notification of breach or challenge.** End User agrees to notify Sun Corridor promptly of any known or suspected breach of or challenge to the Sun Corridor Network or any Network Service security or any known or suspected unauthorized use of a End User's facilities to access the Sun Corridor Network or any Network Service(s). Sun Corridor will notify End User of any known breach of or challenge to the Network Service potentially affecting the End User.
- d. **Method of notification.** Unless otherwise provided for in this Agreement, any notice, communication, request or reply ("Notice") under this Agreement made by either Party to the other must be in writing and shall be effectively given if: (a) addressed to the Party to be notified and deposited in the United States Postal Service using certified or registered mail, postage prepaid with return receipt requested or shipped by a nationally recognized overnight courier service; (b) delivered in person; or (c) sent via email for such Party with a confirmation telephone call, provided, however, that any notice asserting a material breach or default or terminating the agreement shall also be delivered in writing by overnight courier. Any notice mailed is effective three (3) days after it is deposited in a depository of the United States Postal Service or other overnight services, and any Notice delivered in person to a Party shall be effective when received. All notices shall be addressed as set forth in below (or to such changes in address of which one Party notifies the other in accordance with the foregoing).

ACCEPTED AND AGREED:

Amphitheater Unified School District

Signature: _____

Name: Scott Little

Title: Chief Financial Officer

Date: _____

The Arizona Board of Regents for and on behalf of Arizona State University and the Sun Corridor Network

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Signature: Kristy Macdonald

Name: Kristy Macdonald

Title: Assistant Director

Date: 01/04/2022

Approval

The undersigned attorney has reviewed this Agreement pursuant to A.R.S. § 11-952(D) and determined that it is in proper form and is within the powers and authority granted under the laws of the State of Arizona to Amphitheater Unified School District

By: _____

Date: _____

The undersigned attorney has reviewed this Agreement pursuant to A.R.S. § 11-952(D) and determined that it is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the Arizona Board of Regents for and on behalf of Arizona State University and the Sun Corridor Network.

By: Benjamin S. Shum

Date: 1-4-2022



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **January 25, 2022**

TITLE: **Approval of School Facilities Oversight Board (SFOB) Grant for Holaway Sewer Repair**

BACKGROUND:

On December 14, 2021, the District submitted a School Facilities Oversight Board (SFOB) Grant request for sewer repairs at Holaway Elementary School. The SFOB has approved this grant request on December 16, 2021, in the amount of \$21,091.00.

The Governing Board is required to approve the grant's attached terms and conditions to accept this award.

Grant Number: SFB-ERR-02281

Grant Amount: \$21,091.00

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board accepts the SFOB grant number SFB-ERR-02281 in the amount of \$21,091.00 for the sewer repairs at Holaway Elementary School and authorize the Governing Board President to sign the attached Terms and Conditions.

INITIATED BY:

Richard C. La Nasa, Executive Manager, Operational Support

Date: January 21, 2022

Todd A. Jaeger, J.D., Superintendent

SCHOOL FACILITIES BOARD

Adopted: December 4, 2008

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

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

School District: Amphitheater Unified District

School: Frances Owen Holaway Elementary School

eCivis Project Number: SFB-ERR-02281

(This number must match the eCivis Project
Number on Page 9 of 9)

eCivis Project Title: FY22 Q4 Holaway Sewer Repair

1. PURPOSE OF TERMS AND CONDITIONS

These Terms and Conditions apply to the distribution of monies by the Arizona School Facilities Board ("Board") from the Building Renewal Grant Fund ("Fund") pursuant to Arizona Revised Statutes, ("A.R.S.") §15-2032, §15-2001, and §15-2002.

These monies are being awarded to the District for the purpose of maintaining the adequacy of existing school facilities owned by school districts that are required to meet the minimum adequacy standards for student capacity and that fall below the minimum school facility guidelines. Districts are prohibited from using monies from the Fund awarded pursuant to these Terms and Conditions on any project that is in a building, or part of a building, that is being leased to another entity. All monies used must be in compliance with the statutory requirements found in A.R.S. §15-2032 and the Building Renewal Grant Policy adopted on October 2, 2008 and as subsequently amended, as well as any applicable session law.

2. TERM OF TERMS AND CONDITIONS

The term of these Terms and Conditions shall begin on the date of the District's signature and shall continue until the Completion Report, pursuant to Paragraph 4.2, is received by the Board and the Project is closed.

2.1 ABANDONMENT OF THE PROJECT

A Project is considered to be abandoned if construction has not begun within four months of Board approval of construction funding. In such an instance, any unspent monies advanced by the Board to the District must be returned to the Board within thirty (30) days.

3. FINANCIAL CONDITIONS

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

- a. Use of fiscal control and fund accounting procedures as prescribed in the Uniform System of Financial Records, which will ensure proper disbursement of, and accounting for, monies paid to the District from the Fund;
- b. Compliance with the School District Procurement Rules adopted by the Arizona State Board of Education, the USFR purchasing guidelines, and the School Facilities Board's policies for procurement, as applicable;
- c. Compliance with all applicable state, federal, and local codes and laws related to buildings and building access, including permitting requirements of the Department of Environmental Quality for any construction project;
- d. Compliance with any applicable federal, state and local health or safety requirements;
- e. Any award based on an estimate is subject to School Facilities Board staff approval of the procurement process and award of the bid or quote as applicable prior to distribution of funds to the district;
- f. The School Facilities Board will require a pre-award meeting with the selected contractor before any funding is made available. School district non-compliance with these Terms and Conditions and/or non-performance through Closeout of the project may result in the delay of payments until the issue is corrected.

3.1 UNIFORM SYSTEM OF FINANCIAL RECORDS

The District will maintain records as required by the Uniform System of Financial Records and provide access to those records to the Board as necessary to perform its duties. The District will cooperate with the Board or the Auditor General or any of their authorized representatives when audits are conducted as authorized by law. This cooperation includes access without unreasonable restrictions to the District's records and personnel for the purpose of obtaining relevant information.

3.2 SURPLUS FUNDS

If the final cost of the Project is less than the amount awarded by the Board, the District shall return the unspent monies to the Board.

3.3 UNFORESEEN CONDITIONS

The District shall notify SFB staff if any unforeseen conditions arise during project

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

Pursuant to A.R.S. 15-2001.J.2., if a school district approves (If the District issues a purchase order or authorizes start the work) work referenced in a change order before the Board ('The Board' for the purposes of this Change Order is interchangeable with 'SFB Staff') approves the Change Order, the school district is responsible for the cost and construction of the project ('The Project' is defined for the purposes of the Change Order as the work defined in the Change Order).

3.4 LOCAL FUNDS

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

3.5 SCOPE OF WORK

Any change in the scope of work shall be implemented by a Change Order. The District must submit an executable Change Order which includes the signature of the District Representative, Architect, and contractor prior to receiving written approval from SFB staff to proceed. The Change Order is not considered executed until signed by SFB staff. No work shall proceed without a fully executed Change Order. If changes in the scope of work are made without SFB staff approval, the SFB will not release any funding for the changes in the scope of work, and further may consider the Project abandoned. Any work the school district approves prior to the executed change order is the financial responsibility of the school district. The District shall return any unspent monies to the Board, and reimburse the Fund for monies spent without proper authorization from the Board within thirty (30) days of being notified by the Board.

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

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

4. REPORTING REQUIREMENTS

The District will make reports to the Board as requested, and will cooperate with any evaluation of the grant and/or project as required by the Board. All expenditures and projects are subject to

audit. All construction and related contracts entered into by the District shall contain a clause that will permit the Board and/or the District to audit the contract.

4.1 PUBLIC RECORD

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

4.2 COMPLETION REPORT

The District shall provide a completion report in a format prescribed by the Board, and shall maintain records for five years following the completion of the project, which show:

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

5. INSURANCE REQUIREMENTS

For all construction projects, the District agrees to secure insurance coverage for purposes of general liability, property damage and workers' compensation and secure performance and payment bonds.

6. AUDIT OF RECORDS

Pursuant to A.R.S. §§ 35-214 and 35-215, the District shall retain and shall contractually require each subcontractor to retain all data, books and other records ("records") relating to these Terms and Conditions for a period of five years after completion of these Terms and Conditions. All records shall be subject to inspection and audit by the State for five years after the termination of these Terms and Conditions.

7. AVAILABILITY OF FUNDS

Every payment obligation of the State under these Terms and Conditions is conditioned upon the availability of funds allocated for the payment of such obligations. If funds are not allocated and available for the continuance of the Project, these Terms and Conditions may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to the

State in the event this provision is exercised, and the State shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

8. RESOLUTION OF DISPUTES

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

9. NON-DISCRIMINATION

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

10. TERMINATION

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

The payment of costs may be subject to audit verification by the Board or its duly authorized representative.

11. ASSIGNMENT AND DELEGATION

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

12. CANCELLATION FOR CONFLICT OF INTEREST

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

13. ENTIRE AGREEMENT

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

14. APPLICABLE LAW

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

15. THIRD PARTY ANTITRUST VIOLATIONS

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

16. PROGRAM REVIEW AND SITE VISITS

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

17. RIGHT TO USE, DUPLICATE AND DISCLOSE

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

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

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

It is understood that other school districts cannot use the District's design plans as their own as mandated by Code and Rules under the Arizona State Board of Technical Registration. Artistic representations shall not contain confidential nor proprietary information, but shall include professional credit for the architect and engineers of the successful project.

18. FEDERAL IMMIGRATION AND NATIONALITY ACT

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

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

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

19.1 WARRANT COMPLIANCE

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

19.2 BREACH OF WARRANTY

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

19.3 FAILURE TO COMPLY

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

19.4 INSPECTION

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

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

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

21. PROHIBITED BEHAVIOR-BOYCOTT OF ISRAEL

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

22. FLOW-DOWN REQUIREMENTS

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

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

23. CERTIFICATION / AUTHORIZATION

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

See Page 9 for signature blocks.

Governing Board President (signature)

Vicki Cox Golder

Name (printed/typed)

Date

Amphitheater Unified District No. 10

School District

Superintendent (signature)

Todd A. Jaeger, J.D.

Name (printed/typed)

Date

CFO/Business Manager (signature)

Scott Little

Name (printed/typed)

Date

eCivis Project Number: SFB-ERR-02281

(This number must match the eCivis Project Number on Page 1 of 9)



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: January 25, 2022

TITLE: Study and Approval of the Governing Board's Legislative Priorities for the 2022-2023 Fiscal Year

BACKGROUND:

School district governing board members regularly advocate for public education by raising awareness and engaging in dialogue with 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 2023 Arizona's legislative session to address Fiscal Year 2022-2023. 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 based on the list of priorities approved by the Governing Board last year, as well as other discussion topics that may benefit the District and 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.
- The legislature needs to take immediate action to approve increased spending limits for education so that school districts do not face budget cuts this year. Approval should occur early and without restriction. It would be detrimental for political parties or individual legislators to circumvent approval of a bill to increase the educational spending limit or use public school districts for political gain by tying other interests to the bill.
- 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 inflation limit in Prop 123, which sets a 2% limit on the maximum amount of increased funding that the state must provide school districts to address inflation, is unrealistic. A 2% budget increase this year does not accurately account for the high inflation rates currently faced by school districts. The state's mandatory minimum wage increases are tied to true inflation amounts so there is a strong likelihood that any mandatory minimum wage increase on January 1, 2023 will exceed the maximum 2% increase currently mandated for school districts. Funding approved for school districts for FY 2022-2023 should accurately account for current inflation to enable school districts to comply with the mandatory minimum wage increase and still having sufficient funds after that to account for the higher product costs caused by inflation and to provide, at a minimum, cost of living wage increases for the dedicated teachers and other public servants who earn above minimum wage.
- The Arizona legislature continues to create laws designed to increase student success, *i.e.*, mandatory dyslexia testing in elementary schools, but it does not provide additional funding to support those mandates despite the considerable costs that they require from school districts for implementation
- 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: Continue to make changes to correct the state education funding formula for special education dollars to address special education through Group B weighed formulas. Despite the steps that the legislature made last year, the fact that current education funding formulas still provide for special education services through Group A funding wastes of 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 and wages increases caused by the mandatory minimum wage to be imposed in the City of Tucson which will drive up competitive wages rates throughout Pima County.
 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.
- Limit the ability for the Arizona Department of Education to place restrictions on how a school district can spend funds provided by the federal government through the Elementary and Secondary School Emergency Relief Act (ESSER).

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, and student enrollment has not returned to pre-pandemic levels since as families have continued to pursue options to learn from home. Current school district funding laws do not allow school districts to offer remote learning options for students unless the student enrolls in an approved Arizona Online Instruction (AOI) program like the Amphitheater District's Amphi Academy Online. Traditional schools risk loss of funding when students are not physically present at their school because they must isolate or quarantine due to COVID-19, and there is no current funding plan in place to allow schools to receive funds for remote instruction and services that they currently provide for students when they are not "physically" present at school to avoid learning loss related to the pandemic.

- 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 have negatively impacted school district budgets since the pandemic started.
- As community transmissions continue to increase with the new COVID-19 variants, 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 to hold school districts harmless from unexpected attendance changes.
- Arizona school districts should not have to look solely to the federal government for assistance during the pandemic to be able to continue services for students. Other states supplement their federal ESSER assistance; whereas, Arizona has used its federal assistance to engage in a political battle with the federal government by restricting its state awards through additional anti-masking and anti-vaccination policies that controvert the federal, state and local public health recommendations for mitigation strategies necessary to provide safe in-person learning during the pandemic. These actions by the State of Arizona risk Arizona's students falling even further behind students in other states that already spent more per pupil for public school education. Arizona's students and their schools should not be used as pawns to promote a political agenda, especially when the United States Department of Treasury's demand letter to the State of Arizona dated January 14, 2022, makes it clear that the state will lose precious federal COVID-19 relief funds intended to help Arizona's students unless it changes its policies.

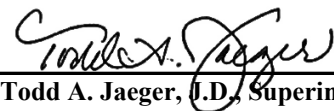
RECOMMENDATION:

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

INITIATED BY:

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

Date: January 14, 2022



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **January 25, 2022**

TITLE: **Study and Approval of new REACH course for 2022-2023**

BACKGROUND:

An evaluation/review of the REACH Program for gifted students was last done in the Spring of 2016. Several recommendations and changes were made further improving gifted education in Amphitheater Public Schools. The changes of adding additional time at the elementary level and a full time REACH teacher at each of our three high schools was a big step.

The current pandemic has brought to light the need to review our REACH program again to support our students. A survey was presented to both students and parents in November 2021. These results will be shared along with recommendations to continue to improve our REACH program in Amphitheater at the January 25, 2022 meeting.

The Course Request for 2022-2023 is attached for study and approval.

RECOMMENDATION:

This item is presented for Governing Board approval.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education

Date: January 13, 2022

Todd A. Jaeger, J.D., Superintendent

Amphitheater School District COURSE REQUEST FORM

Proposed course name: REACH Honors English 9 and REACH Honors English 10
Department/School: REACH- AHS, CDO and IRHS

I. Rationale: justification of need citing data

Gifted students have exceptional intellectual, academic and social-emotional needs that may not be met within Honors (AP) English and on-level English courses. Specifically, an estimated 40% of gifted students have been placed at the secondary level due to a visual-spatial reasoning score, with average to below average scores in verbal and/or quantitative reasoning. Gifted visual-spatial learners can access above grade level content and products through visual-spatial content, processes and products. Therefore, gifted visual-spatial learners may need an alternative approach to traditional English curriculum. Currently, gifted services at the secondary level are delivered through push-in lessons to Honors (Cambridge) English 9 and 10 and pull-out lessons for gifted students in on-level English courses. While the push-in lessons complement Honors (Cambridge) English curriculum and serve high-achieving, non-gifted students in a whole-class service, the pull-out service comes at the cost of missing core curriculum. The result is an inequity of service to the gifted population.

[Related aspects of Gifted Education law in Arizona have been highlighted in passages below.]

Article 4.1 Gifted Education for Gifted Children 15-779.01

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

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

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

A.R.S. § 15-779.02

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

The scope and the sequence shall:

Amphitheater School District COURSE REQUEST FORM

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

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

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

Course title: REACH Honors English - Weighted Grade

Course Prerequisites: Gifted Services placement or teacher recommendation

Course description: REACH Honors English course is designed with a strong visual-spatial platform in content, process and products; writing coach approach to support college preparation in terms of content, structure and style. REACH Honors English employs storytelling as the common component of every unit in order to focus on student ideas, voice, tone, style and expression.

Writing coach process focuses on quality of the writing process, development and growth over quantity of products. The Writing coach process involves a unique approach to coaching writing in students:

- Brainstorming/planning – visual-spatial tools, including collage, sketching, mind maps and visual reels (of relational objects)
- Drafting - embeds imagery into prose; considers graphic noveling; employs dictation with teachers in a coaching session
- Coaching – interwoven into each step are 1:1 writing conferences in which teacher provides qualitative feedback and models traits of writing
- Editing – modeled by teacher in coaching sessions; gradual release of control method in which student adopts proficiency
- Publishing – employs student agency and encourages visual-spatial and auditory components.

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Course objective: REACH Honors English supports gifted and high-achieving visual-spatial learners by offering processes that function through visual-spatial learning as well as provide opportunities to produce learning products in visual-spatial modes.

Course format: [preliminary proposal to be detailed in a collaborative process]

Q1: Storytelling: graphic novels, animated short stories & illustrated poetry

Writing: Literacy Narrative, Visual Autobiography

Q2: Storytelling: film-as-literature, TV-as-literature

Writing: adapting story-as-film Pitch Project

Q3: Storytelling: art-as-literature, music-as-literature, social media-as-literature

Writing: visual-prose analysis of various works of art, music & media; original podcast or video production

Q4: Storytelling: live theater, plays & screenplays

Writing: original script or screenplay

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

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

NAGC Pre-K-Grade 12 Gifted Programming Standards Programming - Standard 3: Curriculum Planning and Instruction

Introduction Educators need to develop and use a comprehensive and cohesive curriculum that is aligned with local, state, and national standards, then differentiate, accelerate, and/or expand it. Curriculum must emphasize advanced, conceptually challenging, in-depth, and complex content. Educators need to possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop students' talents, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a diverse and global society. The curriculum, instructional strategies, and materials and resources must engage a variety of gifted learners using practices that are responsive to diversity.

STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION

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

Student Outcomes Evidence-Based Practices

Amphitheater School District COURSE REQUEST FORM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.4.1. Educators select, adapt, and use a repertoire of instructional strategies to

Amphitheater School District COURSE REQUEST FORM

differentiate instruction for students with gifts and talents.

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

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

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

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

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

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

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

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

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

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

Gifted and Talented 9 and 10 grade students at AHS, CDO and IRHS

V. RESOURCES – specific texts, materials, equipment needed

Specific resources need to be determined in a collaborative process; sample ideas are provided here for a grade 10 PILOT REACH Honors English course:

Sample Texts:

Q1: graphic novels, animated short stories & illustrated poetry

Graphic novels: *Through the Woods* by Emily Carroll, *The Prince and the Dressmaker* by Jen Wang, *Maus* by Art Spiegelman, *Persepolis* by Marjane Satrapi, *Frankenstein* (the graphic novel) by Mary Wollstonecraft Shelley

Animated Short Stories: available online

Illustrated poetry: *The Complete Illuminated Works of William Blake*, *Classical Poetry: An Illustrated Collection*, *Heartstrings: Poems to Live by*

Sample Materials:

Headphones, audio-with-text books, art supplies, (more to be determined once texts and activities are selected)

Sample Techniques:

Visual notes & note taker tools, Learning Management System where all materials are posted and available, recorded lectures,

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VI. OUTCOME – evaluation of course effectiveness

- Students access Honors/AP literary sources and demonstrate learning through a variety of visual-spatial and prose products
- Student learning journals and reflections
- Each quarter will produce an Honors-level product that can be held in portfolio
- Student enrollment – students will self-select this course over other options

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

Stage of Development	Timeline	Details
Research & Development	SY 2021-2022 Summer 2022	Develop a diverse team of REACH teachers, English teachers and alumna to detail REACH Honors English 9 with specific texts and products
Professional Development	Summer 2022	Gifted training will be offered to the teachers that will teach the REACH Honors English 9 course in SY22/23
Pilot	SY 2022-2023	Implement REACH Honors English 9 at all three high schools; development team meets quarterly with teacher(s) to mentor process with student products
Evaluation & Revisions	Summer 2023	REACH Honors English teacher confer with development team to evaluate the course's success and growth needs
Professional Development	Summer 2023	Gifted training will be offered to the teachers that will teach the REACH Honors English 10 course in SY23/24 and any new REACH Honors English 9 teachers.
Full Implementation	SY 2023-2024	REACH Honors English expanded to grades 9 and 10 in all three high schools; development team meets quarterly with teachers to mentor process with student products
Evaluation & Revisions	Summer 2024	REACH Honors English teachers confer with development team to evaluate the course's success and growth needs

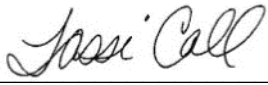
Amphitheater School District COURSE REQUEST FORM

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

Parent, teacher, student committee members:

A diverse and collaborative team will need to be assembled to further research and develop a REACH Honors English course to pilot in the 2022-2023 school year. This team may reflect:

- Core team
- REACH teachers at the middle and high school levels
- English teachers who express an interest and/or experience in visual-spatial learning
- Student alumna who express an interest and/or experience in visual-spatial learning

APPROVAL:  1/13/22
Associate Superintendent date

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