

Final Posting: Monday, February 2, 2026 at 3:45pm

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, February 3, 2026

6:00 PM

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

AMPHITHEATER PUBLIC SCHOOLS

MISSION

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

We Believe

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

We Value

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

AGENDA*

As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference.

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

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

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

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

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

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

1. <u>CALL TO ORDER</u>	
Ms. Vicki Cox Golder, President	
2. <u>PLEDGE OF ALLEGIANCE</u>	
Innovation Academy Students	
3. <u>RECOGNITION OF STUDENT ART</u>	
Innovation Academy Students	
4. <u>ANNOUNCEMENT OF DATE AND TIME OF THE NEXT SPECIAL GOVERNING BOARD MEETING</u>	
Tuesday, February 17, 2026 at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center, SE Entrance and Parking.	
5. <u>RECOGNITIONS</u>	
A. Recognition of Amphitheater School District 2026 Spelling Bee Winners	4
B. Recognition of Amphitheater High School Superintendent's Student Advisory Council	5
C. Presentation of Distinguished Service Awards	11
6. <u>INFORMATION²</u>	
A. Superintendent's Report	12
7. <u>PUBLIC COMMENT¹</u> (30 Minutes Maximum)	
8. <u>CONSENT AGENDA³</u>	
A. Approval of Appointment of Non-Administrative Personnel	23
B. Approval of Personnel Changes	26
C. Approval of Leave(s) of Absence	29
D. Approval of Separation(s) and Termination(s)	31
E. Approval of Stipend for Coaching Volunteers	34
F. Approval of Minutes of Previous Meeting(s)	36
G. Approval of Vouchers Totaling and Not Exceeding Approximately \$396,904.35	40
H. Acceptance of Gifts	41
I. Approval of New Courses for the 2026-2027 School Year	43
J. Approval of Out of State Travel	65
9. <u>STUDY⁴</u>	
A. Review of Auditor General's School District Financial Risk Analysis Report-January 2026	69
10. <u>PUBLIC COMMENT¹</u> (30 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

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be honored as timely as possible. If you need special accommodations, please call the Superintendent's office: (520) 696-5205.

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

DATE OF MEETING: February 3, 2026

TITLE: Recognition of Amphitheater School District 2026 Spelling Bee Winners

BACKGROUND:

Congratulations to the students who placed in the top bracket in the Amphitheater School District 2026 Spelling Bee. They will continue on to the Pima County Spelling Bee, which is scheduled for February 14, 2026.

First place:

Carlin Flowers, La Cima Middle School

Second place:

Brock Pace, Rio Vista Elementary School

Third place:

Jasmine Nemcosky, La Cima Middle School

Fourth place:

Kamilah Rascon, Wilson K-8 School

Fifth place:

Kyrie Moog, Coronado K-8 School

RECOMMENDATION:

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

INITIATED BY:

Jan Anderson

Jan Anderson,
Executive Assistant to the Superintendent & Governing Board

Date: January 22, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: February 3, 2026

TITLE: **Recognition of Amphitheater High School Superintendent's Student
Advisory Council**

BACKGROUND:

The students in Amphitheater School District are our most important assets. That is no more evident than when they step up to take leadership positions at their schools. The Governing Board would like to recognize the Amphitheater High School Superintendent's Student Advisory Council and thank them for their service to their classmates and school.

The Advisory Council meetings provide the students and Superintendent with an opportunity to talk informally about student issues and concerns and provides a platform for the Council members to represent the interests and perspectives of their student peers. Given the school, work, and extra-curricular schedules of our students, their willingness to participate and contribute their time must be commended and recognized. The Board recognizes Amphitheater High School's Superintendent's Student Advisory Council Members:

Aram Aguilar
Mikayla Alfaro
Arleth Diaz Gocobachi
Lincoln Sorensen

Abigail Contreras
Johan Cruz Erives
Zoe Islava
LJ (Leilany) Valencia

Sarah Alegria Martinez
Giavonnah Grant
Arianna Gutierrez Bravo
Luis Parra

Na'Jon Brown
Adaya Moonsammy
Aydennaly Moreno
Robert Salgado

RECOMMENDATION:

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

INITIATED BY:


Jen Anderson,
Executive Assistant to the Superintendent and Governing Board

Date: January 22, 2026


Todd A. Jaeger, J.D., Superintendent



Amphitheater High School



Superintendent's Student Advisory Council 2025-2026



Seniors



Aram Aguilar



Mikayla Alfaro



Arleth Diaz
Gocobachi



Lincoln Sorensen

Juniors



Abigail Contreras



Johan Cruz Erives



Zoe Islava



LJ (Leilany) Valencia



Sophomores



Sarah Alegria
Martinez



Giavonnah Grant



Arianna Gutierrez
Bravo



Luis Parra



Freshmen



Na'Jon Brown



Adaya Moonsammy



Aydennaly Moreno



Robert Salgado



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

DATE OF MEETING: February 3, 2026

TITLE: Presentation of Distinguished Service Awards

BACKGROUND:

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

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

- Ruben Robles, Maintenance Tech II, Amphitheater High School
- Christine Petersen, Counselor, Harelson Elementary School

RECOMMENDATION:

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

INITIATED BY:

Jen Anderson

Jen Anderson,
Executive Assistant to the Superintendent and Governing Board

Date: January 22, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: February 3, 2026

TITLE: Superintendent's Report

BACKGROUND:

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

RECOMMENDATION:

This item is presented for the Board's information.

INITIATED BY:

Date: January 27, 2026

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

Todd A. Jaeger, J.D., Superintendent



February 3, 2026

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Superintendent's Report





Teddy Bear Clinic



The cutest patients ever checked into the Teddy Bear Clinic at Canyon del Oro High School last week. Preschoolers brought their favorite stuffed friends along for a pretend medical visit in a collaboration of the Early Childhood Education and Sports Medicine programs and the health office. The stuffies visited stations where they received medical attention including triage, vitals checks, an “X-ray” machine, injury wrapping, and even a shot and Band-Aid to finish their treatment. The hands-on collaboration helped little learners feel more comfortable with doctor visits and gave high school students great practice working with young children.



T-Bird Trot



Painted Sky Elementary's annual T-Bird Trot was held last week and was a great success, bringing students and families together for a fun and well-attended community event made even better by beautiful weather.

AVID in Action



Last week, Amphi Middle School students put AVID into action through a powerful service-learning project with Feed My Starving Children, Pantano Christian Church, and The Mighty Mentors. Together, they packaged 45,575 meals that will be sent to children in need around the world. Because of their hard work and heart, 124 children will be fed for an entire year.

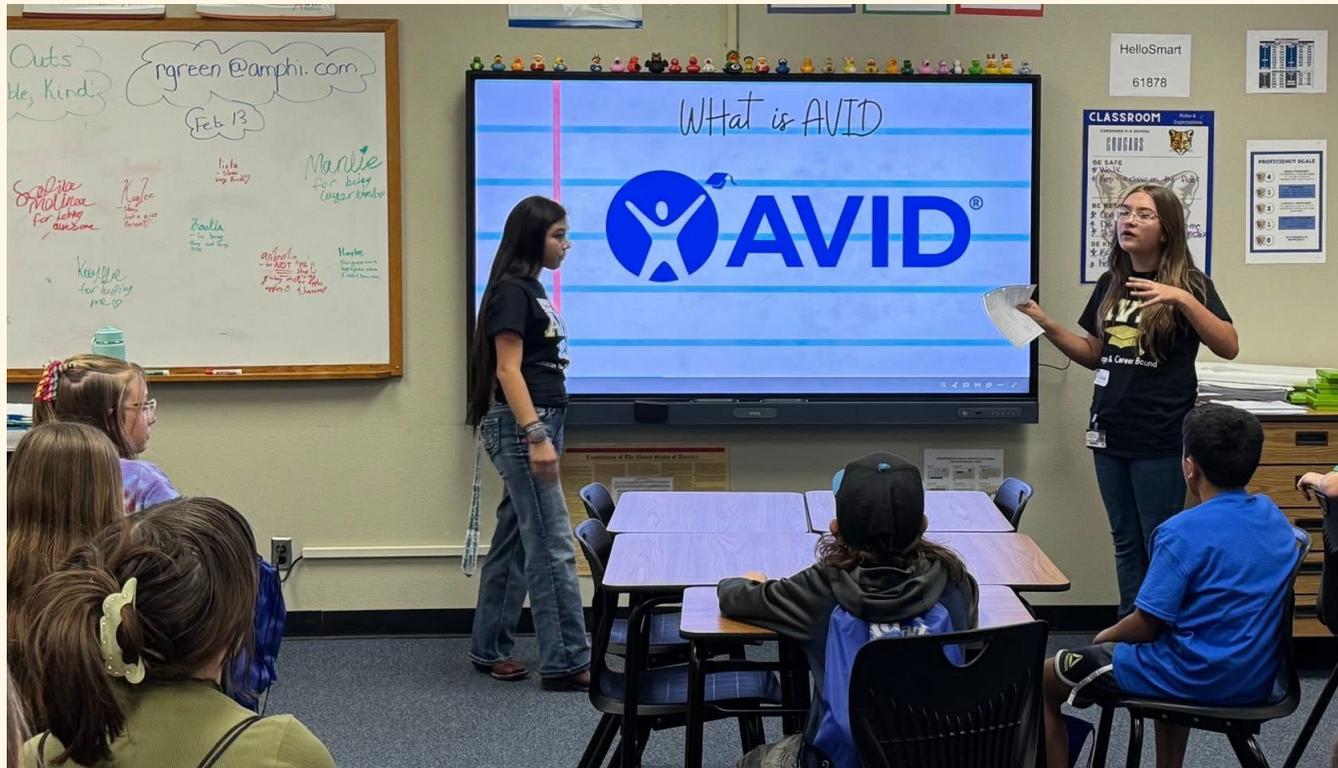
Musical Inspiration



Last week, talented musicians from several ensembles of the Amphitheater High School Instrumental Music Program visited La Cima Middle School. Their performances were a powerful showcase of what is possible in high school music and beyond. You could see the excitement and curiosity sparked in our middle schoolers as they imagined their own future in the arts.



New Cougar Day!



New Cougar Day at Coronado K-8 last week was a big success, as fifth-grade students from Coronado, Painted Sky and Innovation Academy spent the day exploring the campus, learning about middle school classes and getting a first look at what middle school life is like.





This is High School

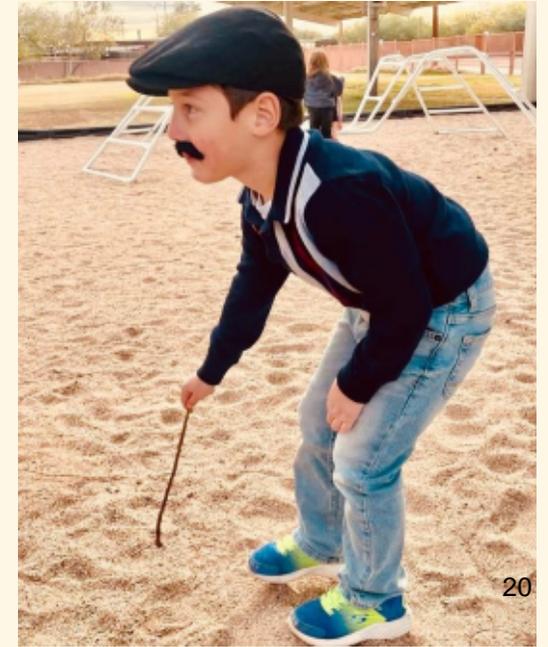


Eighth-grade students had an exciting opportunity to experience what high school can look like during last week's "This Is High School" visit at Ironwood Ridge High School. Students were welcomed by IRHS student leaders, band and cheer, and rotated through hands-on stations highlighting a wide range of Career and Technical Education and fine arts programs. The visit gave students a preview of campus life, academic expectations and the many elective pathways available as they prepare for their transition to high school.





100th Day



Classrooms across the District marked the 100th day of school last month with creativity and plenty of personality to celebrate the milestone and reflect on how much they have learned so far this year.



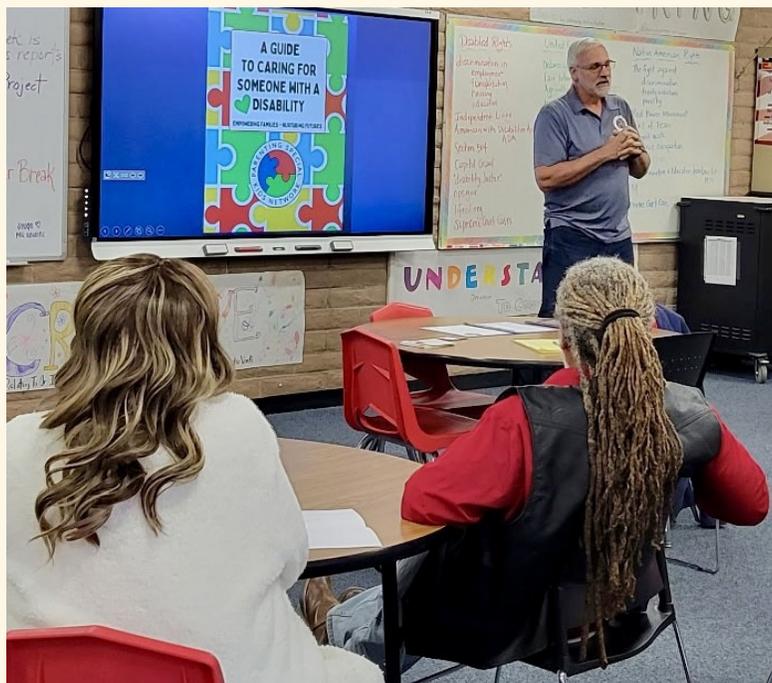
Academic Decathlon



The Canyon del Oro High School Academic Decathlon team, led by their coach, Chris Yetman, defeated arch-rival Walden Grove High School and 10 other teams to reclaim the 2026 regional championship, returning the title the team held from 2002 through 2024. The team has qualified for the Arizona State Championship in March and will enter the competition as the third seed out of 25 teams. In addition, each team member earned a \$2,000-per-year scholarship to either the University of Arizona or Arizona State University. Congratulations to the entire team on an outstanding achievement.



Voices of Support Event



About 45 families attended the District's first "Voices of Support: Navigating Special Education as a Team" event, participating in presentations focused on the IEP process, postsecondary and adult transitions, college accessibility, employment pathways and family advocacy. Additional sessions addressed behavior supports and twice-exceptional learners, and families connected with local partners during a community resource fair.



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

DATE OF MEETING: February 3, 2026

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 26, 2026.

23

RECOMMENDATION:

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

INITIATED BY:

John Hastings, Director of Human Resources

Date: January 26, 2026

Todd A. Jaeger, J.D., Superintendent

2/3/2026

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Lorta	Gabriela	Special Education Teaching Assisi	CL	Amphi Middle School	3	2 years	Replacement	Ms. Wichers	
Roberts	Quinn	Classroom Aide/Caregiver	CL	Harelson Elementary	2	0 years	Replacement	Ms. Hayes	

*	2024-2025 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

02/03/2026

SUBSTITUTES

GOVERNING BOARD MEETING
APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Browning-Aiken	Anne		CT		01/22/2026	
Fishman	David		CT		01/21/2026	
Owens	Andrea		CT		01/21/2026	
Watkins	Christina		CT		01/22/2026	
Watson	Kristiana		CT		01/22/2026	
Perez	Shaina		CL		01/22/2026	

AD Administrative
PR Professional
CT Certified
CL Classified



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

DATE OF MEETING: February 3, 2026

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 26, 2026.

26

RECOMMENDATION:

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

INITIATED BY:

John Hastings, Director of Human Resources

Date: January 26, 2026

Todd A. Jaeger, J.D., Superintendent

2/3/2026

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Resley	Robin	Teacher - Special Education Resource - C	CT	Ironwood Ridge High	Transfer			
Leyva	Lerina	Preschool Aide/Caregiver	CL	Coronado K-8 School	Reassignment	1	<\$0.15>	
Rukstela	Brittani	Preschool Instructional Specialist	CL	Coronado K-8 School	Reassignment	5	+\$0.64	
Basye	Jody	Coach - Track Assistant HS	ADCT	CDO High School	Addendum			\$2,591.11
Brestel	Emily	Psychologist	ADCT	Prince Elementary	Added Duty			\$7,609.75
Brungardt	Elizabeth	ADDN - Section 504	ADCT	Keeling Elementary	Correction			Amount: \$300.00
Crist	Gary	ADDN - CTE Placement Survey	ADCT	Amphi High School	Addendum			\$225.00
Dylla	Maria	ADDN - CTE Placement Survey	ADCT	Ironwood Ridge High	Addendum			\$175.00
Garmon	Guadalupe	ADDN - Certified Tutor	ADCT	Coronado K-8 School	Addendum			\$30.00 per hour
Golden	Brande	ADDN - Homebound	ADCT	CDO High School	Addendum			\$30.00 per hour
Gowen	Jean	ADDN - CTE Placement Survey	ADCT	Ironwood Ridge High	Addendum			\$400.00
Higgins	Ashley	Coach - 3rd Q. Interscholastic Supervisor	ADCT	Cross Middle School	Addendum			\$500.00
Higgins	Ashley	Coach - 4th Q. Interscholastic Supervisor	ADCT	Cross Middle School	Addendum			\$500.00
Holt	Nicolas	ADDN - Extra Hours	ADCT	CDO High School	Correction			Amount: \$25.00 per hour
Hooton	Rose	ADDN - Curriculum Development	ADCT	Wetmore Center	Addendum			\$25.00 per hour
Lewis	Loralee	ADDN - Section 504	ADCT	Copper Creek Elementary	Correction			Amount: \$500.00
Manno	Theodore	ADDN - CTE Placement Survey	ADCT	Ironwood Ridge High	Addendum			\$50.00
Meitner	Nickolas	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum			\$825.00
Olszewski	Cynthia	ADDN - Section 504	ADCT	CDO High School	Correction			Amount: \$2,550.00
Randall	Lesa	ADDN - CTE Placement Survey	ADCT	Amphi High School	Addendum			\$125.00
Ronstadt	Joshua	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum			\$350.00
Walker	Melissa	ADDN - Section 504	ADCT	Rio Vista Elementary	Addendum			\$350.00

*	2024-2025 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
Castaneda de Pa	America	ADDN - Extra Hours	ADCL	Cross Middle School	Added Duty			\$16.07 per hour
Hayes	Brenden	ADDN - Extra Hours	ADCL	Cross Middle School	Added Duty			\$15.91 per hour
Major	Tyler	ADDN - Classroom Aide/Caregiver	ADCL	Prince Elementary	Addendum			\$15.45 per hour

*

2024-2025 School Year	ADCT	Addendum Certified
Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Employee working an additional position	CT-AD	Certified Administrative
Correction to contract	CT	Certified
Decrease in hours	CL-AD	Classified Administrative
End date being extended	CL	Classified
Increase in hours/contract	PR	Professional
Employee receiving a promotion to another position	EL	Elementary
Employee moving to another position at the direction of the administration	MS	Middle School
Employee changing status (i.e. short term to career)	HS	High School
Employee working for a limited period of time		
Employee moving from one position to another		



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

DATE OF MEETING: February 3, 2026

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of January 26, 2026.

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RECOMMENDATION:

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

INITIATED BY:

John Hastings, Director of Human Resources

Date: January 26, 2026

Todd A. Jaeger, J.D., Superintendent

2/3/2026

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Berrigan	Morgan	Teacher - Biology	CT	Amphi High School	01/14/2026	Start
Bejarano	Raul	Computer Network Systems Coordi	CL	Wetmore Center	01/23/2026	Start
Hayes	Karen	Campus Monitor	CL	Walker Elementary	01/16/2026	End
Saldana	Marisela	Food Service Attendant	CL	Amphi High School	01/23/2026	Extension
Schollian	Kyle	Custodian I	CL	Ironwood Ridge High	01/19/2026	End

* 2024-2025 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: February 3, 2026

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

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of February 2, 2026.

31

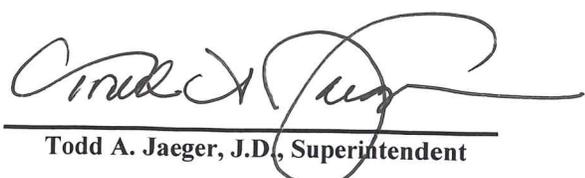
RECOMMENDATION:

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

INITIATED BY:


John Hastings, Director of Human Resources

Date: February 2, 2026


Todd A. Jaeger, J.D., Superintendent

2/3/2026

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Biallas-O'Dell	Wendy	Science/STEM Coordinator	CT-PR-RET	Wetmore Center	02/06/2026	Separation Agreement	
Bauer	Zachary	Teacher - Social Studies	CT	La Cima Middle School	05/21/2026	Resignation	
Bauer	Zachary	Teacher - Academic Interve	CT	La Cima Middle School	05/21/2026	Resignation	
Erb	Lily	Teacher - Language Arts	CT	La Cima Middle School	05/21/2026	Resignation	
Huber	Brian	Teacher - Physics	CT	Ironwood Ridge High	05/21/2026	Resignation	
LaPlante	Marc	Teacher - Orchestra	CT	Painted Sky Elementary	05/21/2026	Resignation	
LaPlante	Marc	Teacher - Music	CT	Painted Sky Elementary	05/21/2026	Resignation	
Madrugá	James	Teacher - Special Education	CT	CDO High School	05/21/2026	Resignation	
Walden	Sandra	Instructional Support Assista	CT	Painted Sky Elementary	05/22/2026	Retirement	
Walden	Sandra	Instructional Support Assista	CT	Copper Creek Elementary	05/22/2026	Retirement	
Braun	Sandy	Classroom Aide/Caregiver	CL-RET	Prince Elementary	01/12/2026	Resignation	
Borden	Aimee	Special Education Teaching	CL	Nash Elementary	03/27/2026	Resignation	
Garcia	Estela	Food Service Attendant	CL	Amphi High School	05/01/2026	Retirement	
Hannaford	Virginia	Transportation Attendant	CL	Transportation	01/23/2026	Abandonment	
Houle	Barbara	Bus Driver	CL	Transportation	01/28/2026	Resignation	
Johnson	Daniel	Bus Driver	CL	Transportation	01/23/2026	Resignation	
McKenzie	Briana	Food Service Attendant	CL	Rio Vista Elementary	01/23/2026	Resignation	
Pacheco	Joseph	Groundskeeper I	CL	Facilities Support	01/30/2026	Resignation	
Uzonyi	Angela	Bus Driver Trainee	CL	Transportation	01/27/2026	Resignation	

*	2024-2025 School Year		
Budget RIF	Reduction in force due to budget	ADCT	Addendum Certified
Abandonment	Employee abandoned position	ADCL	Addendum Classified
Breach of Contract	Employee did not fulfill contract	ADDM	Addendum Only
Dismissal	Employee terminated by the District	CT-AD	Certified Administrative
Resignation	Employee resigning from the District	CT	Certified
Retirement	Employee retiring from the District	CL-AD	Classified Administrative
		CL	Classified
		PR	Professional

02/03/26
GOVERNING BOARD MEETING
SEPARATIONS

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Robinson	Michael		CT		01/20/2026	
Wilson	Diane		CL		01/21/2026	
Zapata	Elizabeth		CL		01/21/2026	



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

DATE OF MEETING: February 3, 2026

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 26, 2026.

34

RECOMMENDATION:

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

INITIATED BY:


John Hastings, Director of Human Resources

Date: January 26, 2026


Todd A. Jaeger, J.D., Superintendent

2/3/2026

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
El-Ali	Jasim	Coach - Volleyball Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Hesse	Ethan	ADDN - FAFSA Peer Coach	Ironwood Ridge High	Stipend	\$414.00
Jones	Robert	Coach - Track Head HS	Ironwood Ridge High	Stipend	\$3,238.88
Kang	Katherine	Coach - Tennis Head HS	CDO High School	Stipend	\$2,807.03
Lerew	Tyler	Coach - Volleyball Assistant HS	CDO High School	Stipend	\$2,591.11
Merrill	Brittney	Coach - Track Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Montijo	Javier	Coach - Volleyball Assistant HS	CDO High School	Stipend	\$2,591.11
Ouellet	Jacob	ADDN - FAFSA Peer Coach	Ironwood Ridge High	Stipend	\$414.00
Roach	Aubree	Coach - Soccer Assistant MS	Cross Middle School	Stipend	\$1,511.48
Williams	Susan	Coach - 4th Q. Interscholastic Sup	Cross Middle School	Stipend	\$500.00

* 2024-2025 School Year



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

DATE OF MEETING: February 3, 2026

TITLE: Approval of Minutes of Previous Meeting(s)

BACKGROUND:

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

January 27, 2026

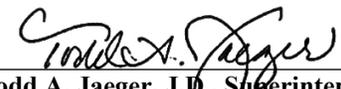
RECOMMENDATION:

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

INITIATED BY:


Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: January 28, 2026


Todd A. Jaeger, J.D., Superintendent

**Minutes of the Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, January 27, 2026**

A Special public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, January 27, 2026, beginning at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

Governing Board Members Present

Ms. Vicki Cox Golder, President
Ms. Deanna M. Day, M.Ed., Member
Dr. Michael Gemma, Member
Ms. Susan Zibrat, Member

Governing Board Member Absent

Mr. Matthew Kopec, Vice-President

Superintendent's Cabinet Members

Mr. Todd A. Jaeger, J.D., Superintendent
Ms. Tassi Call, Associate Superintendent for Elementary Education
Mr. Matthew Munger, Associate Superintendent for Secondary Education
Mr. Scott Little, Chief Financial Officer
Mr. Richard La Nasa, Executive Director of Operational Support
Mr. John Hastings, Director of Human Resources
Ms. Elizabeth Jacome, Director of Curriculum & Assessment
Ms. Kristin McGraw, Director of Student Services
Ms. Julie Valenzuela, Director of 21st Century Education
Ms. Michelle Valenzuela, Director of Communications

1. CALL TO ORDER

President Cox Golder called the meeting to order at 5:30pm.

2. EXECUTIVE SESSION

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

A. Consideration and Determination of Appeal of Long-term Suspension Hearing Officer's Decision Pursuant to A.R.S. § 15-843(A), Regarding Student # 30058146

B. Consideration and Decision Upon Long-term Suspension/Expulsion Hearing Officer's Recommendations, Pursuant to A.R.S. § 15-843(F)(2) Regarding Student #30050733

C. Consideration and Decision Upon Long-term Suspension/Expulsion Hearing Officer's Recommendations, Pursuant to A.R.S. § 15-843(F)(2) Regarding Student #30083883

Ms. Day moved that the Board go into an Executive Session to address the matters identified in Item 2 of the Board's agenda and pursuant to the legal authorities listed on the agenda under Item 2. Ms. Zibrat seconded the motion. Voice vote in favor- 4. President Cox Golder, Ms. Day, Dr. Gemma and Ms. Zibrat. Opposed-0.

President Cox Golder proclaimed that they were in Executive Session at 5:30pm.

3. RECONVENE PUBLIC MEETING

The meeting reconvened at 5:48pm.

4. PLEDGE OF ALLEGIANCE

Superintendent Jaeger led the Pledge of Allegiance.

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

President Cox Golder announced that the next Regular Governing Board meeting will take place Tuesday,

February 3, 2026 at 6:00 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership & Professional Development Center.

6. PUBLIC COMMENT

There was no public comment.

7. CONSENT AGENDA

Details of agenda items, supporting documents, and presentations are available in the electronic Board Book by clicking on the hyperlink below.

[Amphitheater Public Schools Public View - BoardBook Premier](#)

Ms. Day moved for Consent Agenda Items 7. A.– L. be approved as presented. Ms. Zibrat seconded the motion. Vote in favor – 4. President Cox Golder, Ms. Day, Dr. Gemma, and Ms. Zibrat. Opposed – 0. Consent Agenda Items 7. A.-L. passed.

A. Approval of Appointment of Non-Administrative Personnel

The Governing Board approved the Appointment of Non-Administrative Personnel as submitted in Exhibit 1.

B. Approval of Personnel Changes

The Governing Board approved Personnel Changes as submitted in Exhibit 2.

C. Approval of Leave(s) of Absence

The Governing Board approved Leave(s) of Absence as submitted in Exhibit 3.

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

The Governing Board approved Separation(s) and Termination(s) as submitted in Exhibit 4.

E. Approval of Stipend for Coaching Volunteers

The Governing Board approved Stipend for Coaching Volunteers as submitted in Exhibit 5.

F. Approval of Minutes of Previous Meeting(s)

The Governing Board approved Governing Board Meeting Minutes January 13, 2026 as submitted in Exhibit 6.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$3,370,761.03

A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as submitted in Exhibit 7.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1186	\$238,186.06	1187	\$209,570.30	1188	\$179,063.44
1189	\$47,677.75	1190	\$4,633.28	1191	\$128,578.14
1192	\$500.00	1193	\$74,087.33	1194	\$1,882,732.64
1195	\$31,022.83	1196	\$9,182.32	1197	\$30,129.22
1199	\$14,726.96	1200	\$515,102.16	1201	\$5,568.60

H. Acceptance of Gifts

The Governing Board approved Acceptance of Gifts as submitted in Exhibit 8.

I. Approval of Parent Support Organization(s) - 2025-2026

The Governing Board approved IRHS Softball Booster as submitted in Exhibit 9.

J. Approval of Disposal of Surplus Property via PublicSurplus.com

The Governing Board approved Disposal of Surplus Property via PublicSurplus.com.

K. Approval of Lease Agreement for Copper Creek Elementary School with the Arizona State School for the Deaf and the Blind

The Governing Board approved Lease Agreement for Copper Creek Elementary School with the Arizona State School for the Deaf and the Blind as submitted in Exhibit 10.

L. Approval of Out of State Travel

The Governing Board approved Out of State Travel as submitted in Exhibit 11.

8. EXECUTIVE SESSION

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

A. Discussion Pertaining to the Employment of the Superintendent, and in Accordance with His Terms of Employment. May Include an Annual Evaluation of His Performance, Pursuant to A.R.S. § 38-431.03(A)(1)

Ms. Day moved that the Board go into an Executive Session to address the matters identified in Item 8 of the Board's agenda and pursuant to the legal authorities listed on the agenda under Item 8. Ms. Zibrat seconded the motion. Voice vote in favor- 4. President Cox Golder, Ms. Day, Dr. Gemma and Ms. Zibrat. Opposed-0.

President Cox Golder proclaimed that they were in Executive Session at 5:50pm.

9. RECONVENE PUBLIC MEETING

The meeting reconvened at 6:08pm.

10. PUBLIC COMMENT

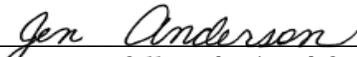
There was no public comment.

11. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Ms. Day requested a Board item be placed on the agenda for the study of student activity fees and facility rental fees related to these activities.

12. ADJOURNMENT

President Cox Golder moved for the meeting to adjourn. Dr. Gemma seconded the motion. Voice vote in favor-4. President Cox Golder, Ms. Day, Dr. Gemma, and Ms. Zibrat. Opposed-0. The meeting adjourned at 6:09pm.



Minutes respectfully submitted for Governing Board Approval
Jen Anderson, Executive Assistant to the Superintendent & Governing Board

January 28, 2026
Date

Vicki Cox Golder, Governing Board President

February 3, 2026
Date



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

DATE OF MEETING: February 3, 2026

TITLE: Approval of Vouchers Totaling and Not Exceeding \$396,904.35(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: February 02, 2026

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: February 3, 2026

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 22, 2026

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations	Donor	Site
8 boxes Pretzels	LOGAN DISTRIBUTORS	RIO VISTA ELEMENTARY
7 boxes Pretzels	LOGAN DISTRIBUTORS	KEELING ELEMENTARY
7 boxes Pretzels	LOGAN DISTRIBUTORS	WALKER ELEMENTARY
Ck in the amount \$200.00	NETWORK FOR GOOD	CANYON DEL ORO HIGH SCHOOL



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

DATE OF MEETING: **February 3, 2026**

TITLE: **Approval of New Courses for the 2026-2027 School Year and Consideration of Weighted Grade Status**

BACKGROUND:

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

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

AP Pre-Calculus:

Course Rationale: In 2023, the College Board introduced an Advanced Placement Pre-Calculus course. The purpose of the course is twofold: to provide a unified national curriculum for Pre-Calculus and also provide a college-level, advanced placement course, with an associate AP exam, for on-level math students in high school. AP Pre-Calculus is one of the fastest growing courses/exams in the US. In 2024 (the first year of administration), there were 165,000 tests given. In 2025, there were 205,000 tests given. The prediction for this year is that there will be nearly 280,000 AP Pre-Calculus tests given.

Furthermore, AP Pre-Calculus strengthens the math pathway for students who have completed Geometry and Algebra 2 and are ready for a rigorous third- or fourth-year math experience and offering students an AP course if they are not able to participate in AP Calculus AB prior to graduation. The course is designed to build deep mastery of functions, modeling, and multiple representations—skills that directly support success in subsequent college-level mathematics and science coursework and that connect to real applications across fields such as health science, data science, biology, and physics.

Additionally, AP Pre-Calculus provides a clear, standards-based opportunity to expand access to advanced math while maintaining consistent expectations for rigor and readiness. State universities, such as the University of Arizona award college credit for scores 3 or above, providing students with an additional pathway to college credit if they are unable to reach AP Calculus prior to graduation.

Attached is the course proposal for AP Pre-Calculus.

AP Physics C: Electricity and Magnetism

Course Rationale: Currently, the number of juniors completing, or have already completed, AP Calculus AB and concurrently enrolled in AP Physics C - Mechanics, is increasing. Students desiring to pursue a physics-related STEM career or major in college will need a subsequent course to the Mechanics course,

and the AP Physics: Electricity and Magnetism course fulfills that need while serving as an opportunity to offer an additional advanced learning opportunity in Science.

Attached is the course proposal for AP Physics: Electricity and Magnetism.

Business Management (CTE):

Course Rationale: As part of an ongoing effort to update and strengthen Career and Technical Education (CTE) offerings within the Amphitheater School District, a program interest survey was administered to all students in grades 8–11. The survey yielded 828 total responses. Business Operations/Business Management emerged as one of the two most requested program areas, closely aligned with Medical Assisting/medical-focused programs. Notably, 45% of respondents (373 students) identified Business Management as their top program preference.

In evaluating potential new program offerings, the district considered multiple factors, including student interest, alignment to postsecondary and career opportunities, availability of internships and work-based learning experiences, instructor availability, and program startup costs. Business Management demonstrated strong alignment across these criteria and offers immediate, accessible benefits to students.

Survey results also indicated that a primary driver of student interest was “career opportunities after high school.” When comparing Business Management and Medical Assisting, and considering current staffing capacity, Business Management was determined to provide broader and more readily available employment and internship pathways for students.

Additionally, this program would serve as a strategic replacement for Software and App Design, a program that has experienced declining student interest over the past several years within the district. Business Management better reflects current student demand and labor market relevance, positioning Amphitheater School District to more effectively meet student needs and workforce expectations.

Cyber Network Security (CTE):

Rationale: The CTE program interest survey referenced above was administered to all students also identified Cyber/Network Security emerged as one of the three most requested program areas. Twenty-five percent of respondents (200 students) identified Cyber/Network Security as their top choice.

In evaluating potential new program offerings, the district considered multiple factors, including student interest, alignment to postsecondary and career opportunities, availability of internships and work-based learning experiences, instructor availability, and program startup costs.

Cyber/Network Security demonstrated strong alignment across these criteria and offers immediate, accessible benefits to students and possible internships within our own district, working alongside our IT team.

Survey results also indicated that a primary driver of student interest was “career opportunities after high school.” When comparing Cyber/Network Security and Medical Assisting, and considering current staffing capacity, Cyber/Network Security was determined to provide broader and more readily available employment and internship pathways for students. There are many programs across our region that offer Medical Assisting programs, so there are limited opportunities for work-based learning and internships in this field, unlike with Cyber/Network Security, as there are limited program offerings in our region.

Additionally, this program would serve as a strategic replacement for Software and App Design and Amphitheater High School, a program that has experienced declining student interest over the past several years within the district. Cyber/Network Security better reflects current student demand and labor market relevance, positioning Amphitheater School District to more effectively meet student needs and workforce expectations.

Engineering Physics – Weighted Grade Recommendation

Rationale: Amphitheater’s Engineering Physics covers state standards in two advanced courses — combining Physics standards with Engineering (CTE) standards. The scope and sequence includes rigorous physics outcomes such as analyzing motion using Newton’s Laws (HS.P3U1.6), using mathematics/computational thinking to explain how physics drives engineering and technologies (HS.P3U2.7), and constructing evidence-based arguments about conservation of energy and energy transfer (HS.P4U1.8, HS.P4U3.9).

Moreover, students are expected to apply the engineering design cycle (problem identification through prototyping, implementation, evaluation, and reporting) in project-based learning and authentic performance tasks that require students to *apply* physics concepts through engineering design, testing, iteration, and technical documentation measurement theory, data analysis, and communicating arguments based on data—skills foundational to both scientific inquiry and engineering practice. Many of the projects completed throughout the year explicitly connect force, energy conversions, torque, friction, and mechanical advantage to real design constraints and iterative improvement.

Finally, students are expected to use tools and mathematical modeling (including data collection/analysis, graphing, and technology such as Excel) to verify results and evaluate solutions, aligning with engineering math/science application standards.

Based on the rigor of the course, specifically the advanced standards in two disciplines plus high-level projects and professional deliverables, a weighted grade appropriately recognizes the rigor and the college/career-ready expectations embedded throughout Engineering Physics. To ensure consistency with other weighted courses offered in Amphitheater, it is recommended to weight the course on a 5.0 scale.

RECOMMENDATION:

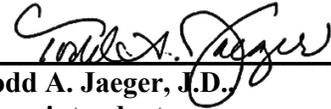
This list is presented for the Governing Board's approval.

INITIATED BY:



Matthew Munger
Associate Superintendent for Secondary Education

Date: January 27, 2026



Todd A. Jaeger, J.D.
Superintendent

5-207 Form – Curriculum Adoption – Curriculum Research – Design for Course Approval

- I. **Rationale** – In 2023, the College Board introduced an Advanced Placement Precalculus course. The purpose of the course is twofold: to provide a unified national curriculum for precalculus and also to provide a college-level, advanced placement course, with an associate AP exam, **for on-level math students** in high school. This is one of the fastest growing exams in the US. In 2024 (the first year of administration), there were 165,000 tests given. In 2025, there were 205,000 tests given. The prediction for this year is that there will be nearly 280,000 AP Precalculus tests given. Many other districts in Tucson have started offering this course. If we are to compete with nearby districts in offering a full slate of AP courses, it is important that we add this course to our curriculum.

- II. **Description** – The goals of the course are to prepare students to be successful at whatever college-level course that they take next, whether it's an AP Calculus class in high school or a Calculus 1 class in college. A passing grade on the AP test will also grant students credit for precalculus in college, as well as placement into the appropriate next class. The curriculum is defined by a publication released by the College Board, "The AP Precalculus Course and Exam Description" (<https://apcentral.collegeboard.org/media/pdf/ap-precalculus-course-and-exam-description.pdf>), which includes a list of the full curriculum goals and objective. The prerequisite for the course is successful completion of Algebra 1, Geometry, and Algebra II, regardless of level. The format is a traditional math course, with 3 specific units covered by the AP test, Polynomial and Rational Functions, Exponential and Logarithmic Functions, and Trigonometric Functions. Schools have the option to add additional topics as needed.

- III. **Articulation** – The course was developed in close conjunction with college math departments and high schools. It aligns very closely with the Arizona State Standards for Precalculus (<https://www.azed.gov/sites/default/files/2020/10/Arizona%20Precalculus%20Standards.pdf>). In addition, all three of the state universities grant college credit for scores of 3 (out of 5) or higher on the AP Precalculus test, provided students don't later take AP Calculus.

- IV. **Audience** – The primary audience for this course is on-level students who plan to follow a career path in a STEM area, business, or social science. It is especially appropriate for students who haven't taken an honors math course previously. Data from the first examination (2024) shows that underrepresented groups took AP Precalculus in far greater numbers than any other AP math course, with more than 70% of the students earning college credit. This course is especially designed for schools that might not have a lot of students taking other AP math courses. While the audience is predominantly on-level seniors, the course can also function as a prerequisite for AP Calculus courses for non-seniors.

V. Resources – Teachers can continue to use the current text. The AP Precalculus community has created a large volume of shared materials, including note-takers, activities, homework, quizzes, and assessments, all available free of charge. No special materials are needed – students can use graphing calculators, or Desmos, a web site that is available for free on the internet, and is built into Bluebook, the College Board app that is used for AP and SAT testing. In addition, Chris Yetman, a math teacher at CDO, is a trained Precalculus consultant for the College Board and can provide low-cost training for teachers, eliminating the need for expensive AP Summer Institute fees.

VI. Outcome – Students will take the AP Precalculus test. In addition, achievement in following courses can be monitored. The College Board provides instructional planning reports that pinpoint student successes and failures on the AP test and these can be used to effectively improve instruction.

VII. Implementation

Timeline: Training provided during the summer of 2026
Pilot Courses at the three high schools during the 26-27 school year
PLTs used during the 26-27 school year (and beyond)
Full adoption in the 27-28 school year

VIII. Process – course was piloted at CDO during the 24-25 school year. Department chairs, teachers and district math specialist discussed modifying the current curriculum to replace some current courses with AP Precalculus.

Approval:

Principal date

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.)

**5-207 Form – Curriculum Adoption – Curriculum Research – Design for
Course Approval
New Course Proposal**

Teacher's name _____

Proposed course name _____

Department/School _____

I. Rational – Provide a justification of need, citing data.

II. Description – List course description, goals/objectives, standards, any prerequisites, format in which the course is offered, weighted or not, etc. (If extra space is needed, please use a separate piece of paper.)

III. Articulation – Reference to State Standards?

IV. Audience – What student group (school, grade, department) is to be served?

V. Resources – List specific texts, technology, materials, equipment needed.

VI. Outcome – How will you evaluate the course's effectiveness?

VII. Implementation – What steps need to be taken? Is this a proposed pilot? When will the evaluation be complete? Include a timeline.

VIII. Process – How were decisions made in this process? How teachers, parents, and students (when appropriate were included in the decision making process ?

Teacher's signature Paul Desjarlais Date _____

Approval: Principal's signature _____ Date _____

Approval: Associate Superintendent signature _____ Date _____

Approval: Superintendent's signature _____ Date _____

(Note: Must be submitted for Governing Board approval according to timelines established by School Operations for registration purposes)

5-207 Form – Curriculum Adoption – Curriculum Research – Design for Course Approval

I. Rationale - justification of need, citing data

As part of an ongoing effort to update and strengthen Career and Technical Education (CTE) offerings within the Amphitheater School District, a program interest survey was administered to all students in grades 8–11. The survey yielded 828 total responses. Business Operations/Business Management emerged as one of the two most requested program areas, closely aligned with Medical Assisting/medical-focused programs. Notably, 45% of respondents (373 students) identified Business Management as their top program preference.

In evaluating potential new program offerings, the district considered multiple factors, including student interest, alignment to postsecondary and career opportunities, availability of internships and work-based learning experiences, instructor availability, and program startup costs. Business Management demonstrated strong alignment across these criteria and offers immediate, accessible benefits to students.

Survey results also indicated that a primary driver of student interest was “career opportunities after high school.” When comparing Business Management and Medical Assisting, and considering current staffing capacity, Business Management was determined to provide broader and more readily available employment and internship pathways for students.

Additionally, this program would serve as a strategic replacement for Software and App Design, a program that has experienced declining student interest over the past several years within the district. Business Management better reflects current student demand and labor market relevance, positioning Amphitheater School District to more effectively meet student needs and workforce expectations.

II. Description - course goals and objectives, prerequisites, format

The Business Management Career and Technical Education (CTE) instructional program prepares students to plan, organize, direct, and control the functions and processes of a business or organization. Through a coherent sequence of instruction, students develop a comprehensive understanding of business operations and financial management practices applicable to both small and large enterprises.

Course content includes, but is not limited to, management theory, project management, human resources management and organizational behavior, business operations, quantitative methods, purchasing and logistics, production and organization, marketing principles, and business decision-making. Emphasis is placed on real-world application of skills, including the use of industry-standard office productivity and business software to manage core business functions.

Upon successful completion of the program sequence, students will be able to:

Superintendent

date

- Apply foundational management and organizational principles in real-world business contexts
- Analyze business problems and make informed decisions using quantitative and qualitative methods
- Demonstrate effective communication, leadership, and teamwork skills
- Utilize technology and industry-standard software to support business operations
- Develop career-ready skills aligned with postsecondary education and workforce expectations

The Business Management CTE program is delivered as a coherent sequence of courses designed to provide students with progressive knowledge and skills that align with current workplace demands. Professional skills identified by Arizona business and industry leaders—including communication, professionalism, collaboration, critical thinking, and leadership—are intentionally embedded throughout the curriculum.

Students enrolled in the program also develop leadership, social, civic, and career skills through participation in Future Business Leaders of America (FBLA), the state-recognized Career and Technical Student Organization (CTSO) for business education. FBLA activities reinforce classroom instruction through competitive events, leadership development, and community engagement.

Coherent Course Sequence

- 52.0201.10 – Business Management I
- 52.0201.20 – Business Management II

Programs may elect to extend the sequence with one or more of the following advanced or experiential learning options:

- 52.0201.30 – Business Management III, or
- 52.0201.40 – Business Management IV, or
- 52.0201.70 – Business Management – Diversified Cooperative Education (DCE), or
- 52.0201.75 – Business Management – Internship, or
- 52.0201.80 – Business Management – Cooperative Education

These advanced options allow students to deepen content knowledge and apply learning through work-based experiences aligned to career goals.

Prerequisites

- Business Management I: No prerequisite
- Business Management II: Successful completion of Business Management I

Superintendent

date

- Advanced Courses, Internship, or Cooperative Education: Successful completion of Business Management II and alignment to our Board approved existing Internship prerequisites

III. Articulation - reference to state standards

Business Management courses will be aligned with and delivered in accordance with the Arizona Department of Education (ADE) Career and Technical Education (CTE) Technical and Professional Standards. Instruction will follow the approved curriculum developed by the CTE Consortium, supplemented by instructor-developed materials that are directly aligned to ADE standards.

Curriculum implementation will be guided by the ADE CTE Instructional Framework, including applicable Assessment Blueprints and Instructional Terminology documents published on the ADE CTE website. These resources will ensure consistency in standards alignment, instructional rigor, and assessment practices across the program.

To support student engagement, agency, and personalized learning, instructors may make instructional adjustments to address student interests and emerging industry trends while maintaining full alignment to ADE standards. Any supplemental instructional resources used to support these modifications will be Governing Board–approved and aligned to program outcomes and state requirements.

IV. Audience - student group (school, grade, discipline) to be served

The Business Management program will initially be implemented at Ironwood Ridge High School to evaluate student demand, program relevance, and enrollment patterns. This phased approach will allow the district to verify alignment between results from the student interest survey and actual student enrollment, ensuring data-informed decision-making prior to program expansion.

The program is proposed as a replacement for Software and Application Design, leveraging existing instructional resources and infrastructure. Due to the similarity in required technology and instructional needs, minimal startup and transition costs are anticipated, supporting a fiscally responsible implementation.

The Business Management program is designed as a two-year sequence primarily targeting 10th and 11th grade students, with opportunities for internships and more involved work-based learning experiences during the senior year. Enrollment may also be considered for 9th grade students on a case-by-case basis, based on student readiness and scheduling availability.

Upon demonstration of program viability and sustained student interest at Ironwood Ridge High School, the district will begin the process of expanding the Business Management program to the other two district high schools.

Superintendent

date

V. Resources - specific texts, materials, equipment needed

The Business Management program will leverage existing instructional spaces, technology, and resources currently used for the Software and Application Design program. As a result, startup costs are minimal, and no new classroom or lab space is required for initial implementation.

Instructional Materials and Texts

Instructional materials will include ADE-aligned consortium curriculum resources, instructor-developed materials, and Governing Board–approved supplemental resources. Digital texts, case studies, simulations, and industry-based resources will be utilized to support instruction in business operations, management, and professional skills.

Equipment and Technology

The existing computer lab infrastructure will be used to support instruction, including industry-standard office productivity and business software. Consistent with the Arizona Department of Education CTE Recommended Equipment List, additional equipment will be phased in over the first two years of program implementation to support expanded instructional opportunities and student projects.

Planned equipment purchases include:

- Cameras
- Large-format printer
- Vinyl cutting system
- Laminator

The estimated cost for this equipment is approximately \$10,000 over the first two years. These items are not currently owned across other district programs and are identified as ideal equipment needs to fully support the Business Management instructional model.

Technology Refresh

Technology updates will be required over the next several years at an estimated cost of \$50,000. These updates reflect standard lifecycle replacement of computers and related technology and would have been necessary regardless of whether Software and Application Design remained in place. As such, these costs do not represent additional or unique expenditures associated with the Business Management program.

Overall, the use of existing facilities and equipment, combined with phased purchasing aligned to ADE recommendations, ensures a cost-effective and sustainable implementation of the Business Management program.

VI. Outcome - evaluation of course effectiveness

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.)

The Business Management CTE program will be evaluated annually using multiple measures to ensure program quality, student success, and alignment with industry and workforce needs.

1. **Student Performance and Credential Attainment**

Program effectiveness will be measured by student performance on the Technical Skills Assessment (TSA), administered upon completion of Business Management II or III, as applicable. Evaluation will include analysis of TSA pass rates and overall student proficiency.

In addition, the program will track the number and percentage of students who earn industry-recognized certifications, which are anticipated to be completed following Business Management III. Certification attainment will serve as a key indicator of career readiness and technical competency.

2. **Data Analysis and Continuous Improvement**

After the program has been implemented for two years, TSA performance data will be reviewed longitudinally. Assessment blueprints will be analyzed to identify trends, strengths, and areas for instructional improvement. Findings will be used to guide curriculum updates, instructional strategies, and professional development.

3. **Industry and Stakeholder Feedback**

The district will engage business and industry partners through the annual Students in Partnership with Industry year-end breakfast and business meeting. This forum will provide structured feedback on program relevance, curriculum alignment, budget considerations, equipment and technology needs, and the quality of student learning and work-based learning opportunities. Stakeholder input will inform ongoing program refinement and sustainability.

VII. Implementation - timeline to include pilot phase and annual evaluation of proposed course

The Business Management program will be implemented using a phased, multi-year approach to ensure program quality, staffing sustainability, and appropriate enrollment growth.

Year 1: Initial Implementation (2026–2027)

- Two sections of Business Management I will be offered if interest follows.
- Each section will be capped at 30 students, for a total initial enrollment of 60 students.
- Software and Application Design II will continue to be offered to allow students who previously completed Level I to finish the program and meet CTE completer requirements for funding purposes.
- Business Management I will be available to all interested students.

Year 2: Program Expansion (2027–2028)

Superintendent

date

- Business Management I will continue to be offered.
- Business Management II will be introduced for students who have successfully completed Business Management I.
- Enrollment will continue to grow as the program establishes consistency and demand.

Year 3: Full Program Implementation (2028–2029)

- Business Management I, II, and III will be offered.
- Students who have completed Business Management I and II will be eligible to enroll in Business Management III.
- At this stage, the program will be operating at full instructional capacity, providing a complete pathway toward CTE completion and work-based learning opportunities.

This phased implementation allows the district to scale the program responsibly while ensuring students experience a seamless transition from Software and Application Design to Business Management without disruption to CTE completion pathways.

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

The decision to propose Business Management as a new Career and Technical Education program was informed through intentional engagement with students, parents, and instructional staff over multiple years.

- **Student Input:**
A districtwide survey was administered to all students in grades 8–11 to assess interest in potential new CTE program offerings. Survey results identified Business Management as one of the highest areas of student interest, providing a data-driven foundation for program consideration.
- **Parent and Community Feedback:**
Parents and guardians shared feedback during various CTE events held throughout the year, expressing strong interest in business-related pathways that support career readiness, employability, and postsecondary opportunities for their students.
- **Teacher and Staff Collaboration:**
Ongoing conversations with CTE teachers over the past two years focused on program relevance, enrollment trends, and instructional sustainability. These discussions included analysis of declining enrollment in Software and Application Design and exploration of viable, student-centered replacement options.

This collaborative and evidence-based process ensured that the proposed Business Management program reflects student demand, parent expectations, instructional insight, and district priorities.

Approval:

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.)

Julie Valenzuela, Director of 21st Century Education

1/26/2026



Principal

date

Superintendent

date

5-207 Form – Curriculum Adoption – Curriculum Research – Design for Course Approval

I. Rationale - justification of need, citing data

As part of an ongoing effort to update and strengthen Career and Technical Education (CTE) offerings within the Amphitheater School District, a program interest survey was administered to all students in grades 8–11. The survey yielded 828 total responses. Cyber/Network Security emerged as one of the three most requested program areas, following interest in Business Management and Medical Assisting/medical-focused programs. Twenty-five percent of respondents (200 students) identified Cyber/Network Security as their top choice. Although Medical Assisting/medical-focused programs scored above this program, the cost of creating that program is cost-prohibitive at this time.

In evaluating potential new program offerings, the district considered multiple factors, including student interest, alignment to postsecondary and career opportunities, availability of internships and work-based learning experiences, instructor availability, and program startup costs. Cyber/Network Security demonstrated strong alignment across these criteria and offers immediate, accessible benefits to students and possible internships within our own district, working alongside our IT team.

Survey results also indicated that a primary driver of student interest was “career opportunities after high school.” When comparing Cyber/Network Security and Medical Assisting, and considering current staffing capacity, Cyber/Network Security was determined to provide broader and more readily available employment and internship pathways for students. There are many programs across our region that offer Medical Assisting programs, so there are limited opportunities for work-based learning and internships in this field, unlike with Cyber/Network Security, as there are limited program offerings in our region.

Additionally, this program would serve as a strategic replacement for Software and App Design and Amphitheater High School, a program that has experienced declining student interest over the past several years within the district. Cyber/Network Security better reflects current student demand and labor market relevance, positioning Amphitheater School District to more effectively meet student needs and workforce expectations.

II. Description - course goals and objectives, prerequisites, format

The Network Security (Cybersecurity) Career and Technical Education instructional program prepares students to assess the security needs of computer and network systems, recommend appropriate safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Through a coherent sequence of instruction, students develop the technical skills necessary to analyze, test, troubleshoot, and evaluate existing network systems, including local area networks (LANs), wide area networks (WANs), and Internet-based systems, or specific segments of a network infrastructure.

Superintendent

date

Students will learn to perform network maintenance and security monitoring to ensure systems operate efficiently, securely, and with minimal interruption. Instruction emphasizes real-world cybersecurity practices aligned with industry standards and workforce expectations.

Throughout the program, students enhance their technical knowledge and skills related to:

- Application and data integrity
- Cyber threat identification and mitigation
- Infrastructure and network security
- Risk assessment and system vulnerability analysis

In addition to occupation-specific competencies, students completing the Network Security program develop advanced critical thinking, problem-solving, collaboration, and applied academic skills essential for success in postsecondary education and cybersecurity-related careers.

Upon successful completion of the program, students will be able to:

- Analyze and evaluate network and system security risks
- Implement and manage security controls and best practices
- Troubleshoot and maintain secure network systems
- Apply cybersecurity principles to real-world scenarios
- Demonstrate career-ready skills aligned to Network Technologies occupations

The Network Security program is delivered as a coherent, multi-year sequence of courses designed to build progressively from foundational networking and security concepts to advanced cybersecurity applications. Instruction includes a combination of classroom learning, hands-on labs, simulations, and project-based activities that reflect real-world industry practices.

Students engage with current cybersecurity tools, technologies, and scenarios to develop both technical proficiency and professional skills. Curriculum is aligned to state CTE standards and designed to prepare students for postsecondary education, industry certifications, and entry-level positions in cybersecurity and network security fields.

Coherent Course Sequence

- Network Security I – First Year
- Network Security II – Second Year
- Network Security III – Third Year

Prerequisites

- Network Security I: No prerequisite
- Network Security II: Successful completion of Network Security I
- Network Security III: Successful completion of Network Security II

Superintendent

date

Placement in advanced courses may be contingent upon demonstrated technical readiness and instructor approval, as appropriate.

III. Articulation - reference to state standards

Network Security courses will be aligned with and delivered in accordance with the Arizona Department of Education (ADE) Career and Technical Education Technical Standards for Network Technologies and Cybersecurity. Instruction will be guided by the Cyber.org curriculum, which is aligned to state standards and industry expectations. Instructors may make instructional adjustments to address student interests, emerging technologies, and dual enrollment requirements, while maintaining full alignment to ADE standards. Any supplemental instructional materials used to support these modifications will be Governing Board–approved and aligned to program outcomes and state requirements.

IV. Audience - student group (school, grade, discipline) to be served

The Network/Cybersecurity program will initially be implemented at Amphitheater High School to evaluate student demand, program relevance, and enrollment patterns. This phased approach will allow the district to verify alignment between results from the student interest survey and actual student enrollment, ensuring data-informed decision-making prior to program expansion.

The program is proposed as a replacement for Software and Application Design, leveraging existing instructional resources and infrastructure. Due to the similarity in required technology and instructional needs, minimal startup and transition costs are anticipated, supporting a fiscally responsible implementation.

The Network/Cybersecurity program is designed as a three-year sequence primarily targeting 10th, 11th, and 12th grade students, with opportunities for internships or work-based learning experiences during the senior year. Enrollment may also be considered for 9th grade students on a case-by-case basis, based on student readiness and scheduling availability.

Upon demonstration of program viability and sustained student interest at Amphitheater High School, the district will begin the process of expanding the Network/Cyber Security program to the other two district high schools.

V. Resources - specific texts, materials, equipment needed

The Network Security (Cybersecurity) program will utilize a combination of digital curriculum resources, existing instructional equipment, and phased additions aligned with Arizona Department of Education (ADE) recommendations. Initial startup costs are minimal, as many instructional tools and materials are already in use within the district.

Instructional Texts and Curriculum Resources

Primary instructional content will be provided through Cyber.org, which offers ADE-aligned lesson plans and instructional resources delivered through a digital learning platform. Students

Superintendent

date

will also utilize the Cyber.org Range, a virtual machine–based environment that allows for hands-on practice in cybersecurity scenarios, system security, and network defense. These digital resources reduce the need for traditional textbooks and support real-world, skills-based instruction.

Instructional Materials and Equipment

The program will leverage existing hands-on learning tools currently available within the district, including:

- Sphero robotics kits
- Micro:bit devices
- Drones

These tools support instruction in coding, systems thinking, automation, cybersecurity concepts, and problem-solving, particularly at the introductory level.

Technology and Equipment Needs

Additional equipment may be required for Network Security II and III to support advanced networking, cybersecurity labs, and industry-aligned instruction. Equipment needs will be identified and phased in as the program expands, consistent with the Arizona Department of Education CTE Recommended Equipment List for Network Technologies and Cybersecurity programs.

Overall, the program is designed to maximize the use of existing resources while strategically adding equipment as needed to support advanced coursework, ensuring a cost-effective, scalable, and standards-aligned implementation.

VI. Outcome - evaluation of course effectiveness

The Network Security (Cybersecurity) program will be evaluated annually using multiple measures to ensure instructional quality, student success, and alignment with industry and workforce expectations.

1. Student Performance and Credential Attainment

Program effectiveness will be measured by student performance on the Technical Skills Assessment (TSA), administered upon completion of Network Security II or III, as appropriate. Evaluation will include analysis of TSA pass rates and overall student proficiency.

In addition, the program will track the number and percentage of students who earn industry-recognized certifications, which are anticipated to be completed following Network Security III. Certification attainment will serve as a primary indicator of technical competency and career readiness.

Superintendent

date

2. **Data Review and Continuous Improvement**
After two years of implementation, TSA performance data will be reviewed longitudinally. Assessment blueprints will be analyzed to identify strengths, gaps, and areas for instructional improvement. Findings will inform curriculum adjustments, instructional strategies, and professional development.
3. **Industry and Stakeholder Feedback**
The district will engage business and industry partners through the annual Students in Partnership with Industry year-end breakfast and business meeting. This forum will provide feedback on program effectiveness, budget and resource allocation, equipment and technology needs, and the quality of student learning and work-based learning opportunities. Stakeholder input will guide ongoing program refinement and sustainability.

VII. Implementation - timeline to include pilot phase and annual evaluation of proposed course

The Network Security (Cybersecurity) program will be implemented through a phased pilot and expansion model to ensure instructional quality, sustainable enrollment, and alignment with student interest.

Year 1: Pilot Implementation (2025–2026)

- One section of Cybersecurity Level I will be offered as a pilot program.
- Enrollment will be capped at 30 students.
- Software and Application Design II will continue to be offered to allow students who previously completed Level I to meet CTE completer requirements.
- Cybersecurity Level I will be available to all interested students.

Year 2: Program Expansion (2026–2027)

- Cybersecurity Level I will continue to be offered.
- Cybersecurity Level II will be introduced for students who have successfully completed Cybersecurity Level I.
- Students completing Level I will be eligible to enroll in Level II.

Year 3: Full Program Implementation (2027–2028)

- Cybersecurity Levels I, II, and III will be offered.
- Students who have completed Cybersecurity Levels I and II will be eligible to enroll in Cybersecurity Level III.
- At this stage, the program will reach full instructional capacity, providing a complete three-year pathway toward CTE completion and advanced technical skill development.

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.)

This phased approach allows the district to validate program demand during the pilot year, support students transitioning from Software and Application Design, and responsibly scale the Cybersecurity program over time.

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

The decision to propose Network/Cybersecurity as a new Career and Technical Education program was informed through intentional engagement with students, parents, and instructional staff over multiple years.

- **Student Input:**
A districtwide survey was administered to all students in grades 8–11 to assess interest in potential new CTE program offerings. Survey results identified Network/Cybersecurity as one of the highest areas of student interest, providing a data-driven foundation for program consideration.
- **Parent and Community Feedback:**
Parents and guardians shared feedback during various CTE events held throughout the year, expressing strong interest in business-related pathways that support career readiness, employability, and post-secondary opportunities for their students.
- **Teacher and Staff Collaboration:**
Ongoing conversations with CTE teachers over the past two years focused on program relevance, enrollment trends, and instructional sustainability. These discussions included analysis of declining enrollment in Software and Application Design and exploration of viable, student-centered replacement options.

This collaborative and evidence-based process ensured that the proposed Network/Cyber Security program reflects student demand, parent expectations, instructional insight, and district priorities.

Approval:

Julie Valenzuela, Director of 21st Century Education 1/27/26



Principal

date

Superintendent

date



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

DATE OF MEETING: February 3, 2026

TITLE: Approval of Out of State Travel

BACKGROUND:

STAFF

Kimberly Begay requests permission to attend National Indian Education Association Hill Week on February 8-13, 2026 in Washington, D.C. Travel expenses are being paid by National Indian Education Association. Five school days will be missed, and no substitute is required.

Tassi Call, Matt Munger, David Humphreys, Jessica Jarrett, Jennifer Letts, Leighann Reynolds, Chris Trimble, and Angela Wichers request permission to attend National School Leaders Conference on July 12-16, 2026 in Orlando, Florida. Approximate cost of travel is \$24,920 and will be paid using Title II funds. No school days will be missed, and no substitutes required.

Rob Wolf, Heidi Edmondson, and Kim Moran request permission to attend Council for Exceptional Children Special Education Convention & Expo on March 11-14, 2026 in Salt Lake City, Utah. Approximate cost of travel is \$7,782 and will be paid using Title II funds. Three school days will be missed, and no substitutes required.

BUDGET CODE KEY		
140.26.100.2579.6360.510.0000	Title II	Training Non-Instructional, Employee Training, Office of Learning and Instruction
140.26.100.2579.6582.510.0000	Title II	Training Non-Instructional, Employee Travel, Office of Learning and Instruction

RECOMMENDATION:

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

INITIATED BY:



Matthew Munger
Associate Superintendent for Secondary Education

Date: February 2, 2026



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): Kimberly Begay _____

SCHOOL: District Offices

Department (opt.): Native American Education

DATE(S): February 8-13, 2026

ACTIVITY/EVENT: National Indian Education Association Hill Week

LOCATION: Washington, D.C.

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

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	<u>Paid by National Indian Education Association (NIEA)</u>	_____
Transportation	<u>Paid by NIEA</u>	Mode _____
Rental Car	_____	_____
Meals	<u>Paid by NIEA</u>	_____
Lodging	<u>Paid by NIEA</u>	_____
Substitutes	_____	_____
TOTAL	<u>\$0.00</u>	

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

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

Purpose of travel: Will support the NAE program staff in learning new strategies and techniques for working with Native American students and their families to review mutually developed standards of educational excellence for Indian students served by the educational programs within the United States.

Outcomes and academic benefits to students and staff: To advocate for the priorities of Native students and Native communities across the nation, emphasizing the importance of education sovereignty across the federal government.

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

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: Kimberly Begay
Signature

January 13, 2026
Date

Harlene Mansouri
Principal/Supervisor

1/14/26
Date

[Signature]
Associate Superintendent/Supervisor

1/13/2026
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): Tassi Call Matt Munger SCHOOL: School / Site
David Humphreys Jessica Jarrett Jennifer Letts Department (opt.): _____
Leighann Reynolds Chris Trimble Angela Wichers DATE(S): July 12-16, 2026

ACTIVITY/EVENT: National School Leaders Conference
 LOCATION: Orlando, Florida

ABSENCE: # Days 5 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>\$ 8,840</u>	<u>140.26.100.2579.6360.510.0000</u>
Transportation	<u>\$ 6,360</u>	<u>140.26.100.2579.6582.510.0000</u>
	Mode <u>air</u>	
Meals	<u>\$ 2,520</u>	<u>140.26.100.2579.6582.510.0000</u>
Lodging	<u>\$ 7,200</u>	<u>140.26.100.2579.6582.510.0000</u>
Substitutes	_____	_____
TOTAL	<u>\$24,920</u>	

The District will (or) will not receive reimbursement from outside sources.
 * PO must be submitted and approved **prior** to travel to qualify for reimbursement.
 Purpose of travel: Attend National School Leaders Conference.

Outcomes and academic benefits to students and staff: Elementary and secondary principals will hear nationally known speakers. They will attend sessions on improving elementary and secondary schools and establishing programs to increase student learning.

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

- | | | |
|---|---|---|
| <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input type="checkbox"/> Scholarship | |

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

Submitted by: Hay Mather 1/29/26
 Signature Date

 Principal/Supervisor Date
Tassi Call
 Associate Superintendent/Superintendent 1/29/26
 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): Rob Wolf Heidi Edmondson SCHOOL: Wetmore
Kim Moran Department (opt.): SPED
 DATE(S): 3/11/26-3/14/26

ACTIVITY/EVENT: Council for Exceptional Children Special Education Convention & Expo

LOCATION: Salt Palace Convention Center, 100 S W Temple St., Salt Lake City, Utah 84141

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	<u>\$1,947.00</u>		<u>140.26.100.2579.6360.510.0000</u>
Transportation	<u>\$2,400.00</u>	Mode <u>Air</u>	<u>140.26.100.2579.6582.510.0000</u>
Meals	<u>\$735.00</u>		<u>140.26.100.2579.6582.510.0000</u>
Lodging	<u>\$2,700.00</u>		<u>140.26.100.2579.6582.510.0000</u>
Substitutes	<u>N/A</u>		
TOTAL	<u>\$7,782.00</u>		

The District will (or) will not receive reimbursement from outside sources.
 * PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To be able to stay informed about current research and emerging practices in special education, engage with and learn from leading special education experts and peers.

Outcomes and academic benefits to students and staff: Will be able to connect with educators from diverse settings around the world to gain valuable insights & effective strategies to bring into the classrooms.

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input type="checkbox"/> Creative Thinking |
| <input type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: Mary Thatcher 1/30/26
 Signature Date

Principal/Supervisor _____ Date _____
Assi Call 1/30/26
 Associate Superintendent/Superintendent _____ Date _____



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

DATE OF MEETING: February 3, 2026

TITLE: Review of Auditor General’s School District Financial Risk Analysis—January 2026

BACKGROUND:

The Office of the Auditor General issued their annual risk analysis report on January 23rd. This report identified the district as having high risk based upon many factors. A review of the report and its implications will be presented.

RECOMMENDATION:

This item is presented solely for the Board’s information. No action is requested.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: January 27, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

Navigate to a specific district's page:

 ✕ ▾

Amphitheater Unified School District

-Not among the highest-risk districts

District demographic information ▾

General information

County [○]	Pima County
Operational peer group (FY 2024) [○]	2
Legislative district(s) [○]	17, 18, and 20

School information	FY 2024	FY 2025
Students attending [○]	11,356	10,823
Number of schools [○]	21	21

Analysis and data

The **Measures** page describes how each measure was calculated, how districts were identified as high risk for each measure, and other measure-related information.

A High risk

Change in weighted student count

A High risk

**Budget limit reserve-
Operating budget**

70



-2.37%

(1-year change)

-8.60%

(4-year change)

Data v

FY	Group A WSC
2026	12,709
2025	13,017
2024	13,620
2023	13,564
2022	13,905

What is this measure telling me?

This measure shows a district's change in group A weighted student count (WSC) over a 1- and 4-year period. A single-year substantial decrease in WSC, or smaller but repeated decreases over more years, may expose a district to higher financial risk due to the loss of student-count-generated revenue.

**Budget limit reserve-
Capital budget**

-57.19%

(1-year change)

-45.39%

(4-year change)

Data v

FY	Budget limit (in\$)	Expenditures (in\$)	Balance (in\$)
2026	105,560,886		
2025	114,670,043	110,050,659	4,619,38L
2024	116,023,679	105,233,712	10,789,96□
2023	108,660,278	100,008,314	8,651,96L
2022	101,720,950	92,412,242	9,308,?r
2021	90,850,973	82,392,760	8,458,21

What is this measure telling me?

This measure shows how a district's Maintenance and Operation (M&O) Fund budget limit reserve has changed over a 1- and 4-year period. Declining, negative, or unfunded M&O Fund budget limit reserves indicate higher financial risk.

**Financial position-
General Fund operating
reserve ratio**

Analysis ^A

-20.61 %

(1-year change)

10.17%

(4-year change)

Data ^v

	Budget limit	Expenditures	Balance
FY	(in\$)	(in\$)	(in\$)
2026	8,323,099		
2025	11,829,539	8,291,362	3,538,177
2024	14,344,388	9,887,637	4,456,751
2023	11,754,954	4,268,768	7,486,186
2022	9,118,293	4,032,612	5,085,681
2021	6,601,308	3,389,727	3,211,581

What is this measure telling me? ^v

This measure shows how a district's Unrestricted Capital Outlay (UCO) Fund budget limit reserve has changed over a 1- and 4-year period. Declining, negative, or unfunded UCO Fund budget limit reserves indicate higher financial risk.

A High risk

Analysis ^A

2.52%

FY 2025
unaudited

26.73%

FY 2024
audited

Data ^v

	Balance	Expenditures
FY	(in\$)	(in\$)
2025 unaudited	2,779,306	110,284,684
2024 audited	33,056,617	123,655,820

balance + expenditures = operating
reserve ratio

What is this measure telling me? ^v

This measure shows the percent of General Fund monies held in reserve for future spending (i.e., fund balance), compared to total spending from the prior year. A negative operating reserve ratio indicates a negative fund balance, which means the district must use monies received in the following year to cover prior-year spending.

A High risk

General Fund operating margin ratio

Analysis ^A

-6.92%

FY 2025
unaudited

-4.75%

FY 2024
audited

Data ^v

FY	Revenue (in\$)	Expenditures (in\$)
2025 unaudited	103,143,446	110,284,684
2024 audited	118,048,765	123,655,820

(revenue - expenditures) +
operating margin ratio

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This measure shows the percent of district General Fund revenues not spent in the year received for each of the most recent 2 years. A district with below-average operating reserves exposes itself to higher financial risk each time its

General Fund change in fund balance

Analysis ^A

-70.92%

FY 2024 to
2025 unaudited

-13.55%

FY 2023 to
2024 audited

Data ^v

FY	Change amount (in\$)
2024 to 2025 unaudited	-6,776,837
2023 to 2024 audited	-5,181,513

ng

The percentage change in a district's General Fund balance for each of the most recent 2 years. Declining fund balances or a negative fund balance in the most recent year indicate higher financial risk as less resources remain available for current and future needs.

A High risk

Capital monies redirected to operations

Analysis ^A

30.68% (FY 2026) | 6.14% (5-year average)

Data ^v

FY	Capital monies (in\$)	Amount redirected (in\$)
2026	6,519,586	2,000,000
2025	6,821,854	0
2024	6,789,284	0
2023	6,548,538	0
2022	5,297,838	0

What is this measure telling me? ^v

This measure shows the percentage of intended capital funding the district has redirected to operational spending rather

Small school budget limit adjustment

Analysis ^A

N/A - District is too large to be eligible for adjustment.

Data ^v

FY	Adjustment (in\$)	Total operating and capital budget limit (in\$)
2026	0	113,883,985
2025	0	126,499,582
2024	0	130,368,067
2023	0	120,415,232
2022	0	110,839,243

The small school adjustment is included in the total operating and capital budget limit.

Districts that direct a substantial portion of their intended capital funding to operational spending may be at higher financial risk.

This measure shows a district's

Frozen tax rate



Analysis'''

District's primary property tax rate is not frozen.

What is this measure telling me? v

This measure shows whether a district has a frozen primary property tax rate, limiting the District's ability to increase its property tax revenue to fund its allowable budget limits.

Receivership

Analysis'''

District is not in receivership.

What is this measure telling me? v

This measure identifies whether a district is operating under a State Board of Education-appointed receiver due to gross mismanagement or insolvency.

and small school adjustment revenues can contribute risk for other districts, if they result in a district's property tax rate being frozen, which can cause the district to accumulate unfunded budget capacity. Select the information icon to learn more about the revenues presented.

8	Desegregation	\$4,025,000
8	Federal Impact Aid	\$0
8	Small school adjustment	\$0
8	Voter-approved budget overrides	\$8,902,633
	Total less common revenues per student	\$1,194

Source: Desegregation, small school adjustment, and voter-approved budget override amounts - FY 2025 Arizona Department of Education BUDG75 report. Federal Impact Aid amounts - FY 2025 district submitted, unaudited annual financial reports.