

Final Posting: Monday, June 8, 2026 at 3:50pm

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, June 9, 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. **CALL TO ORDER**

Ms. Vicki Cox Golder, President

2. **PLEDGE OF ALLEGIANCE**

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

Tuesday, June 23, 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.

4. **RECOGNITIONS**

A. Recognition of Amphitheater High School Girls Track State Champion	4
B. Recognition of Canyon del Oro High School 2026 5A Softball State Champion	5
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5. **INFORMATION²**

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B. Status of Construction Projects	11

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

7. **CONSENT AGENDA³**

A. Approval of Appointment of Administrative Personnel	24
B. Approval of Appointment of Non-Administrative Personnel	26
C. Approval of Personnel Changes	30
D. Approval of Leave(s) of Absence	40
E. Approval of Separation(s) and Termination(s)	42
F. Approval of Minutes of Previous Meeting(s)	48
G. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,144,979.63	52
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I. Receipt of April 2026 Report on School Auxiliary and Club Balances	55
J. Approval of Parent Support Organization(s) - 2026-2027	64
K. Approval of Disposal of Surplus Property via PublicSurplus.com	69
L. Approval of Lease Agreement with Specialized Education Services, Inc.	70
M. Approval of the Amphitheater Teacher Performance Evaluation System for the 2026-2027 School Year	82
N. Approval of Proposition 301 Teacher Performance Pay Awards and Administrative Performance Pay Awards for 2025-2026 Fiscal Year	262
O. Approval of Summer Institute Teacher Stipends	292
P. Approval of Supplemental Texts and Materials	293
Q. Approval of Out of State Travel	295

8. **STUDY**

A. Study Update on District Facility Rental Program Revisions	297
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9. **PUBLIC COMMENT¹** (30 Minutes Maximum)

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

11. **ADJOURNMENT**

In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at www.amphi.com, and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible. If you need special accommodations, please call the Superintendent's office: (520) 696-5205.

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

DATE OF MEETING: **June 9, 2026**

TITLE: **Recognition of Amphitheater High School Girls Track State Champion**

BACKGROUND:

The Amphitheater High School track team competed at Mesa Community College, home of the Arizona Interscholastic Association Track State Championships, on May 15th and 16th, 2026. The following student athlete will be recognized for her outstanding effort and achievement:

Monica Verrett, Girls Triple Jump State Champion, Amphitheater High School

Monica jumped 38'3" setting a new school record. She was also the Division III Regional Champion in Long Jump and Triple Jump.

Head Coaches: Stan Richardson & Donnie Crosby

RECOMMENDATION:

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

INITIATED BY:

Jen Anderson

Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: May 28, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 9, 2026**

TITLE: **Recognition of Canyon del Oro 2026 5A Softball State Champion**

BACKGROUND:

The AIA State 5A Softball Championship game was played on May 18th, 2026 at Grand Canyon University Stadium in Phoenix, Arizona. The Canyon del Oro Softball Team finished as State Champion.

Seniors

Kelsey Rolls (2nd Team 5A All Conference)
Braelyn Leiber
Amelia DeAnda
Haley Deeb

Sophomores

Avery Golder
Emmy Sieminski
Cameron Maurer
Payton Walker
Ari Holguin

Juniors

Emma Shaffer (1st Team 5A All Conference)
Sadie Jones (1st Team 5A All Conference)
Jacey Mazura
Jazmine Zazueta
Demi Sandoval
Kate Roberts
Savannah Bivens

Freshmen

Savanna Mares (1st Team 5A All Conference)
Brynnleigh Sholl
Brooklyn Benavides
Kelcy Pierpont
Ciena Bourland

Head Coach: Kelly Fowler

Assistant Coaches: Maggie Morales, Arnold Mares

RECOMMENDATION:

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

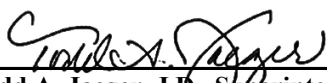
INITIATED BY:



Jen Anderson

Executive Assistant to the Superintendent & Governing Board

Date: June 1, 2026



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **June 9, 2026**

TITLE: **Recognition of Canyon del Oro High School Track State Runner Up and Division Champions**

BACKGROUND:

The Canyon del Oro High School track team competed at the Division II Championships at Red Mountain High School on May 7th and 9th 2026 and then at the State Finals on May 15th and 16th at Mesa Community College. The following student athletes will be recognized for their outstanding efforts and achievements:

Division II Championship

Karsten Lewis-Yates, Division II State Champion for Girls 100 Meter Hurdles

Sean McCarthy, Division II State Champion for Boys High Jump

Zaylei Fairley, Division II State Runner Up, Girls Pole Vault

Zachary Neasham, Division II State Runner Up, Boys Pole Vault

State Championship

Karsten Lewis-Yates, State Runner Up, Girls 100 Meter Hurdles

Head Coach: Jessica Wheatley & LaTisha Palmer

RECOMMENDATION:

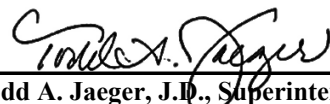
This item is for the Governing Board's information and recognition.

INITIATED BY:



Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: June 1, 2026



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **June 9, 2026**

TITLE: **Recognition of Canyon del Oro 2026 Division II Girls Tennis Doubles
State Runner Up**

BACKGROUND:

The AIA Division II State Championship Tennis Doubles matches were held on May 2nd, with the finals being held on May 4th at Paseo Racquet Center in Phoenix. Canyon del Oro had one doubles team finish as State Runner Up.

Emma Bartruff and Avery Eliscu, Division II Girls Tennis Doubles State Runner Up

Head Coach: Kathy Kang

RECOMMENDATION:

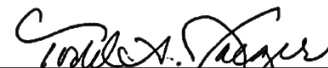
This item is for the Governing Board's information and recognition.

INITIATED BY:



Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: June 1, 2026


Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **June 9, 2026**

TITLE: Recognition of Ironwood Ridge High School Beach Volleyball Pairs State Runner Up

BACKGROUND:

The Ironwood Ridge High School Beach Volleyball Pairs competed in the Division II Pairs Championship at Casteel High School on May 7th, 2026. The following student athletes will be recognized for their outstanding effort and achievement:

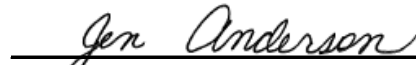
Kallie George and Marcella Landers, Division II Pairs Beach Volleyball State Runner Up

Head Coach: Bill Lang

RECOMMENDATION:

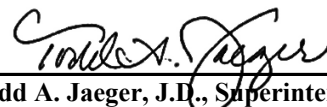
This item is for the Governing Board's information and recognition.

INITIATED BY:



Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: May 28, 2026



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **June 9, 2026**

TITLE: **Recognition of Ironwood Ridge High School Track State Champion and Runner Up**

BACKGROUND:

The Ironwood Ridge High School track team competed at the Division Championships at Shadow Mountain High School on May 8th and 9th 2026 and then at the State Finals on May 15th and 16th at Mesa Community College. The following student athletes will be recognized for their outstanding efforts and achievements:

Division III Championship

Isaac Rhonehouse, Division III Boys State Runner up for Long Jump

Jett Merrill, Division III Boys State Champion for Long Jump, 300 Meter Hurdles, and 110 Meter Hurdles, Runner Up 100 Meter Dash

State Championship

Jett Merrill, State Champion 110 Meter Hurdles, Long Jump, Runner Up 100 Meter Dash

Head Coach: Mike Smith

RECOMMENDATION:

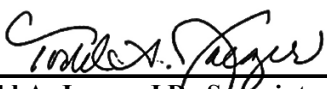
This item is for the Governing Board's information and recognition.

INITIATED BY:



Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: June 1, 2026


Todd A. Jaeger, J.D., Superintendent



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 9, 2026

TITLE: Superintendent's Report

BACKGROUND:

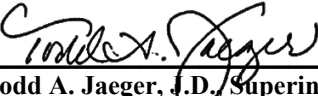
The Superintendent will provide a brief review of recent and future activities in the District and community.

RECOMMENDATION:

This item is presented for the Board's information.

INITIATED BY:

Date: June 1, 2026



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **June 9, 2026**

TITLE: **Status of Construction Projects**

BACKGROUND:

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

RECOMMENDATION:

For information and discussion only.

INITIATED BY:

Richard C. La Nasa, Executive Manager, Operational Support

Date: June 1, 2026

Todd A. Jaeger, J.D., Superintendent

Status of Construction Projects

6.9.26 Governing Board Meeting

President Cox Golder, Vice President Kopec, Board Members and Superintendent Jaeger, it is my pleasure to provide you with an update of the projects currently under construction with School Facility Division Building Renewal Grant (BRG), Adjacent Ways, and Bond funding.

AHS:

Bond Projects

PAC House Lighting Modernization – 6/1 Start	\$644,698
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Track Replacement – 5/26 Start	\$737,485
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BRG Projects

Campus Roof Replacements

PH I, East Campus – Construction	\$4,446,750
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PH II, West Campus – Construction	\$3,250,796
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- Phase Grant Funding Requested

Fall '26 Funding Allocation?

South Gym HVAC Conversion Construction	\$1,744,833
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- Phase I Complete – HVAC Units Operational

- Phase II 6/15 to 7/31/26 – New Electrical Service

Main Gym Bleacher Replacement	\$470,344
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- Phase Grant Funding Requested

Central Plant # 1 Boiler Replacement	\$55,820
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– Grant Application Submitted

Commons Building HVAC Replacement	\$30,620
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- Phase Grant Funding Requested

CDO:

Bond Projects

Fine Arts House Lighting Modernization – 5/18 Start \$521,871

G Building Electrical Panel Replacement – 6/26 Start \$7,007

BRG Projects

Campus Weatherization Design

- PH I, W Campus – Phase Grant Funding Requested \$46,040

- PH II, E Campus – Phase Grant Funding Requested \$46,900

Fire Alarm Replacement- 20 % Complete \$1,996,169

Fire Alarm Monitoring Cellular Conversion \$2,073

- Included in Fire Alarm Replacement Project

Domestic Water Main Line Replacement Assessment \$7,105

- Grant Request Submitted

- Repairs – Complete 49,496

Central Plant T & M Equipment Replacement \$1,831,898

- Phase Grant Funding Requested

Central Plant T & M Switch Gear Replacement \$176,556

- PO Issued

Fine Arts Boiler Replacement \$443,671

– Grant Application Submitted

Main Central Plant Boiler Replacements

- Design Phase Grant Funding Requested \$42,650

- Boiler Repairs – PO Issued \$23,066

IRHS:

Bond Projects

Fine Arts House Lighting Modernization–6/15 Start	\$233,681
Aux. Gym Floor Re-Finishing – 5/28 Start	\$83,442
Central Plant VFD Replacements – 50 % Complete	\$30,136

BRG Projects

300 Building Roof Repair – Assessment - Phase Grant Funding Requested	\$5,605
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AMS:

Bond Projects

Gym Floor Re-Finishing – 7/6 Start	\$48,152
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BRG Projects

Library Roof Replacement Design – Phase Grant Funding Requested	\$20,100
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Cross:

BRG Projects

Campus Weatherization Design - Phase Grant Funding Requested	\$41,900
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Food Service Funded Projects

Epoxy Flooring & Ceiling Replacement – 5/26 Start	\$70,785
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Harelson:

BRG Projects

Campus Roof Design - Phase Grant Funding Requested	\$52,520
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Keeling:

Bond Projects

MPR VCT Floor Replacement – 5/26 Start \$52,757

Campus Wide HVAC Replacement \$745,851
- Construction Grant Funding Requested

BRG Projects

Campus Wide HVAC Replacement
- Assessment Application Submitted

La Cima:

BRG Projects

Campus Weatherization –Complete \$264,554

Campus Roof Replacement Construction
- South Phase - Phase Grant Funding Requested \$601,138
 ○ Fall '26 Funding Allocation?
- MPR Phase – Complete \$1,653,475

MPR Floor Cracking Assessment \$20,780
– Phase Grant Funding Requested

400 Wing Fire Rated Door Replacement – PO Issued \$11,074

Mesa Verde

BRG Projects

Campus Weatherization Assessment \$9,695
- Phase Grant Funding Requested

Painted Sky:

Bond Projects

Multiple Classroom Carpet Replacement – 75% Complete \$85,304

BRG Projects

Boiler # 2 Replacement – Demo Complete	\$695,000
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Campus Weatherization Assessment – Complete	\$9,405
- Design Phase Grant Funding Requested	

Campus Roof Replacement Design	\$78,800
- Phase Grant Funding Requested	

Prince:

BRG Projects

Campus Roof Replacement Design	\$47,760
- Phase Grant Funding Requested	

Campus Weatherization Design	\$46,100
- Phase Grant Funding Requested	

Rio Vista

Bond Projects

Parking Lot Reconfiguration – 5/26 Start Bonds	\$254,967
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Adjacent Ways	\$176,688
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Walker

Bond Projects

Parking Lot Renovations – 7/6 Start	
Bonds	\$29,929

Adjacent Ways	\$164,727
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BRG Projects

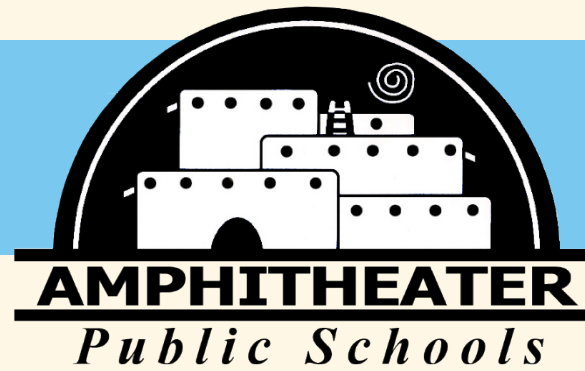
Roof Replacement Assessment	\$8,265
– Phase Grant Funding Requested	

Wilson:

BRG Projects

MPR Buildings Roof Replacement – 95 % Complete	\$1,949,989
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Campus Weatherization Design	\$47,760
- Phase Grant Funding Requested	



June 9, 2026

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Status of Construction Projects Highlights

Adjacent Ways, BRG & Bond Funding



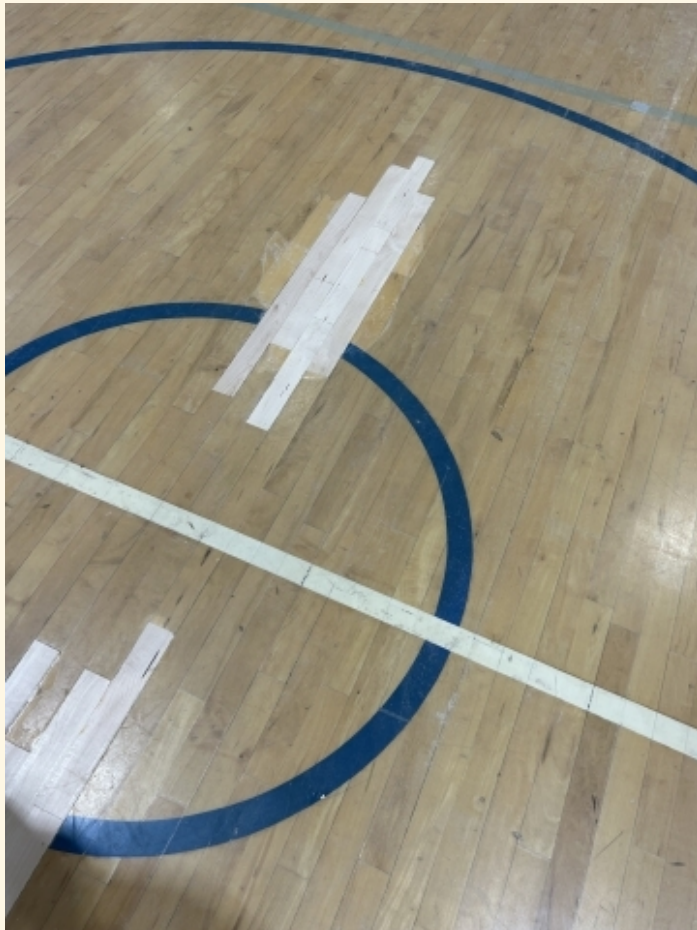


- Amphitheater High School Track Replacement - Bond Funds





- Ironwood Ridge High School – Auxiliary Gym Floor Re-Finishing – Bond Funds





- Painted Sky Elementary School Boiler Replacements – BRG Funds





- Rio Vista Elementary School
Student Drop Off Reconfiguration & Parking Lot Restoration –
Adjacent Ways and Bond Funds





May 2026 SFD BRG Phase Grant Funding Awards

CDO T&M Plant Electrical Switch Gear Replacement	\$	176,556
CDO Main Plant Boiler Repairs	\$	23,066

May 2026 Funding \$ 199,662

SY '25 – '26 New Grant Funding \$7,652,941
(3.8% of \$200M Budget Allocation)

SY '25 – '26 Grant Project Funding Requests Pending Award \$ 13.2M



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 9, 2026**

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

BACKGROUND:

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of June 8, 2026.

24

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: June 8, 2026



Todd A. Jaeger, J.D., Superintendent

6/9/2026

GOVERNING BOARD MEETING
APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXP CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Soto	Armando	Assistant Principal	CT-AD-RET	CDO High School			Rehire		*\$104,363.23
Fyock	Andrea	Assistant Principal	CT-AD	La Cima Middle School			Reassignment		*
Little	Scott	Chief Financial Officer	CL-AD-RET	Wetmore Center			Rehire		*\$165,526.86

*	2025-2026 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 9, 2026**

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

BACKGROUND:

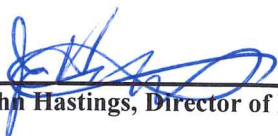
Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of June 8, 2026.

26

RECOMMENDATION:

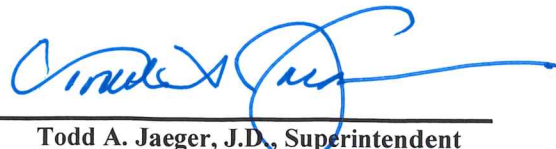
It is the recommendation of the Administration that the appointment(s) be approved as presented.

INITIATED BY:



John Hastings, Director of Human Resources

Date: June 8, 2026



Todd A. Jaeger, J.D., Superintendent

6/9/2026

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Burch	Gregory	Teacher - Career Exploration & Tr	CT-RET	Amphi Middle School			Rehire		*\$9,279.01
Burch	Gregory	Teacher - Technology	CT-RET	Amphi Middle School			Rehire		*\$18,569.17
Burch	Gregory	Teacher - Computer Programming	CT-RET	Amphi Middle School			Rehire		*\$9,279.01
Burch	Gregory	Teacher - STEM (Engineering)	CT-RET	Amphi Middle School			Rehire		*\$9,284.57
Burch	Gregory	Teacher - Media Communication/C	CT-RET	Amphi Middle School			Rehire		*\$9,284.57
Pham	Phi	Teacher - Mathematics	CT-RET	Amphi Middle School			Rehire		*\$33,742.76
Richards	David	Teacher - Adaptive P.E.	CT-RET	Cross Middle School			Rehire		*\$9,116.26
Richmond	Kay	Teacher - ELL/SEI	CT-RET	Coronado K-8 School			Rehire		*\$59,576.78
Teel	Kathleen	Teacher - ELL/SEI	CT-RET	Amphi Middle School			Rehire		*\$57,736.64
Windes	Jenny	Teacher - Mathematics	CT-RET	CDO High School			Rehire		*\$71,745.93
Armendariz	Gustavo	Teacher - Special Education Reso	CT	Amphi Middle School			Rehire		*
Bruno	Rebecca	Teacher - Special Education Reso	CT	Rio Vista Elementary			Rehire		*
Figuroa	Cameron	Teacher - Cross Categorical Class	CT	Mesa Verde Elementary			Rehire		*
Garcia	Gemma	Teacher - Social Studies	CT	Amphi Middle School			Rehire		*
Garcia	Gemma	Teacher - Academic Intervention	CT	Amphi Middle School			Rehire		*
Jolley	Clarence	Teacher - Mathematics	CT	Ironwood Ridge High	CTT-MA	10 years	Replacement	Dr. Jenkins	*
Koenig	Mackenzie	Teacher - Grade 2	CT	Harelson Elementary	CTT-BA	0 years	Replacement	Ms. Hayes	*
Laurie	Yetime	Teacher - Cross Categorical Class	CT	Cross Middle School			Rehire		*
McMillan-Dale	Meredith	Teacher - Art	CT	Mesa Verde Elementary			Rehire		*
Olson	Shannon	Teacher - Academic Intervention	CT	Painted Sky Elementary	CTT-MA	10 years	Replacement	Ms. Hillig	*
Pawloski	Kija	Teacher - Grade 4	CT	Painted Sky Elementary	CTT-MA	10 years	Replacement	Ms. Hillig	*

*	2026 - 2027 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Sommers	Grant	Teacher - Mathematics	CT	Ironwood Ridge High	CTT-BA	0 years	Replacement	Dr. Jenkins	*
Wade	Jeffrey	Teacher - Special Education Reso	CT	Mesa Verde Elementary			Rehire		*
Warner	Meghan	Teacher - ED (SPED) Classroom	CT	Rio Vista Elementary			Rescind		*
Wernert	Sarah	Teacher - Special Education Reso	CT	Keeling Elementary			Rehire		*
Yaffa	Chelsey	Teacher - Grade 4	CT	Painted Sky Elementary			Rehire		*
Martinez	David	District Athletic Equipment Coordir	CL-RET	Wetmore Center			Rehire		*\$24.62 per hour
Kirkendall	Alexis	Social Worker	CL-PR	Amphi Middle School			Rehire		*
Wilson	Erin	Imagine Preschool Director	CL-PR	Wilson K-8 School			Rehire		*
Aguirre	Alejandrina	Preschool Aide/Caregiver	CL	Amphi High School			Rehire		*
Birmingham	Cara	Library Assistant	CL	Innovation Academy			Rehire		*
Blackwell	Montana	Preschool Aide/Caregiver	CL	Mesa Verde Elementary			Rehire		*
Brashier	Catelynn	Preschool Aide/Caregiver	CL	Harelson Elementary			Rehire		*
Gerson	Lorelei	Special Education Teaching Assisi	CL	Cross Middle School			Rehire		*
Gomez	Ignacio	Instructional Technology Specialis	CL	Mesa Verde Elementary			Rehire		*
Leunen	Lynn	Preschool Instructional Specialist	CL	Coronado K-8 School			Rehire		*
McCormick	Marina	Preschool Instructional Specialist	CL	Painted Sky Elementary			Rehire		*
Molina	Andres	Classroom Aide/Caregiver	CL	Cross Middle School			Rehire		*
Palomarez	Catharine	Preschool Aide/Caregiver	CL	Rio Vista Elementary			Rehire		*
Penrod	Andreanna	Preschool Aide/Caregiver	CL	Amphi High School			Rehire		*
Salas	Rickey	Preschool Aide/Caregiver	CL	Prince Elementary			Rehire		*
Williams	Danika	Preschool Aide/Caregiver	CL	Walker Elementary			Rehire		*
Wong	Kari	Special Education Teaching Assisi	CL	Harelson Elementary			Rehire		*

*	2026 - 2027 School Year
Addendum	Former employee or new hire receiving extra-curricular position
New	New hire filling a newly created position
Rehire	Former employee returning to a position in the district
Replacement	New hire filling a vacated position
Rescind	Declined position after appointment

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

06/09/2026
GOVERNING BOARD MEETING
APPOINTMENTS

SUBSTITUTES

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Palma	Amanda		CT		05/18/2026	
McClure	Miranda		CL		05/21/2026	

AD	Administrative
PR	Professional
CT	Certified
CL	Classified



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 9, 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 June 8, 2026.

This agenda item also includes the following stipends related to school consolidations for consideration and approval by the Governing Board:

- Eligible professional staff assigned to a school that is closing may be compensated for up to three (3) additional days at a rate of \$175 per day to support preparation, packing, unpacking, and other activities necessary for the transition and relocation process
- Eligible professional staff assigned to receiving/welcoming schools who are required to move classrooms because of accommodating staff from closing schools may be compensated for one (1) additional workday at a rate of \$175 to support classroom relocation and setup activities.

RECOMMENDATION:

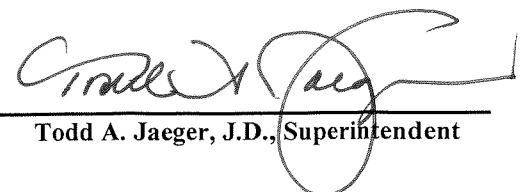
It is the recommendation of the Administration that the personnel changes be approved as presented including the stipends related to school consolidations.

INITIATED BY:



John Hastings, Director of Human Resources

Date: June 8, 2026



Todd A. Jaeger, J.D., Superintendent

6/9/2026

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Petersen	Christine	Counselor	CT-PR	CDO High School	Reassignment			*
Sheffield	Katherine	School Improvement Specialist	CT-PR	Prince Elementary	Transfer			*
Bartels	Lina	Teacher - Grade 2	CT	Mesa Verde Elementary	Reassignment			*
Bratthauer-Heaps	Dawn	Teacher - English	CT	Ironwood Ridge High	Transfer			*
Butler	Caryn	Teacher - Special Education Preschool	CT	Walker Elementary	Reassignment			*
Dresher	Jennifer	Teacher - Special Education Resource - MCT	CT	Ironwood Ridge High	Transfer			*
Ewy	Danny	Teacher - Grade 4	CT	Mesa Verde Elementary	Reassignment			*
Frederiksen	Megan	Teacher - Kindergarten	CT	Mesa Verde Elementary	Reassignment			*
Garcia	Gemma	Teacher - Social Studies	CT	Amphi Middle School	Salary Adjustment	CTT-M	+\$1,333.50	
Gilbert Taylor	Kristin	Teacher - Grade 2	CT	Mesa Verde Elementary	Reassignment			*
Hakala	Grace	Teacher - Grade 3	CT	Painted Sky Elementary	Transfer			*
Hawk	Amy	Teacher - Grade 3	CT	Mesa Verde Elementary	Reassignment			*
Hitt	Angela	Teacher - Art	CT	Wilson K-8 School	Increase FTE		31	*+0.10 FTE
Holland	Melissa	Teacher - Art	CT	Keeling Elementary	Transfer			*
Jackson-Rawdin	Jillian	Teacher - Grade 2	CT	Prince Elementary	Reassignment			*
Kimler	Courtney	Teacher - Grade 1	CT	Mesa Verde Elementary	Reassignment			*
Langis	Maria	Teacher - Kindergarten	CT	Painted Sky Elementary	Transfer			*
Lawrence	Mia	Teacher - REACH	CT	Mesa Verde Elementary	Increase FTE			*+0.40 FTE
Lewis	Loralee	Teacher - Grade 1	CT	Painted Sky Elementary	Transfer			*
Maldonado	Elena	Teacher - Cross Categorical Classroom	CT	Prince Elementary	Reassignment			*
Miller	Vanessa	Teacher - Literacy Intervention	CT	Walker Elementary	Reassignment			*
Multhup	January	Teacher - Grade 1	CT	Wilson K-8 School	Reassignment			*

*	2026 - 2027 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
Murillo	Mindy	Teacher - ELL/SEI	CT	Mesa Verde Elementary	Increase FTE			*+0.40 FTE
Northam	Susan	Teacher - REACH	CT	Prince Elementary	Reassignment			*
Ochoa	Joy	Teacher - REACH	CT	Wilson K-8 School	Reassignment			*
Padilla	Lisa	Teacher - AVID	CT	Amphi High School	Added Duty			*\$10,825.06
Quinn	Catherine	Teacher - Grade 5	CT	Painted Sky Elementary	Transfer			*
Rankin	Sophia	Teacher - Music	CT	Keeling Elementary	Transfer			*
Rosson	Karen	Teacher - AVID	CT	Amphi High School	Added Duty			*\$11,694.37
Rudd	Amy	Teacher - Art	CT	Amphi Middle School	Transfer			*
Semon	Sarah	Teacher - Grade 2	CT	Wilson K-8 School	Reassignment			*
Sheldon	Lisa	Teacher - Special Education Resource	CT	Walker Elementary	Reassignment			*
Smith	Shawn	Teacher - History	CT	Amphi High School	Decrease FTE			*<0.6 FTE>
Smith	Shawn	Teacher - AVID	CT	Amphi High School	Increase FTE			*+0.4 FTE
Spencer	Dawna	Teacher - Cross Categorical Classroom	CT	Mesa Verde Elementary	Reassignment			*
Terrace	Tatum	Teacher - Grade 1	CT	Mesa Verde Elementary	Reassignment			*
White	Morgann	Teacher - Grade 3	CT	Painted Sky Elementary	Transfer			*
Banales Islas	Jesus	Cook	CL	Cross Middle School	Transfer			*
Borck	Shannon	Food Service Attendant	CL	Mesa Verde Elementary	Increase FTE			*+0.1875 FTE
Boyan	Beth	Special Education Teaching Assistant	CL	Mesa Verde Elementary	Reassignment			*
Brown	Helena	School Health Aide	CL	Prince Elementary	Reassignment			*
Brown	Kelly	Food Service Attendant	CL	Cross Middle School	Transfer			*
Brown	Sarah	Student Services Coordinator Assistant I	CL	Wetmore Center	Transfer	2	<\$0.15>	*
Bustamante Coroi	Sobeida	Custodian I	CL	Wilson K-8 School	Reassignment			*
Castiglia	Anthony	Behavioral Intervention Monitor	CL	Coronado K-8 School	Reassignment			*
Castiglia	Anthony	Campus Monitor	CL	Coronado K-8 School	Reassignment			*

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*	2026 - 2027 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
Coomer	Austin	Instructional Technology Specialist	CL	Walker Elementary	Reassignment			*
Corral	Yvette	Special Education Teaching Assistant	CL	Prince Elementary	Reassignment			*
Ezzes	Lee	Food Service Attendant	CL	Keeling Elementary	Transfer			*
Gonzales	Rodney	Custodian II	CL	Painted Sky Elementary	Promotion	5	+\$0.64	
Gonzalez	Alyssa	School Health Aide	CL	Innovation Academy	Reassignment			*
Gracia	Georgina	Custodian II	CL	Wilson K-8 School	Reassignment			*
Hakes	Jacquelen	Special Education Teaching Assistant	CL	Prince Elementary	Reassignment			*
Hersha	Dalton	School Health Aide	CL	Rillito Center	Promotion	4	+\$0.77	*
Johnson	Kaylee	Food Service Attendant - Lead	CL	CDO High School	Reassignment			*
Kirk	Lois	Educational Assistant to the Elementary	FCL	Innovation Academy	Reassignment			*
Kirk	Lois	Clerk	CL	Innovation Academy	Reassignment			*
Loza	Elida	Custodian I	CL	Coronado K-8 School	Reassignment			*
Martinez	Janitza	Classroom Aide/Caregiver	CL	Prince Elementary	Reassignment			*
Miller	Melissa	School Administrative Assistant	CL	Prince Elementary	Reassignment			*
Moreno Andrade	Elizabeth	Special Education Teaching Assistant	CL	Amphi High School	Promotion	3	+\$0.73	*
Orduno	Mara	Food Service Attendant	CL	La Cima Middle School	Reassignment			*
Orduno	Mara	Custodian I	CL	La Cima Middle School	Reassignment			*
Palmer	Michael	Instructional Technology Specialist	CL	Amphi Middle School	Transfer			*
Palmer	Michael	Instructional Technology Specialist	CL	Amphi Middle School	Transfer			*
Pereida	Danixa	Food Service Attendant	CL	Walker Elementary	Reassignment			*
Reinhardt	Camilla	Library Assistant	CL	Coronado K-8 School	Reassignment			*
Rojo	Susan	Food Service Attendant	CL	Amphi Middle School	Transfer			*
Rubio	Luz	Custodian I	CL	Walker Elementary	Reassignment			*
Thomas	Colleen	Supervisor of Food Service	CL	Wilson K-8 School	Reassignment			*

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*	2026 - 2027 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
Torres Torija	Edith	Food Service Attendant - Lead	CL	Rio Vista Elementary	Promotion	6	+\$1.00	*
Vasquez	Guadalupe	Food Service Attendant - Lead	CL	Keeling Elementary	Transfer			*
Altemara-Arnold	Sara	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum			\$1,750.00
Altemara-Arnold	Sara	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Altemara-Arnold	Sara	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			*\$25.00 per hour
Alvarez	Kristen	ADDN - School Support Team	ADCT	Nash Elementary	Addendum			\$20.00 per hour
Arnold	Lindi	DH - Social Studies HS	ADCT	CDO High School	Addendum			*\$3,616.75
Basinger	Shana	ADDN - School Support Team	ADCT	Mesa Verde Elementary	Addendum			\$20.00 per hour
Bissonnette	Carly	ADDN - School Support Team	ADCT	Mesa Verde Elementary	Addendum			\$20.00 per hour
Busby	Devon	ADDN - Summer School Teacher EL	ADCT	Walker Elementary	Addendum			\$2,640.00
Byrnes	Melani	ADDN - ESY Physical Therapist	ADCT	Rillito Center	Addendum			\$67.64 per hour
Carter	Beth	ADDN - Summer School Teacher EL	ADCT	Walker Elementary	Correction			Amount: \$2,640.00
Castle	Jordan	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			*\$25.00 per hour
Cochiolo	Nancy	ADDN - School Support Team	ADCT	Mesa Verde Elementary	Addendum			\$20.00 per hour
Cosbey	Jennifer	ADDN - ESY Occupational Therapist	ADCT	Rillito Center	Addendum			\$56.74 per hour
Crist	Gary	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum			*\$25.00 per hour
Crist	Gary	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum			\$25.00 per hour
Diaz	Richard	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum			\$25.00 per hour
Diaz	Richard	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum			*\$25.00 per hour
Dylla	Maria	ADDN - Curriculum Development	ADCT	Ironwood Ridge High	Addendum			\$25.00 per hour
Escobar	Rigel	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			\$20.00 per hour
Estrella	Crystal	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			\$20.00 per hour
Fox	Liliana	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$2,295.00
Gallagher	Deborah	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			\$20.00 per hour
34								
* 2026 - 2027 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
Gerard	Michelle	DH - Physical Education HS	ADCT	CDO High School	Addendum		\$3,616.75	
Glor	Daniel	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Glor	Daniel	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Gonzalez	Gabriela	ADDN - Curriculum Development	ADCT	Wetmore Center	Addendum		\$25.00 per hour	
Gowen	Jean	ADDN - Curriculum Development	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
Gran	Jennifer	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum		\$2,295.00	
Habinek	Angela	ADDN - School Support Team	ADCT	Mesa Verde Elementary	Addendum		\$20.00 per hour	
Hannon	Kelsey	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Harding	Kevin	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum		\$25.00 per hour	
Harding	Kevin	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum		\$25.00 per hour	
Heagle	Denise	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Holt	Nicolas	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Holt	Nicolas	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum		\$1,250.00	
Holt	Nicolas	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Howell	Luke	ADDN - Curriculum Development	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
Hurley	Benjamin	ADDN - Summer Camp Coach	ADCT	Amphi High School	Addendum		\$18.00 per hour	
Kevershan	Kimberly	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Krater	Caroline	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Krater	Caroline	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Krznarich	Prucilla	ADDN - ESY School Nurse	ADCT	Rillito Center	Addendum		\$2,079.36	
Lang	William	ADDN - Curriculum Development	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
Larriva	Amanda	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Lawrence	Mia	ADDN - School Support Team	ADCT	Mesa Verde Elementary	Addendum		\$20.00 per hour	
Lepore	Andrew	ADDN - Curriculum Development	ADCT	Ironwood Ridge High	Addendum		\$25.00 per hour	
35								
* 2026 - 2027 School Year								
Addendum	Employee receiving extra-curricular position or stipend					ADCT	Addendum Certified	
Added Duty	Employee working additional hours or days					ADCL	Addendum Classified	
Additional Position	Employee working an additional position					ADACS	Addendum Amphi Community Schools	
Correction	Correction to contract					CT-AD	Certified Administrative	
Decrease FTE	Decrease in hours					CT	Certified	
Extension	End date being extended					CL-AD	Classified Administrative	
Increase FTE	Increase in hours/contract					CL	Classified	
Promotion	Employee receiving a promotion to another position					PR	Professional	
Reassignment	Employee moving to another position at the direction of the administration					EL	Elementary	
Status Change	Employee changing status (i.e. short term to career)					MS	Middle School	
Temporary	Employee working for a limited period of time					HS	High School	
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
Lindberg	Patricia	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			\$20.00 per hour
Linderman	Christina	ADDN - ESY Occupational Therapist	ADCT	Rillito Center	Addendum			\$48.96 per hour
Lipich	Brandi	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$2,295.00
Lise	Ronald	ADDN - Summer Camp Coach	ADCT	Amphi High School	Addendum			\$18.00 per hour
Luciano	Susan	ADDN - Summer School Teacher EL	ADCT	Walker Elementary	Correction			Amount: \$2,640.00
McCann-Smith	Sarina	DH - Foreign Language HS	ADCT	CDO High School	Addendum			*\$3,616.75
McClemons	Teri	ADDN - ESY Psychologist	ADCT	Rillito Center	Addendum			\$56.23 per hour
McMillan-Dale	Meredith	ADDN - School Support Team	ADCT	Mesa Verde Elementary	Addendum			\$20.00 per hour
McNew	Ann	ADDN - Summer School Teacher EL	ADCT	Walker Elementary	Correction			Amount: \$2,640.00
Meitner	Nickolas	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Meitner	Nickolas	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			*\$25.00 per hour
Merendo	Erin	ADDN - Curriculum Development	ADCT	Ironwood Ridge High	Addendum			\$25.00 per hour
Miller	Branna	ADDN - Summer School Teacher MS	ADCT	Amphi Middle School	Addendum			\$2,640.00
Miller	Zane	ADDN - Curriculum Development	ADCT	Ironwood Ridge High	Addendum			\$25.00 per hour
Miranda	Jennifer	ADDN - Extra Hours	ADCT	CDO High School	Addendum			\$30.37 per hour
Nicley	Camille	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			*\$25.00 per hour
Orr	Kristen	ADDN - ESY Speech/Language Pathology	ADCT	Rillito Center	Addendum			\$44.04 per hour
Ortiz	Monica	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum			*\$25.00 per hour
Ortiz	Monica	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum			\$25.00 per hour
Parker	Ergis	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$1,107.00
Parriot	Lisa	ADDN - FAFSA Peer Coach Advisor	ADCT	CDO High School	Correction			Amount: \$828.00
Parriott	Lisa	DH - Counseling HS	ADCT	CDO High School	Addendum			*\$3,616.75
Piazza	Elizabeth	ADDN - Summer School Teacher HS	ADCT	CDO High School	Addendum			\$4,080.00
Pratt	Megan	ADDN - School Support Team	ADCT	Mesa Verde Elementary	Addendum			\$20.00 per hour
* 2026 - 2027 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
Randall	Lesa	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum			\$25.00 per hour
Randall	Lesa	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum			*\$25.00 per hour
Randall	Melanie	ADDN - ESY Speech/Language Pathologi	ADCT	Rillito Center	Addendum			\$52.31 per hour
Raney	Heather	ADDN - ESY Speech/Language Pathologi	ADCT	Rillito Center	Addendum			\$47.84 per hour
Rason-Valdez	Liliana	ADDN - Summer School Teacher HS	ADCT	CDO High School	Addendum			\$4,080.00
Rincon	Christina	ADDN - ESY Speech/Language Pathologi	ADCT	Rillito Center	Addendum			\$44.94 per hour
Ronstadt	Joshua	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Ronstadt	Joshua	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			*\$25.00 per hour
Roseman	Ronny	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			*\$25.00 per hour
Roseman	Ronny	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Ruboyanes	Amy	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$2,295.00
Santoyo	Michelle	Bus Driver Trainee	ADCT	Transportation	Added Duty			\$15.30 per hour
Schleicher	Katrina	ADDN - School Support Team	ADCT	Mesa Verde Elementary	Addendum			\$20.00 per hour
Schmuker	Ranee	DH - Fine Arts HS	ADCT	CDO High School	Addendum			*\$3,616.75
Smalley	Stephanie	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$2,295.00
Tarbet	Jeremy	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			*\$25.00 per hour
Tarbet	Jeremy	DH - CTE HS	ADCT	CDO High School	Addendum			*\$3,616.75
Tarbet	Jeremy	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Tarquin	Kathy	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$1,755.00
Thomas	Kelley	ADDN - Summer School Teacher EL	ADCT	Coronado K-8 School	Rescind			
Varma	Donna	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			\$20.00 per hour
Vasquez	Kassandra	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$540.00
Velasquez	Jeanne	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum			\$25.00 per hour
Velasquez	Jeanne	ADDN - Curriculum Development	ADCT	Amphi High School	Addendum			*\$25.00 per hour

*	2026 - 2027 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
Velasquez	Jeanne	ADDN - CTSO Stipend HS	ADCT	Amphi High School	Addendum		\$1,750.00	
Walker	Melissa	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Wheatley	Jessica	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum		\$1,750.00	
Wheatley	Jessica	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Wheatley	Jessica	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		*\$25.00 per hour	
White	Janielle	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum		\$1,755.00	
Wiechert	Hilary	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Wolf	Amber	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Wray	Kathleen	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Ballesteros	Narda	ADDN - Extra Hours	ADCL	CDO High School	Correction		Date	
Brown	Desiree	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$15.15 per hour	
Caponigro	Deborah	ADDN - Extra Hours	ADCL	Rio Vista Elementary	Added Duty		\$18.26 per hour	
Cook	Melissa	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Addendum		\$16.67 per hour	
Cruz	Kristy	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum		\$19.02 per hour	
Erickson	Victoria	Bus Driver Trainee	ADCL	Transportation	Added Duty		\$15.30 per hour	38
Escarriga Castro	Frانيا	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$19.29 per hour	
Green	Cynthia	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Addendum		\$15.60 per hour	
Headley	Erika	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Addendum		\$17.97 per hour	
Hersha	Dalton	ADDN - Summer School Health Aide	ADCL	Rillito Center	Addendum		\$19.02 per hour	
Honomichl	Erika	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Addendum		\$18.00 per hour	
Ibarra De Cortes	Marcela	ADDN - Extra Hours	ADCL	CDO High School	Addendum		\$15.15 per hour	
Imbody	Louise	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Addendum		\$17.27 per hour	
Jansen	Sara	Bus Driver Trainee	ADCL	Transportation	Added Duty		\$15.30 per hour	
Jordan	Meghan	ADDN - ESY Student Services Coordinatr	ADCL	Rillito Center	Addendum		\$16.69 per hour	
* 2026 - 2027 School Year								
Addendum	Employee receiving extra-curricular position or stipend					ADCT	Addendum Certified	
Added Duty	Employee working additional hours or days					ADCL	Addendum Classified	
Additional Position	Employee working an additional position					ADACS	Addendum Amphi Community Schools	
Correction	Correction to contract					CT-AD	Certified Administrative	
Decrease FTE	Decrease in hours					CT	Certified	
Extension	End date being extended					CL-AD	Classified Administrative	
Increase FTE	Increase in hours/contract					CL	Classified	
Promotion	Employee receiving a promotion to another position					PR	Professional	
Reassignment	Employee moving to another position at the direction of the administration					EL	Elementary	
Status Change	Employee changing status (i.e. short term to career)					MS	Middle School	
Temporary	Employee working for a limited period of time					HS	High School	
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
LaPedus	Michael	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Added Duty		\$17.84 per hour	
LaPedus	Michael	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Added Duty		\$17.84 per hour	
Marquez	Patricia	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$22.37 per hour	
Olivares Velarde	Sara	ADDN - Summer School Instructional Aide	ADCL	Prince Elementary	Addendum		\$15.30 per hour	
Peredia	Danixa	ADDN - Extra Hours	ADCL	CDO High School	Correction		Date	
Priest	Shannon	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Added Duty		\$18.00 per hour	
Rodriguez	Brianna	ADDN - Summer School Health Aide	ADCL	CDO High School	Addendum		\$16.52 per hour	
Santillan	Mary Beth	ADDN - Extra Hours	ADCL	Federal/State Programs	Added Duty		\$35.59 per hour	
Santillan	Mary Beth	ADDN - Extra Hours	ADCL	Federal/State Programs	Added Duty		\$35.59 per hour	
Schelle	Heather	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Added Duty		\$17.65 per hour	
Smith	Lexi	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Added Duty		\$15.76 per hour	
Sonnek	Irma	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$17.80 per hour	
Toothman	Victoria	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$15.15 per hour	
Vallodolid	Jessica	ADDN - Extra Hours	ADCL	Mesa Verde Elementary	Added Duty		\$16.08 per hour	
Velasquez	Claudia	ADDN - Summer School Health Aide	ADCL	Amphi High School	Addendum		\$16.95 per hour	
Velazquez	Josefina	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$19.05 per hour	
Villegas	Viridiana	ADDN - Extra Hours	ADCL	CDO High School	Correction		Date	

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*	2026 - 2027 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 9, 2026**

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

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of June 1, 2026.

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RECOMMENDATION:

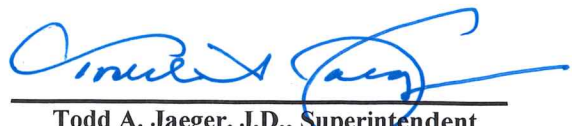
It is the recommendation of the Administration that the leave request(s) be approved as presented.

INITIATED BY:



John Hastings, Director of Human Resources

Date: June 1, 2026



Todd A. Jaeger, J.D., Superintendent

6/9/2026

GOVERNING BOARD MEETING LEAVES OF ABSENCE

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Bear	Sophia	Teacher - Special Education Resou	CT	Rio Vista Elementary	05/21/2026	End
Chavira	Madison	Teacher - Grade 4	CT	Copper Creek Elementary	05/21/2026	End
Daglio	Brett	Teacher - Academic Intervention	CT	Keeling Elementary	07/30/2026	Extension
Herron	Candace	Special Education Facilitator	CT	Wilson K-8 School	05/21/2026	End
Porras	Evette	Teacher - Special Education Resou	CT	Copper Creek Elementary	05/21/2026	End
Resley	Robin	Teacher - Special Education Resou	CT	Ironwood Ridge High	05/21/2026	End
Roth	Rachel	Teacher - Grade 3	CT	Coronado K-8 School	05/18/2026	End
Soto	Armando	Director of Interscholastic Activites	CT	Wetmore Center	05/27/2026	End
Storms	Jordan	Teacher - Grade 1	CT	Harelson Elementary	05/21/2026	End
Archuleta	Maria	Custodian I	CL	Wilson K-8 School	04/13/2026	Start
Chavez	Lexi	School Health Aide	CL	Copper Creek Elementary	05/21/2026	End
Chavez	Lexi	School Health Aide	CL	Copper Creek Elementary	05/18/2026	Extension
Cox	Jennifer	Preschool Instructional Specialist	CL	Harelson Elementary	05/21/2026	End
Crishi	Roseanne	Transportation Attendant	CL	Transportation	05/21/2026	End
Henley	Jolee	Preschool Instructional Specialist	CL	Wilson K-8 School	05/21/2026	End
Hizny	April	Data & Assessment Coordinator	CL	Wetmore Center	05/22/2026	Extension
Johnson	Shelby	Transportation Attendant	CL	Transportation	05/21/2026	End
Klass	Chloe	Special Education Teaching Assist	CL	Rillito Center	05/21/2026	End
Medina	Marcos	Groundskeeper I	CL	Facilities Support	06/01/2026	Extension
Outram	Erin	Bus Driver	CL	Transportation	05/20/2026	End
Soto	Suzanna	Food Service Attendant	CL	Amphi High School	05/21/2026	End
Stoglin	Barbara	Special Education Teaching Assist	CL	Nash Elementary	05/20/2026	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: **June 9, 2026**

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

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of June 1, 2026.

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RECOMMENDATION:

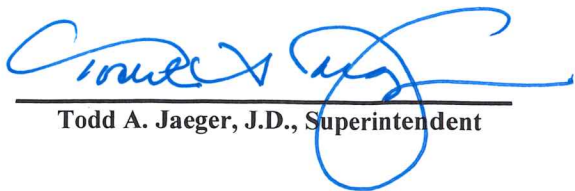
It is the recommendation of the Administration that the resignation(s) or termination(s) be approved as presented.

INITIATED BY:



John Hastings, Director of Human Resources

Date: June 1, 2026



Todd A. Jaeger, J.D., Superintendent

6/9/2026

GOVERNING BOARD MEETING SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Miranda	Jennifer	Counselor	CT-PR	CDO High School	06/30/2026	Resignation	
Call	Tassi	Associate Superintendent of	CT-AD	Wetmore Center	07/01/2026	Retirement	Returning ESI
Sheffield	Katherine	Assistant Principal	CT-AD	Amphi Middle School	06/04/2026	Rescind	
Spillane	Mamie	Principal	CT-AD	Rio Vista Elementary	06/30/2026	Resignation	
Bear	Sophia	Teacher - Special Education	CT	Rio Vista Elementary	05/21/2026	Resignation	
Bulisache	Michelle	Special Education Facilitator	CT	Coronado K-8 School	05/21/2026	Resignation	Declined Contract
Bulisache	Michelle	Teacher - Special Education	CT	Coronado K-8 School	05/21/2026	Resignation	Declined Contract
Green	Jonathan	Teacher - Special Education	CT	Coronado K-8 School	05/21/2026	Retirement	Returning ESI
Green	Jonathan	Teacher - Special Education	CT	Coronado K-8 School	05/21/2026	Retirement	Returning ESI
Larriva	Amanda	Teacher - Grade 4	CT	Rio Vista Elementary	06/05/2026	Resignation	
Menaugh	Jill	Teacher - Art	CT	Ironwood Ridge High	05/21/2026	Retirement	Returning ESI
Okonya	Elizabeth	Teacher - Rillito Classroom	CT	Rillito Center	05/21/2026	Resignation	
Upmann	Adam	Teacher - Mathematics	CT	CDO High School	05/21/2026	Resignation	
Wray	Kathleen	Curriculum, Instruction, & Int	CT	Rio Vista Elementary	06/05/2026	Resignation	
Wray	Kathleen	Teacher - Academic Interve	CT	Rio Vista Elementary	06/05/2026	Resignation	
Kzmarich	Prucilla	School Nurse	CL-PR	Rillito Center	06/25/2026	Resignation	
Badr	Carolyn	Library Assistant	CL	Innovation Academy	05/27/2026	Correction	Date
Gratien	Jerome	Bus Driver	CL	Transportation	05/20/2026	Retirement	
Luna	Rosalie	Preschool Aide/Caregiver	CL	Wilson K-8 School	05/21/2026	Resignation	
Montijo	Jacob	Special Education Teaching	CL	Rillito Center	05/20/2026	Resignation	
Rennecker	Dale	Maintenance Technician II	CL	Facilities Support	06/01/2026	Retirement	
Teague	Shelby	Special Education Teaching	CL	CDO High School	05/20/2026	Resignation	
Velez Hernandez	Laura	Educational Assistant to the	CL	Nash Elementary	05/22/2026	Resignation	

*	2026 - 2027 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

GOVERNING BOARD MEETING
SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Velez Hernandez	Laura	Bilingual Clerk	CL	Rio Vista Elementary	05/22/2026	Resignation	

* 2026 - 2027 School Year

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

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

06/09/2026

Substitutes

GOVERNING BOARD MEETING
SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Acevedo	Stephanie		CT		05/19/2026	
Aguilar	Nico		CT		05/20/2026	
Ahmad	Aisha		CT		05/20/2026	
Aitchison	Kathryn		CT		05/20/2026	
Berisha	Deanna		CT		05/20/2026	
Breen	Jeane		CT		05/20/2026	
Butler	Lyndsie		CT		05/20/2026	
Cadman	Emily		CT		05/20/2026	
Casey	Sheree		CT		05/20/2026	
Christensen	Hannah		CT		05/20/2026	
Coffee	Carly		CT		05/20/2026	
Cox	Mary		CT		05/21/2026	
Dean	Kyla		CT		05/27/2026	
Diaz Coronel	Alejandra		CT		05/20/2026	
Eike	Nancy		CT		05/20/2026	
Engler	Fynisa		CT		05/20/2026	
Fast-Yurtinus	Shareon		CT		05/20/2026	
Finch	Richard		CT		05/20/2026	
Flores Rodriguez	Brian		CT		05/20/2026	
Foley	Frances		CT		05/20/2026	
Foster	Beth		CT		05/20/2026	
Fritz	Walter		CT		05/20/2026	
Gabaldon	Jeannette		CT		05/26/2026	
Gabaldon	Steven		CT		05/26/2026	
Gardner Peru	Rachel		CT		05/26/2026	
Gates	Kathryn		CT		05/26/2026	
George	Chuck		CT		05/26/2026	
Geske	Peter		CT		05/26/2026	
Graham	Dana		CT		05/27/2026	
Gualberto Pongelupe Giacoia	Erica		CT		05/27/2026	
Haibach	Ann		CT		05/19/2026	
Hampton	Emily		CT		05/28/2026	
Hanzlik	Cristina		CT		05/28/2026	
Hawthorne	Jennifer		CT		05/28/2026	
Henley	Lawrence		CT		05/28/2026	

06/09/2026

**GOVERNING BOARD MEETING
SEPARATIONS**

Substitutes

Henry	Greyson	CT	05/28/2026
Igarashi-Hayes	Suzu	CT	05/28/2026
Jaymes	Steven	CT	05/28/2026
Kagler	Patricia	CT	05/28/2026
Luis	Cristina	CT	05/28/2026
Madzey	Carl	CT	05/28/2026
Mahalanobis	Priti	CT	05/28/2026
Mannheim	Domino	CT	05/28/2026
Martell	Heidi	CT	05/28/2026
McConnell	Emily	CT	05/28/2026
McCoy	Lynda	CT	05/28/2026
McGriff	Susan	CT	05/28/2026
Meenan	Steve	CT	05/28/2026
Mokhesi	Elizabeth	CT	05/28/2026
Morabito	Jack	CT	05/28/2026
Moreno	Mariano	CT	05/28/2026
Mullen	Lindsey	CT	05/20/2026
Myloserdna-Perry	Iryna	CT	05/28/2026
Nascimento-Teixeira	Pedro	CT	05/28/2026
Niichel	Dorene	CT	05/28/2026
Paddock	Joseph	CT	05/28/2026
Power	Kent	CT	05/28/2026
Presuhn	Tina	CT	05/28/2026
Ray	Ashley	CT	05/28/2026
Richardson	Mariah	CT	05/28/2026
Roark	Kendall	CT	05/27/2026
Roberts	Patrice	CT	06/01/2026
Rockow	James	CT	05/28/2026
Root	Daniel	CT	05/28/2026
Ross	Tamra	CT	05/26/2026
Rowe	Elliana	CT	05/28/2026
Santiago	Roberto	CT	05/28/2026
Sareen	Shannon	CT	05/28/2026
Schwab	Kelly	CT	05/28/2026
Sholl	Shane	CT	05/29/2026

06/09/2026

**GOVERNING BOARD MEETING
SEPARATIONS**

Substitutes

Sonnek	Andrew	CT	05/29/2026
Sotelo	Paula	CT	05/29/2026
Stewart	Jennifer	CT	05/29/2026
Talavera	Cheri	CT	05/29/2026
Tweedy	Madison	CT	05/27/2026

Cabrera	Jesse	CL	05/20/2026
Call	Katie	CL	05/20/2026
Clary	Linda	CL	05/20/2026
Duarte	Arturo	CL	05/20/2026
Gottfredson	Sadie	CL	05/27/2026
Greco	Kitt	CL	05/27/2026
Hernandez	Mary	CL	05/28/2026
Hyatt	Maviny	CL	05/21/2026
Kenney	Pamela	CL	05/28/2026
Kephart	Chelsea	CL	05/28/2026
Lawrence	Hailey	CL	05/28/2026
Lucas	Valerie	CL	05/28/2026
Merrell	Shelley	CL	05/19/2026
Miranda	Venecia	CL	05/28/2026
Perez	Shaina	CL	05/19/2026
Potts	Samantha	CL	05/28/2026
Sherman	Stuart	CL	05/29/2026
Sibley	Esteban	CL	05/29/2026
Wilson	Karen	CL	05/27/2026



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

DATE OF MEETING: June 9, 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:

May 26, 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: June 1, 2026

Todd A. Jaeger, J.D., Superintendent

**Minutes of the Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, May 26, 2026**

A Special public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, May 26, 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 (*telephonically*)

Ms. Vicki Cox Golder, President

Ms. Matthew A. Kopec, Vice President

Dr. Michael Gemma, Member

Ms. Susan Zibrat, Member

Governing Board Members Absent

Ms. Deanna M. Day, M.Ed., Member

Superintendent's Cabinet Members

Ms. Tassi Call, Associate Superintendent for Elementary Education

Mr. Matthew Munger, Associate Superintendent for Secondary Education

Mr. Scott Little, Chief Financial Officer

Mr. John Hastings, Director of Human Resources

Ms. Elizabeth Jacome, Director of Curriculum & Assessment

Ms. Kristin McGraw, Executive Director of Student Services

Mr. Richard La Nasa, Executive Manager of Operational Support

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. PLEDGE OF ALLEGIANCE

President Cox Golder asked Ms. Anderson to lead the Pledge of Allegiance.

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

President Cox Golder announced that the next Regular Governing Board meeting will take place Tuesday, June 9, 2026, at 6:00p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership & Professional Development Center.

4. PUBLIC COMMENT

There was no public comment.

5. 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](#)

President Cox Golder asked if any items needed to be removed for further discussion or comment. There were none.

Vice President Kopec moved for Consent Agenda Items 5. A– M. be approved as presented. Dr. Gemma seconded the motion. Voice vote in favor – 4. President Cox Golder, Vice President Kopec, Dr. Gemma, and Ms. Zibrat. Opposed – 0. Consent Agenda Items 5. A– M. passed.

A. Approval of the Appointment of Administrative Personnel

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

B. Approval of the Appointment of Non-Administrative Personnel

The Governing Board approved the Appointment of Non-Administrative Personnel as submitted in Exhibit 2.

C. Approval of Personnel Changes

The Governing Board approved Personnel Changes as submitted in Exhibit 3.

D. Approval of Leave(s) of Absence

The Governing Board approved Leave(s) of Absence as submitted in Exhibit 4.

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

The Governing Board approved Separation(s) and Termination(s) as submitted in Exhibit 5.

F. Approval of Stipend for Coaching Volunteers

The Governing Board approved Stipend for Coaching Volunteers as submitted in Exhibit 6.

G. Approval of Minutes of Previous Meeting(s)

The Governing Board approved minutes from the May 12, 2026 Governing Board meeting as submitted in Exhibit 7.

H. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,067,682.81

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 8.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1307	\$62,900.55	1308	\$583,202.21	1309	\$45,532.06
1310	\$219,639.21	1311	\$9,782.77	1313	\$63,958.40
1314	\$16,503.97	1315	\$160,275.85	1316	\$383,271.03
1317	\$99,856.19	1318	\$268,561.80	1319	\$24,508.39
1320	\$7,568.84	1321	\$122,121.54		

I. Acceptance of Gifts

The Governing Board approved Acceptance of Gifts as submitted in Exhibit 9.

J. Receipt of the March 2026 Report on School Auxiliary and Club Balances

The Governing Board approved Receipt of the March 2026 Report on School Auxiliary and Club Balances as submitted in Exhibit 10.

K. Approval of Parent Support Organization(s) – 2026-2027

The Governing Board approved IRHS Boys Soccer PAC and CDO HS Basketball Booster as submitted in Exhibit 11.

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

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

M. Approval of Amendment to Intergovernmental Agreements with Pima County for Pima Early Education Program (PEEP)

The Governing Board approved Amendment to Intergovernmental Agreements with Pima County for Pima County Early Childhood Program (PEEP) as submitted in Exhibit 12.

6. ACTION

A. Adoption of Resolution Authorizing the Issuance and Sale of School Improvement Bonds of the Amphitheater Unified School District No. 10 of Pima County, Arizona

For the Resolution Authorizing the Issuance and Sale of School Improvement Bonds of the Amphitheater Unified School District No. 10 of Pima County, Arizona see Exhibit 13.

Mr. Little explained that this resolution would be the first of four sales of school improvement bonds that were approved by voters in November of 2024. The reason for the delay was the need to resolve the 90-day letter issued by the Arizona Auditor General's office which has been completed. He also explained that the current interest market represents historically high rates of around 4.5%. Mr. Little stated this is within the scope of what is doable for the District and the average life on these bonds is about eight years because of the higher interest rates.

President Cox Golder asked about the advantage of selling these now as opposed to later.

Mr. Little stated that the District needs to have the money in hand by June 30th because of current year expenses against the bonds.

Ms. Zibrat moved to approve the Adoption of Resolution Authorizing the Issuance and Sale of School Improvement Bonds of the Amphitheater Unified School District No. 10 of Pima County, Arizona. Vice President Kopec seconded the motion. Roll Call vote in favor -4. President Cox Golder -Yes, Vice President Kopec -Yes, Dr. Gemma -Yes, and Ms. Zibrat -Yes. Opposed -0. Action Agenda Item 6.A. passed.

7. PUBLIC COMMENT

There was no public comment.

8. BOARD MEMBER REQUESTS FOR FUTURE BOARD ITEMS

President Cox Golder, Dr. Gemma, and Ms. Zibrat asked for a Study/Action item on the Fees and Facility Rentals issue.

9. ADJOURNMENT

Vice President Kopec moved to adjourn the meeting. Ms. Zibrat seconded the motion. Voice vote in favor -4. President Cox Golder, Vice President Kopec, Dr. Gemma, and Ms. Zibrat. Opposed -0. The meeting adjourned at 5:36pm.



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

May 28, 2026
Date

Vicki Cox Golder, Governing Board President

June 9, 2026
Date



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 9, 2026**

TITLE: **Approval of Vouchers Totaling and Not Exceeding \$1,144,979.63 (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: June 8, 2026

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **June 9, 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: May 29, 2026

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations	Donor	Site
Ck in the amount \$4,400.00	KNOWLEDGEWORKS FOUNDATION	OTHER
Ck in the amount \$736.00	AMERICAN ONLINE GIVING FOUNDATION	CANYON DEL ORO HIGH SCHOOL
Ck in the amount \$5,000.00	AMPHITHEATER FOUNDATION	CANYON DEL ORO HIGH SCHOOL
Ck in the amount \$5,234.00	WILSON K-8 PTO	WILSON K-8
Ck in the amount \$17,230.89	PAINTED SKY PTO	PAINTED SKY ELEMENTTARY
Ck in the amount \$18.08	THE MINI TIME MACHINE	AMPHITHEATER HIGH SCHOOL
Ck in the amount \$40,703.18	AMPHITHEATER FOUNDATION	HOLAWAY ELEMENTARY
Ck in the amount \$400.00	INNOVATION ACADEMY PTO	INNOVATION ACADEMY



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

DATE OF MEETING: **June 9, 2026**

TITLE: **Receipt of April 2026 Report on School Auxiliary and Club Balances**

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: May 29, 2026

Todd A. Jaeger, J.D., Superintendent

**Amphitheater Public Schools
Summary of Activity for All Schools
Auxiliary Accounts
For Month Ending April 30, 2026**

Beginning Balance	\$ 3,238,558.92
Plus Deposits	192,024.62
Less Disbursements	<u>(196,737.41)</u>
Ending Book Balance For All Schools	<u><u>\$ 3,233,846.13</u></u>
Outstanding Deposits	(361,414.68)
Outstanding Checks	<u>85,067.37</u>
Ending Bank Balance For All Schools	<u><u>\$ 2,957,498.82</u></u>

**Amphitheater Public Schools
Summary of Activity for All Schools
Student Activity Accounts
For Month Ending April 30, 2026**

Beginning Balance	\$ 685,245.02
Plus Deposits	155,242.82
Less Disbursements	<u>(136,589.20)</u>
Ending Book Balance For All Schools	<u><u>\$ 703,898.64</u></u>
Outstanding Deposits	(78,165.67)
Outstanding Checks	<u>22,848.25</u>
Ending Bank Balance For All Schools	<u><u>\$ 648,581.22</u></u>

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending April 30, 2026**

Amphi Middle School

Student Gov't	1,967.58
MESA Club	148.06
NJHS	178.52
Odyssey of the Mind	439.12
Science Club	2,997.81
Amphi Middle School Total	\$ 5,731.09

Copper Creek Elementary

Student Council	6,732.12
Turquoise Times	32.28
Copper Creek Total	\$ 6,764.40

Coronado K-8 Schools

Elementary Student Council	4,858.12
Middle School Student Council	7,540.94
Astronomy/Space & Science	221.76
Band	3,951.05
C.H.O.I.C.E.S.	167.53
Chorus	1,319.41
Coronado FCA	42.00
Coronado Musicians Club	1,120.05
Indoor Percussion Club	755.00
Kids Helping Kids	339.13
NEHS	41.00
National Junior Honor Society	5,492.84
Odyssey of the Mind	1,577.35
Orchestra	930.57
Running Club	3,152.56
Wrestlers Club	871.70
Coronado Total	\$ 32,381.01

Cross Middle School

Student Council	8,263.29
Band Club	2,703.39
Choir Club	2,116.40
Life Skills Exploratory Club	142.96
Musical Theater Club	1,315.32
NJHS	1,856.07
Orchestra Club	2,446.60
Star Club	2,064.57
Web Club	2,609.82
Cross Middle School Total	\$ 23,518.42

Donaldson Elementary

Student Council	4,268.32
Donaldson Total	\$ 4,268.32

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending April 30, 2026**

Harelson Elementary

Student Council	2,186.33
5th Grade Activities	125.36
Track	307.65
Harelson Total	\$ 2,619.34

Holaway Elementary

Student Council	753.22
Holaway Total	\$ 753.22

Innovation Academy

Student Council	200.69
Algebra Club	116.52
Entrepreneur Club	296.44
Odyssey of the Mind	9,627.05
Innovation Academy Total	\$ 10,240.70

Keeling Elementary

Student Council	1,053.71
Keeling Total	\$ 1,053.71

La Cima Middle School

Student Council	1,343.69
NJHS	1,078.08
La Cima Total	\$ 2,421.77

Mesa Verde Elementary

Student Council	6,100.96
Mesa Verde Total	\$ 6,100.96

Nash Elementary

Student Council	1,634.36
Nash Total	\$ 1,634.36

Painted Sky Elementary

Student Council	2,093.07
Nature Shop	929.20
Orchestra	273.55
Band	788.13
Chorus	781.42
Milers	2,899.51
OM	584.95
Sign Language	210.00
NEHS	806.83
Math Club	23.00
Art Club	209.84
Sports Club	120.01
Yearbook	45.00
Painted Sky Total	\$ 9,764.51

Amphitheater Public School District #10

Elementary/Middle Schools Student Activity Account Club Balances For Month Ending April 30, 2026

Prince Elementary

Student Council	1,234.12
Prince Total	\$ 1,234.12

Rio Vista Elementary

Student Council	981.94
Rio Vista Total	\$ 981.94

Walker

Student Council	2,454.92
Fitness Fanatics	396.83
Odyssey of the Mind	3,017.77
Art Club	-
Walker Total	\$ 5,869.52

Wilson

Student Council	6,856.83
Algebra Club	439.36
Archery Club	2,292.67
Art Club	-
Elementary Student Council	4,351.41
Elementary Choir	715.44
GameMakers	-
MS Choir	2,920.92
MS Theater Club	394.64
National Elementary Honor Society	363.75
National Junior Honor Society	810.73
Odyssey of the Mind	566.83
Robotics Club	1,078.53
Science Club	-
Yearbook Club	1,704.73
Wilson Total	\$ 22,495.84

Total K-8 Club Balances	\$ 137,833.23
--------------------------------	----------------------

Plus: Outstanding Checks	1,462.69
Less: Outstanding Deposits (Inc CC's)	(6,265.00)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-

Bank Balance	\$ 133,030.92
---------------------	----------------------

Sweep Account	\$ 133,030.92
	0.00

**Amphi High School
Student Activity Account
Schedule of Club Balances
For Month Ending April 30, 2026**

1001 Student Council	\$ 20,356.29	1407 Guitar Club	\$ -
1035 Art Club	966.76	1450 Debate Club	586.14
1050 AHS Unified Panthers Club	-	1470 Soccer -Girls	216.76
1070 Band Club	161.51	1520 Media Club	1,223.37
1080 Baseball	2,712.03	1560 National Honor Society	965.04
1085 Golf -Boys	-	1590 Odyssey of the Mind	-
1110 Basketball -Girls	853.88	1600 Orchestra Club	1,115.82
1111 Book Club	250.00	1606 Archery Club	609.00
1113 Drama Club	1,166.02	1620 Mariachi Club	729.67
1115 Choir Club	5,560.23	1631 Panther Popcorn	4,586.71
1120 AVID Club	2,980.64	1740 ASL Club	2,834.35
1172 Dance Club	122.10	1744 Auto Skills USA Amphi Chapter	4,029.05
1180 Basketball -Boys	3,190.15	1745 Soccer -Boys	112.82
1200 Panther Partners Club	1,001.37	1770 Softball Club	744.22
1204 Panther Philanthropy Club	-	1780 Spanish Club	1,703.86
1226 Early Childhood Club	2,402.61	1785 AHS Spiritline Cheer	537.18
1227 Yearbook Club	2,488.40	1790 Cross Country Club -Girls	819.87
1230 FCA Club	-	1803 HOSA Club	9,206.06
1234 FFA Club	1,000.20	1830 Swim Club	912.89
1235 FFA - Loan Funds	1,714.24	1835 Tennis -Girls	11.72
1245 French Club	1,641.35	1840 Tennis -Boys	12.47
1250 FBLA Club	262.91	1850 Tech Theater Club	380.68
1255 A/V Panthers Club	4,120.41	1860 Trackers - Track & Field Club	740.88
1261 The Game Club	51.00	1900 Volleyball -Girls	7,049.96
1275 Girls Golf Club	-	1905 Beach Volleyball	3,036.21
1280 Greenhouse Club	62.70	1940 Young Life Club	-
1290 Wrestling	109.12	1950 Bookstore Over/Short	0.52
1300 Football Club	1,662.54	1965 Astronomy Club	-
1310 Inter Act Club	1,403.56	1981 The Bigg Boyz Club	-
1350 Volleyball -Boys	120.65	1983 Amphi Welding Club	140.00

Amphi HS Total Clubs \$ 98,665.92

Plus: Outstanding Checks	10,440.18
Less: Outstanding Deposits (Inc CC's)	(9,042.90)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	<u><u>\$ 100,063.20</u></u>

Sweep Account \$ 100,063.20
0.00

**Canyon Del Oro High School
Student Activity Account
Schedule of Club Balances
For Month Ending April 30, 2026**

1001 Student Government	\$ 55,779.11	1420 IB Club	\$ 259.47
1020 Academic Decathlon	7,626.80	1425 Anime Club	-
1031 Black Excellence Student Union	231.50	1470 Soccer -Girls	2,081.01
1033 Awareness	15.00	1480 Link Crew	7,178.53
1034 Art Club	203.00	1530 Model United Nations	208.84
1070 Band Club	7,407.99	1560 National Honor Society	746.82
1081 Be Kind /Ben's Bell Club	390.64	1580 Youth and Government	90.00
1083 Biology Club	1,502.81	1590 Odyssey of the Mind	12,165.80
1084 Bowling Club	1.44	1600 Orchestra Club	9.55
1085 Golf -Boys	12,963.89	1650 Psychology Club	28.00
1110 Basketball -Girls	1,229.54	1740 Sign Language Club	376.02
1111 Book Club	20.62	1742 Senior Spirit Squad	632.82
1113 Drama Club	5,959.88	1743 Skills USA Construction	26,158.39
1115 Choir	1,548.49	1744 Skills USA Autos	13,413.63
1118 Engineering Club	885.67	1745 Soccer -Boys	1,052.60
1128 Mountain Bike	-	1770 Softball Club	-
1140 Chemistry Club	574.22	1780 Spanish Club	616.92
1145 Chess	2,590.15	1785 Spiritline/ Pomline	1,716.73
1150 Culinary Arts/FCCLA	4,645.08	1786 Stunt & Cheer	2,858.67
1155 Catering	12,938.06	1790 Cross Country	8,383.58
1170 Debate Club	61.06	1800 HOSA-Future Health Professionals	1,379.49
1172 Dance	4,388.27	1810 CDO Travelers' Club	-
1180 Basketball -Boys	-	1830 Swim Club	-
1200 DoradoTeam	4,384.72	1835 Tennis -Girls	3,475.55
1220 Girls Who Code Club	-	1840 Tennis -Boys	3,156.34
1224 CDO Film Club	45.00	1860 Track & Field Club	23,051.88
1225 Environmentalist Club	211.22	1865 TRI-M Club	1,471.70
1226 Early Childhood	5,046.93	1900 Volleyball -Girls Club	-
1227 Yearbook	6,364.75	1905 Beach Volleyball	1,164.13
1230 FCA Club	81.61	1911 Poetry Club	-
1245 French Club	126.76	1915 CDO Pickleball Club	211.22
1250 FBLA	3,510.15	1916 Podcast Club	-
1254 Fashion Photography	33.00	1917 Clay Club	386.70
1255 Photography Club	1,906.71	1918 CDO Newspaper Club	-
1267 LGBTQ+	266.62	1919 Literature Club	-
1270 German Club	450.11	1921 CDO Aeronautics	300.00
1275 Golf -Girls	7,311.12	1922 Mud Club	538.84
1290 Wrestling	-	1923 Skate Club	-
1300 Football Club	4,448.65	1924 Climbing Club	-
1310 Interact	-	1940 Fashion History Club	30.00
1345 Take-A-Hike Club	-	1940 Decision Point Club	-
1350 Volleyball -Boys	1,633.06	1985 National Tech Honor Society	415.00
		1950 Bookstore Over/Short	-

CDO HS Total Clubs \$ 270,341.86

Plus: Outstanding Checks	8,615.81
Less: Outstanding Deposits (Inc CC's)	(38,334.95)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	\$ 240,622.72

Sweep Account \$ 240,622.72
0.00

**Ironwood Ridge High School
Student Activity Account
Schedule of Club Balances
For Month Ending April 30, 2026**

1001 Student Government	\$ 46,467.32	1430 Key Club	\$ 556.33
1035 Art Club	1,706.53	1450 Speech & Debate	-
1040 Photography/Skills USA	18,016.30	1470 Soccer -Girls	12,269.67
1055 Fashion Design	-	1530 Model United Nations	3,038.13
1070 Band Club	3,135.01	1560 National Honor Society	1,033.74
1080 Baseball	10,574.97	1575 PHP-People Helping People	-
1083 Science Club	1,037.99	1595 Japanese	-
1085 Golf -Boys	3,469.55	1600 Orchestra Club	3.75
1090 Book Dazzlers	130.00	1700 Club Green	-
1095 Ridge Audio	2,627.85	1740 Sign Language	399.00
1110 Basketball -Girls	119.85	1745 Soccer -Boys	2,079.03
1113 Drama	663.14	1750 Robotics Club	2,029.68
1115 Choir	1,493.07	1755 Sports Medicine-HOSA	125.00
1150 Culinary Arts	1,596.03	1770 Softball Club	831.31
1173 Pomline	0.58	1777 Rooted in Christ Fellowship	-
1180 Basketball -Boys	1,897.26	1785 Spiritline/Cheer Club	1,463.16
1203 Pop till you Drop	4,470.67	1790 Cross Country	906.13
1226 Early Childhood	1,229.98	1800 Sports Medicine Trainers	314.41
1227 Yearbook	20,763.64	1803 Healthcare - HOSA	258.48
1230 FCA-Future Christian Athletes	-	1830 Swim Club	5,795.65
1256 On the Ridge Design/Iron Quill	6,123.20	1835 Tennis -Girls	3,388.08
1260 Gaming	114.95	1840 Tennis -Boys	3,960.16
1266 Q Club	399.57	1850 Technical Theater Club	78.53
1275 Golf -Girls	2,728.32	1860 Track & Field Club	-
1280 DECA	-	1900 Volleyball -Girls	2,497.53
1290 Wrestling	787.84	1905 Beach Volleyball	12,521.23
1300 Football	6,205.97	1910 Imprints of Honor	921.19
1350 Volleyball -Boys	6,827.85		

1950 Bookstore Over/Short

Ironwood Ridge HS Total Clubs	\$ 197,057.63
Plus: Outstanding Checks	2,329.57
Less: Outstanding Deposits (Inc CC's)	(24,522.82)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	\$ 174,864.38

Sweep Account \$ 174,864.38
0.00



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

DATE OF MEETING: **June 9, 2026**

TITLE: **Approval of Parent Support Organization(s) – 2026-2027**

BACKGROUND:

Approval of the following Parent Support Organization(s) pursuant to District Procedure 4-102.A:

IRHS Wrestling Booster
IRHS Ridge Boys BBall Booster
CDO Volleyball Booster
CDO Parent Organization

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve these changes to the list of approved parent support organizations.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: June 2, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

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

School Year 2026 - 2027

Name of Organization IRHS WRESTLING BOOSTER

School IRONWOOD RIDGE HIGH SCH

Related Student Organization or Club _____

Taxpayer I.D. 27-0281266

OFFICERS:

Name: KIMBERLY BOGGIE

Name: JESSICA CASIMATES

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 12/10/24

Date taking office: 05/14/26

Name: _____

Name: AMY CALDWELL

Office Held: _____

Office Held: SECRETARY

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: _____

Date taking office: 05/14/26

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

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

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

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

Member meetings held how often? _____ Executive meetings held how often? _____

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

[Signature] 5/14/26
 Signature Date

[Signature] 05/14/2026
 Signature Date

[Signature] 5/14/26
 Signature Date

[Signature] _____
 Signature Date

Site Administrator's Approval: [Signature]
 Signature

5/19/26
 Date

For district use:

Finance Department recommendation: approval

Governing Board Agenda date: 6/6/26

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS

ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2026 - 2027Name of Organization IRHS RIDGE BOYS BBALL BOOSTERSchool IRONWOOD RIDGE HIGH SCH

Related Student Organization or Club _____

Taxpayer I.D. 33-5031721**OFFICERS:****Name:** VERONICA HANLEY**Name:** CASANDRA HOHNOffice Held: PresidentOffice Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 04/29/26Date taking office: 04/29/26**Name:** RACHEL MANNING**Name:** ANNIE ANDERSONOffice Held: VICE PRESIDENTOffice Held: SECRETARY

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 04/29/26Date taking office: 04/28/25

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

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

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

Are two signatures required on disbursements? ☒ Yes ☐ No By-laws reviewed annually? ☒ Yes ☐ NoMember meetings held how often? at the discretion of the board Executive meetings held how often? quarterly

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

Signature _____

Date _____

Signature _____

Date _____

Signature _____

Date _____

Signature _____

Date _____

Site Administrator's Approval: _____

Signature _____

Date _____

For district use:

Finance Department recommendation: approvedGoverning Board Agenda date: 6/1/26

Kimberly Outlaw Ryan 4/29/26

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS

ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2026 - 2027Name of Organization CDO VOLLEYBALL BOOSTERSSchool Canyon del Oro High Sch

Related Student Organization or Club _____

Taxpayer I.D. 82-4599533**OFFICERS:****Name:** AUDRA BROWNOffice Held: President

Address: _____

E-mail: _____

Phone(s): _____

Date taking office: 04/10/26**Name:** VANESSA HILLOffice Held: VICE PRESIDENT

Address: _____

Phone(s): _____

Date taking office: 04/10/26**Name:** MOREY VALENZUELAOffice Held: Treasurer

Address: _____

E-mail: _____

Phone(s): _____

Date taking office: 04/10/26**Name:** STACEY HACKETTOffice Held: SECRETARY

Address: _____

Phone(s): _____

Date taking office: 04/10/26

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

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

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

Are two signatures required on disbursements? ☒ Yes ☐ No By-laws reviewed annually? ☒ Yes ☐ NoMember meetings held how often? Monthly Executive meetings held how often? Monthly

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

<u>[Signature]</u> Signature <u>4/10/26</u> Date	<u>[Signature]</u> Signature <u>4/10/26</u> Date
<u>[Signature]</u> Signature <u>4/10/26</u> Date	<u>[Signature]</u> Signature <u>4/10/2026</u> Date
Site Administrator's Approval: <u>Tara Bully</u> Signature	<u>5/19/26</u> Date

For district use:

Finance Department recommendation: approvedGoverning Board Agenda date: 6/19/26

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS

ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2026 - 2027Name of Organization CDO PARENT ORGANIZATIONSchool CANYON DEL ORO HIGH SCH

Related Student Organization or Club _____

Taxpayer I.D. 86-0763723**OFFICERS:****Name:** SHANNON SAREEN**Name:** VALERIE QUAYOffice Held: PresidentOffice Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 04/21/26Date taking office: 04/21/26**Name:** REGINA BENNETT**Name:** LAUREN ANDERSENOffice Held: VICE PRESIDENTOffice Held: SECRETARY

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 04/21/26Date taking office: 04/21/26

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

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

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

Are two signatures required on disbursements? ☐ Yes ☒ No By-laws reviewed annually? ☒ Yes ☐ NoMember meetings held how often? monthly Executive meetings held how often? as needed

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

Valerie Quay
 Signature

4/21/2026
 Date

Regina M Bennett
 Signature

4/21/2026
 Date

Tara Bullygi
 Signature

5/19/26
 Date

04/21/2026
 Date

4/21/26
 Date

Site Administrator's Approval: _____

Signature

Date

For district use:

Finance Department recommendation: approvalGoverning Board Agenda date: 6/9/26



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 9, 2026**

TITLE: **Approval of Disposal of Surplus Property via PublicSurplus.com**

BACKGROUND:

With Governing Board approval, the Administration will sell via an Internet-Based Online-Sale the following surplus property:

<u>Description</u>	<u>Quantity</u>
Apple IMAC	1
Truck (VT-1)	1
Digital Camera's (Amscope 720p)	12
Loud Speaker	1
Kensington Laptop Locks	60

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve the disposal of surplus property at a competitive Internet-Based Online-Sale via PublicSurplus.com.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: June 2, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **June 9, 2026**

TITLE: **Approval of Lease Agreement with Specialized Education Services, Inc.**

BACKGROUND:

The District currently leases the North Building at the Land Lab site to Specialized Education Services, Inc. (“SESI”). This lease is scheduled to terminate on July 31, 2026.

SESI has approached the Administration with a request to relocate its operations from the Land Lab to the former Donaldson Elementary School for the 2026–2027 school year. The Donaldson facility is currently vacant, and the District has no anticipated short-term use for the space.

This agenda item is presented to permit the District to lease the Administration Building and four classrooms in POD A at Donaldson Elementary School, effective July 15, 2026. The proposed lease is for an eleven-month and seventeen-day term with optional annual one-year renewal terms for a maximum of four additional years. In conjunction with this lease, the District will execute an amendment to the current Land Lab lease to allow for early termination, effective July 14, 2026.

The execution of the lease agreement is advantageous to the District financially with receipt of monthly lease payments and reimbursement of proportional amounts of utility fees for the leased buildings at the Donaldson location.

District Legal Counsel has reviewed both agreements and has determined that it is within the power and authority of the Amphitheater Governing Board to enter into the agreements.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve the Lease Agreement with SESI to lease buildings at Donaldson Elementary School and the Amendment to the Lease Agreement at the Land Lab and authorize the Administration to execute both Agreements.

INITIATED BY:

Richard C. La Nasa, Executive Manager, Operational Support

Date: June 2, 2026

Todd A. Jaeger, J.D., Superintendent

AMENDMENT TO LEASE AGREEMENT

THIS AMENDMENT TO LEASE AGREEMENT ("Amendment") made as of this ____ day of _____, 2026, by and between Amphitheater Unified School District No. 10 (hereinafter "Landlord"), whose address is 701 W. Wetmore Road, Tucson, AZ 85705, and Specialized Education of Arizona, Inc. ("hereinafter "Tenant"), whose address is c/o FullBloom, 150 Rouse Blvd., Suite 210, Philadelphia, PA 19112.

RECITALS

- A. Landlord and Tenant previously entered into a certain School Building Lease dated July 9, 2025, (the "Original Lease") for Tenant's use of certain real property and improvements located at 450 E. Wetmore Rd., Tucson, AZ 85705 (the "Premises").
- B. Landlord and Tenant have negotiated and anticipate entering into a certain School Building Lease effective as of July 15, 2026 (the "New Lease") for Tenant's use of certain real property and improvements located at 2040 W Omar Dr., Tucson, AZ 85704.
- C. The initial term of the Original Lease is set to expire at 11:59 p.m. on July 31, 2026 (the "Termination Date").
- D. In connection with the New Lease, Landlord and Tenant desire to amend the Original Lease to provide for an earlier Termination Date and terminate the Original Lease on the commencement of the New Lease.

Based on the foregoing, Landlord and Tenant hereby agree as follows:

- 1. Section 2 of the Original Lease is hereby amended to read as follows:
 - 2. **TERM.** The term hereof shall be for a period of 12 months (the "Term") (or until such Term shall sooner cease and expire as hereinafter provided) commencing on July 15, 2025 (the "Commencement Date") and expiring at 11:59 p.m. on July 14, 2026. Notwithstanding anything in this Lease to the contrary, Tenant may not extend the Term of this Lease.
- 2. Removal of Renewal Term. Any references to a "Renewal Term" or "Renewal Terms" are hereby stricken from the Original Lease, to include any references to increases to the Base Rent, as defined in the Original Lease, occurring or to be paid during such Renewal Term(s).
- 3. Reaffirmation. Except as modified by this Amendment, the parties ratify and confirm the remaining provisions of the Original Lease, which shall continue in force and effect as provided in the Original Lease.

[Signature Page to Follow]

LANDLORD
Amphitheater Unified School District No. 10

By: _____

Its: _____

Address: _____

Phone: _____

Date: _____

TENANT
Specialized Education of Arizona, Inc.

By: _____

Its: _____

Address: _____

Phone: _____

Date: _____

SCHOOL BUILDING LEASE

THIS SCHOOL BUILDING LEASE ("Lease") made as of this ____ day of _____, 2026, by and between Amphitheater Unified School District No. 10 (hereinafter "Landlord"), whose address is 701 W. Wetmore Road, Tucson, AZ 85705, and Specialized Education of Arizona, Inc. ("hereinafter "Tenant"), whose address is c/o FullBloom, 150 Rouse Blvd., Suite 210, Philadelphia, PA 19112.

WITNESSETH, that for and in consideration of the Rent hereinafter reserved and of the mutual covenants and agreements hereinafter set forth, Landlord and Tenant do hereby mutually agree as follows:

1. PREMISES AND USE.

- (a) Landlord does hereby lease and demise to Tenant for use only by Tenant, and Tenant does hereby lease and take from Landlord, to have and to hold for the term and upon the covenants and conditions hereinafter set forth, the buildings identified as the "Administration Building and Building A" at Marion Donaldson Elementary School, located at 2040 W Omar Dr., Tucson, AZ 85704 (the "Buildings"), together with certain portions of the real property on which the Buildings sit, and all existing playgrounds, playground equipment and fields, as described and shown on Exhibit "A" (the "Premises").
- (b) At the commencement of the Term, as defined herein, Landlord shall turnover the Premises and Buildings, including all mechanical, plumbing, and electrical systems in good working order and the Buildings shall be free of all furniture and other tangible personal property to allow Tenant to furnish the Buildings as necessary for its operations.
- (c) Tenant shall use the Premises and Buildings for education and general office purposes related thereto (the "Use"). Tenant may use the Premises and Buildings for other purposes related to the Use, so long as such other use is permitted by the zoning designation for the Buildings, and so long as such other use does not materially interfere with the educational functions of Landlord.
- (d) Landlord represents and warrants that the Premises and Buildings allow for the Use. Landlord acknowledges that Landlord has provided Tenant a copy of the existing Certificate of Occupancy from year 2016 and a current Fire Marshal's inspection dated February 11, 2026, confirming "E use" and zoning compliance.
- (e) Notwithstanding anything to the contrary contained in Section 2 below, Tenant shall be permitted to enter the Premises as of July 1, 2026 to perform any and all work, install telephone and computer lines and equipment, and to move in furniture and other personal property. Tenant's rights under this Section are subject to its prior compliance with Tenant's insurance obligations under Section 8.

2. **TERM.** The term hereof shall be for a period of 11 months and 17 days (the "Term") (or until such Term shall sooner cease and expire as hereinafter provided) commencing on July 15,

2026 (the "Commencement Date") and expiring at 11:59 p.m. on June 30, 2027. Tenant may extend the Term for four (4) consecutive one (1) year periods (each, a "Renewal Term") on the same terms and conditions as contained in this Lease, except as expressly provided herein. To exercise a renewal option, Tenant shall provide Landlord with written notice at least ninety (90) days prior to the expiration of the Term or current Renewal Term, as applicable. Tenant may only exercise one (1) renewal option at a time.

3. **SECURITY DEPOSIT.** Upon execution of Lease, Tenant shall deposit with Landlord the sum of None (\$0.00) (the "Security Deposit") which Landlord shall reimburse to Tenant no later than two weeks following end of term so long as Tenant vacates Premises in clean and sound condition at end of Term.
4. **RENT AND RENT ADJUSTMENTS.** "Rent" means the "Base Rent" as hereinafter described, together with all other financial obligations of Tenant under this Lease which are herein described as "Additional Rent". Tenant shall pay, without notice, deduction, setoff or abatement, a total Base Rent (on an annualized basis) of one hundred eighty-seven thousand three hundred twenty-five and 0/100 dollars (\$187,325.00), in lawful money of the United States, in equal consecutive monthly installments of fifteen thousand six hundred ten and 42/100 dollars (\$15,610.42) each, in advance on the first day of each month during the Term hereof provided. Payment received later than the 5th business day following Tenant's receipt of written notice that the payment is delinquent shall be subject to a 5% late fee penalty. If the Term hereof commences (or terminates) on any day other than the first (or last) day of a month, Base Rent for the first (or last) month shall be adjusted on a per diem basis. For each renewal term, if any, following the expiration of the initial Term, the Base Rent and monthly installments shall be equal to the following:

<u>Renewal Term(s)</u>	<u>Annual Base Rent</u>	<u>Monthly Installment</u>
1	\$192,944.75	\$16,078.73
2	\$198,733.09	\$16,561.09
3	\$204,695.09	\$17,057.92
4	\$210,835.94	\$17,569.66

5. **LANDLORD WORK.** During the Term and any Renewal Term, Landlord shall maintain and repair the exterior portions of the Buildings as well as all mechanical, plumbing, and electrical systems at its own cost except that any damage to the exterior of the Buildings or the mechanical, plumbing, and electrical systems caused by acts of Tenant or Tenant's guests, invitees, licensees, agents, employees, or contractors (Tenant's "Users") and not covered by Landlord's insurance. All playground equipment is provided for Tenant's use on an "as-is" condition. Should any playground equipment become a safety hazard, Landlord may remove the hazard with no guarantee of replacement. Further, during the Term and any Renewal Terms, Landlord shall ensure the Premises and Buildings comply with all federal, state, and local laws and regulations including but not limited to the Americans with Disabilities Act and the National Register of Historic Places, unless the Premises or Buildings fail to comply with any such laws due to the acts of Tenant's Users and is not covered by Landlord's insurance, in

which case Tenant shall bring the Premises and/or Building(s) back in to compliance with such laws at its sole expense.

- 6. REFUSAL RIGHTS.** During the Term and any Renewal Terms, Tenant may exercise a right of first refusal to lease any available space or building contiguous to the Premises (the “ROFR Space”) if Landlord receives a bona-fide third-party offer to lease the ROFR Space, which offer otherwise would be acceptable to Landlord (a “Qualifying Offer”). If Landlord receives a Qualifying Offer, Landlord shall notify Tenant in writing within seven (7) business days (the “ROFR Notice”). Tenant may, within fifteen (15) business days of receiving the ROFR Notice and in its sole-discretion, notify Landlord in writing of its election to exercise its right of first refusal to lease the ROFR Space on materially identical terms to the Qualifying Offer except that the term of such new lease shall be adjusted to permit expiration co-terminus with this Lease. If Tenant fails to notify Landlord as provided herein, Tenant shall be deemed to have declined to exercise its right of first refusal and Landlord may proceed to lease the ROFR Space as provided in the Qualifying Offer.
- 7. UTILITIES.** Tenant shall be responsible to reimburse Landlord for electrical, domestic water and gas utilities service costs. Landlord will invoice Tenant on a monthly basis for the previous month’s utility services billed as follows:
- Electric (common service meter): 18% of total monthly service invoice amount
 - Domestic water (common service meter): 18% of total monthly service invoice amount
 - Gas
 - Administration Building (common service meter): 36% of total monthly service invoice amount
 - Building A (building meter): monthly service invoice amount

Tenant shall provide custodial services for the Premises. Landlord and Tenant shall provide and pay for their own trash removal services.

8. INSURANCE.

(a) **LIABILITY INSURANCE.** Tenant, at its expense, shall obtain and keep in force during the term of this Lease, a policy of comprehensive public liability insurance, insuring Landlord and Tenant against liability arising out of the use or occupancy of the Premises. Such insurance shall provide for a limit of liability of not less than ONE MILLION DOLLARS (\$1,000,000.00) for injury to or death of one (1) person in any one (1) accident or occurrence and not less than ONE MILLION DOLLARS (\$1,000,000.00) for property damage. The limits of insurance coverage shall not be deemed to limit the liability of Tenant under this Lease. Each such policy shall include Landlord as an additional insured.

(b) **PROPERTY INSURANCE.** Landlord shall obtain and keep in force during the term of this Lease a policy or policies of insurance covering loss or damage to the Property

from all perils included within the classification of fire, extended coverage, vandalism, malicious mischief and special extended perils ("all risk"). This insurance however shall not necessarily extend to any fixtures, equipment or personal property of Tenant located on the Property or within the leased Premises.

(c) **INSURANCE POLICIES.** The insurance required shall be placed with companies approved by the Landlord. Tenant shall deliver to Landlord certificates evidencing the existence and limits of the insurance required under *Paragraph 8(a)*. Tenant shall notify Landlord in writing not less than ten (10) days prior to any modification or cancellation of any such policy. Tenant shall not do or permit anything to be done which would invalidate the insurance policies and shall reimburse Landlord for any additional premium Landlord is required to pay as a result of any act of Tenant or Tenant's use of the Premises.

9. **ADDITIONS TO PROPERTY.** Tenant, at its own expense, may add the name of its school to the existing marquee sign that exists on the Premises. Prior to such addition, Tenant shall submit its design and layout to the Landlord for approval, which shall not be unreasonably withheld or delayed. Tenant may, at its own cost and expense, shall have a right but not the obligation to install additional playground equipment at any point during the Term or Renewal Term with Landlord's consent, which shall not be unreasonably withheld or delayed. Following the termination of this Lease, any improvements shall be considered a fixture the Tenant shall not remove unless otherwise mutually agreed in writing signed by Landlord and Tenant. If installed by Tenant, Tenant shall hold Landlord harmless against any and all claims or liabilities arising out of the use of such additional playground equipment by Tenant, Tenant's Users, or any trespassers.
10. **RESTORATION.** Tenant shall not be obligated to restore the Premises to its prior condition upon the termination of the Lease and shall not be obligated to remove any cabling or wiring installed by Tenant during the Term or Renewal Term on or following the termination of the Lease.
11. **ASSIGNMENT.** Tenant may sublet or assign all or part of the Premises or Buildings at any time with Landlord's consent, which shall not be unreasonably withheld or delayed. Landlord's consent shall not be required for an assignment or sub-let to any wholly owned subsidiary or commonly controlled affiliate of Tenant or to any entity that acquires all or substantially all of Tenant's assets or equity interests, except that Tenant shall still notify Landlord of such assignment or sub-let.
12. **HOLD HARMLESS.** Tenant shall defend, indemnify and hold harmless Landlord against and from any and all claims arising from Tenant's use of the Premises and/or Buildings or from the conduct of its business or from any activity, work, or other things done, permitted or suffered by the Tenant in the Premises, and shall further indemnify and hold harmless Landlord against and from any and all claims arising from any breach or default in the performance of any obligation on Tenant's part to be performed under the terms of this Lease, or arising from any act or negligence of the Tenant, or any officer, agent, employee, guest, or invitee of Tenant, or arising from any accident, injury, or damage whatsoever

caused to any person or property in the Buildings and/or Premises, and from all costs, attorney's fees, and liabilities incurred in or about the defense of any such claim or any action or proceeding brought thereon and in case any action or proceeding be brought against Landlord by reason of such claim, Tenant shall defend the same at Tenant's expense by counsel reasonably satisfactory to Landlord. Tenant, as a material part of the consideration to Landlord, hereby assumes all risk of damage to property or injury to persons in or upon the Premises, from any cause other than Landlord's negligence or intentional acts (and the indemnification and hold harmless in this Section 12 shall not apply to the extent the claim results from the negligent or intentional acts of Landlord or its agent, employee or contractor; and Tenant hereby waives all claims in respect thereof against Landlord. Tenant shall give prompt notice to Landlord in case of casualty or accidents in the Premises.

13. REMEDIES IN DEFAULT. In the event of any such default or breach by Tenant, Landlord may at any time thereafter, in its sole discretion, with or without notice or demand and without limiting Landlord in the exercise of a right or remedy which Landlord may have by reason of such default or breach:

(a) Terminate Tenant's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Tenant shall immediately surrender possession of the Premises to Landlord. In such event Landlord shall be entitled to recover from Tenant all damages reasonably incurred by Landlord by reason of Tenant's default including, but not limited to, the cost of recovering possession of the Premises; expenses of re-letting, including commissions, free rent, and any necessary renovation and alteration of the Premises; reasonable attorney's fees; and that portion of any leasing commission paid by Landlord and applicable to the unexpired term of this Lease. Unpaid installments of rent or other sums shall bear interest from the date due at the maximum legal rate; or

(b) Maintain Tenant's right to possession, in which case this Lease shall continue in effect whether or not Tenant shall have abandoned the Premises. In such event Landlord shall be entitled to enforce all of Landlord's rights and remedies under this Lease, including the right to recover the rent and any other charges and Adjustments as may become due hereunder; or

(c) Terminate Tenant's right of possession of the Premises without terminating the Lease, in which case Tenant shall immediately surrender possession of the Premises to Landlord and Landlord shall be entitled to recover as set forth in 13(b) above.

(d) In addition to the rights and remedies listed above, Landlord may pursue any other remedy now or hereafter available to Landlord under the laws or judicial decisions of the State of Arizona.

14. PARKING. The Parking Areas shall be available for the non-exclusive use of Tenant during the full term of this Lease or any Renewal Term(s) subject to the following conditions:

(a) Tenant shall keep said automobile parking areas in a neat, clean and orderly condition and shall repair any damage to the facilities thereof caused by Tenant or Tenant's users.

(b) Tenant, for the use and benefit of Tenant, its agents, employees, licensees and sub-tenants, shall have the non-exclusive right to use said parking areas during the entire term of this Lease, or any extension thereof, for ingress and egress, and automobile parking.

15. **NOTICES.** All notices and demands to be given by one party to the other party under this Lease shall be given in writing, mailed or delivered to Landlord at the address set forth above or to Tenant at the following addresses:

Lease matters, invoices, payment information and reconciliations:

FullBloom
c/o Scribcor Global Lease Administration
E-mail: fullbloom@scribcorglobal.com and leases@fullbloom.org

Legal Matters:

FullBloom
Attn: Michael A. Shafir, Chief Legal Officer
150 Rouse Blvd., Suite 210
Philadelphia, PA 19112
E-mail: michael.shafir@fullbloom.org

With a copy in all cases to:

FullBloom
c/o Scribcor Global Lease Administration
2 Mid America Plaza, Suite 650
Oakbrook Terrace, IL 60181
E-mail: fullbloom@scribcorglobal.com

Each party may change its address(es) for notices by notice to the other party. Notices shall be delivered by hand, by United States certified or registered mail, postage prepaid, return receipt requested, by a nationally recognized overnight air courier service or by email. Notices shall be considered to have been given upon the earlier to occur of actual receipt, two business days after posting in the United States mail or the first business day after delivery to the courier service.

[Signature Page to Follow]

LANDLORD

Amphitheater Unified School District No. 10

By: _____

Its: _____

Address: _____

Phone: _____

Date: _____

TENANT

Specialized Education of Arizona, Inc.

By: _____

Its: _____

Address: _____

Phone: _____

Date: _____

Exhibit A
Description of Premises

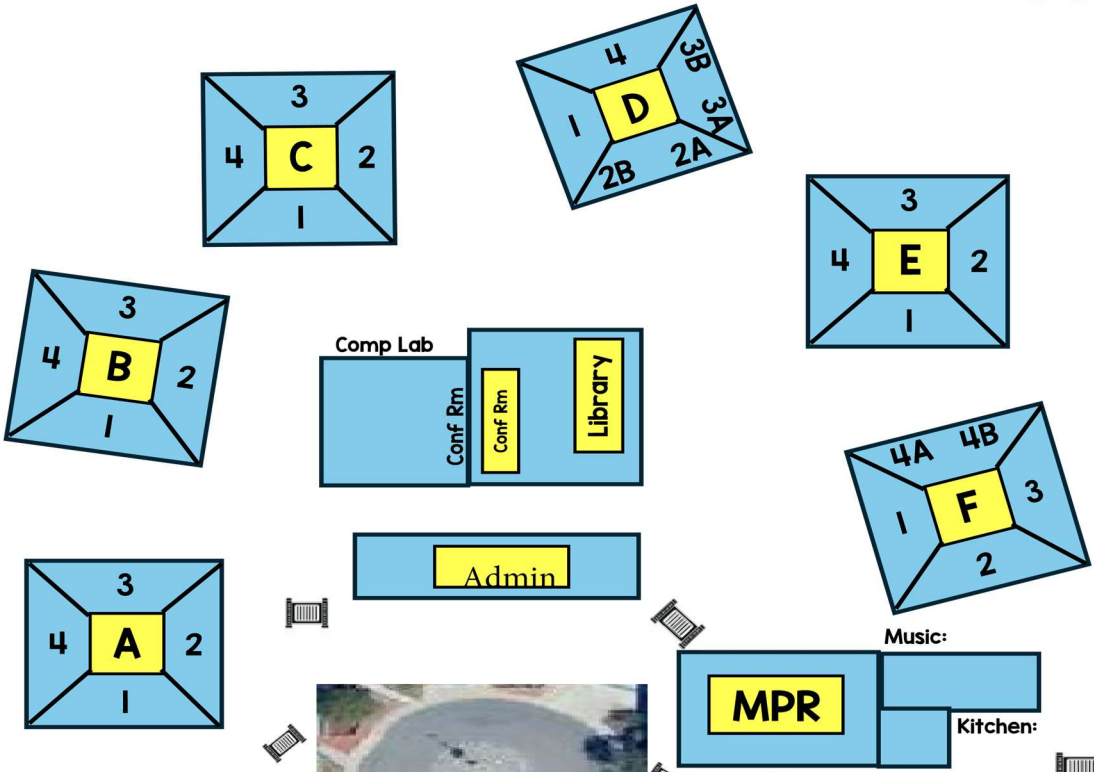
The Amphitheater Unified School District No. 10 Premises leased to Specialized Education Services, Inc. consists of the Administration Building, Building A, existing playgrounds, playground equipment and fields located at the Marion Donaldson Elementary School located at 2040 W Omar Dr., Tucson, Arizona 85704.



2025-2026 School Year



La Cholla





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

DATE OF MEETING: **June 9, 2026**

TITLE: Approval of the Amphitheater Teacher Performance Evaluation System for the 2026-2027 School Year

BACKGROUND:

The Amphitheater Teacher Performance Evaluation System (ATPES) is reviewed annually to ensure alignment with district expectations and compliance with Arizona State Law. The ATPES Committee is made up of teachers, administrators, an Amphi EA representative, and a data department representative. The committee met once during the 2025-2026 school year.

In 2018-2019, the ATPES Committee recommended that the ATPES domains and indicators be aligned with the Danielson Framework. The Danielson Model for teacher evaluation is a well-researched approach to assessing teacher proficiency and includes rubrics for each indicator which assists teachers in improving their practice. The Danielson system is in place in over forty-four (44) states. The State of Arizona utilizes this model in their examples posted by the Arizona Department of Education. In February of 2019, the Governing Board approved the procurement of an evaluation system and the necessary training to implement this change. Teacher training for new teachers will take place at Wetmore and at the school sites for 2026-2027 for our returning teachers.

The changes to ATPES for the 2026-2027 school year are as follows:

- Dates were changed to align with the 2026-2027 academic calendar.
- Minor grammatical errors

RECOMMENDATION:

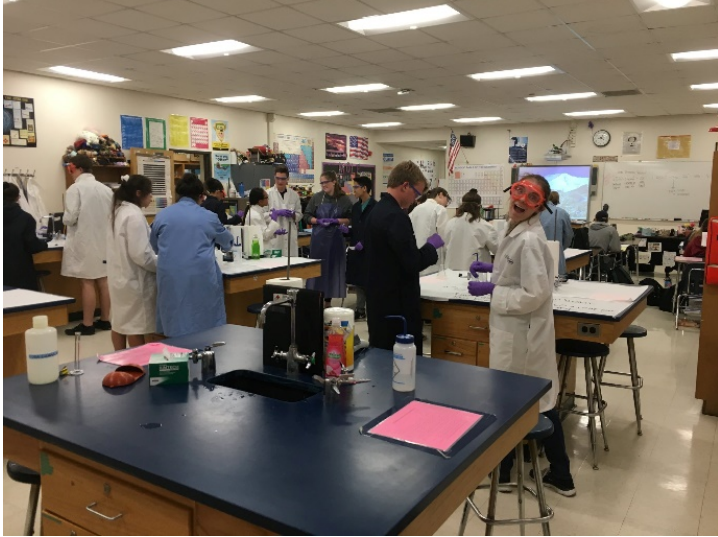
The administration recommends that the Governing Board approve the revised Amphitheater Teacher Performance Evaluation System (ATPES) for 2026-2027.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: May 28, 2026

Todd A. Jaeger, J.D., Superintendent



Amphitheater Teacher Performance Evaluation System

*THE FRAMEWORK FOR
TEACHING: DANIELSON
MODEL*

~~2025~~2026-
~~2026~~2027

Full alignment
with the
Danielson
Framework for
Teaching

**“THE FRAMEWORK
GIVES VOICE TO WHAT
ALL EDUCATORS
KNOW: THAT TEACHING
IS INCREDIBLY
COMPLEX WORK. IT’S A**



GOVERNING BOARD

~~Susan Zibrat~~ Vicki Cox Golder, President
~~Deanna M. Day~~ Matthew A. Kopec, M. Ed., Vice President
~~Vicki Cox Golder~~ Deanna M. Day, M.Ed.
~~Matthew A. Kopec~~ Michael Gemma, Ed.D.
Susan Zibrat

DISTRICT ADMINISTRATION

Todd A. Jaeger, J.D., Superintendent
Tassi Call, Associate Superintendent for Elementary Education
Matthew Munger, Associate Superintendent for Secondary Education
Scott Little, Chief Financial Officer

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

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ATPES Committee Members90

AMPHITHEATER PUBLIC SCHOOLS VISION, MISSION & BELIEFS

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our 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 Value

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

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, school staff, and community;
- The school community deserves a safe and caring environment;
- Our actions reflect our values and dedication to meet student needs fairly and equitably;
- Ample resources are essential to accomplish the Mission.





Amphitheater Public Schools

Promise of a Graduate Characteristics



Scholarship

- Academic knowledge
- Research skills
- Intellectual curiosity
- Continuous learning
- Information literacy



Problem Solving

- Resourcefulness
- Decision-making
- Adaptability
- Systematic approach
- Shared responsibility



Communication

- Active listening
- Clear expression
- Respectful dialogue
- Nonverbal awareness
- Concise writing



Caring

- Empathy
- Kindness
- Respectfulness
- Emotional intelligence
- Inclusivity



Critical Thinking

- Analytical reasoning
- Logical evaluation
- Evidence-based judgement
- Problem deconstruction
- Inquisitiveness



Collaboration

- Teamwork
- Interpersonal skills
- Cooperation
- Conflict resolution
- Relational intelligence



Creative Thinking

- Innovative mindset
- Originality
- Flexibility
- Imagination
- Open-mindedness

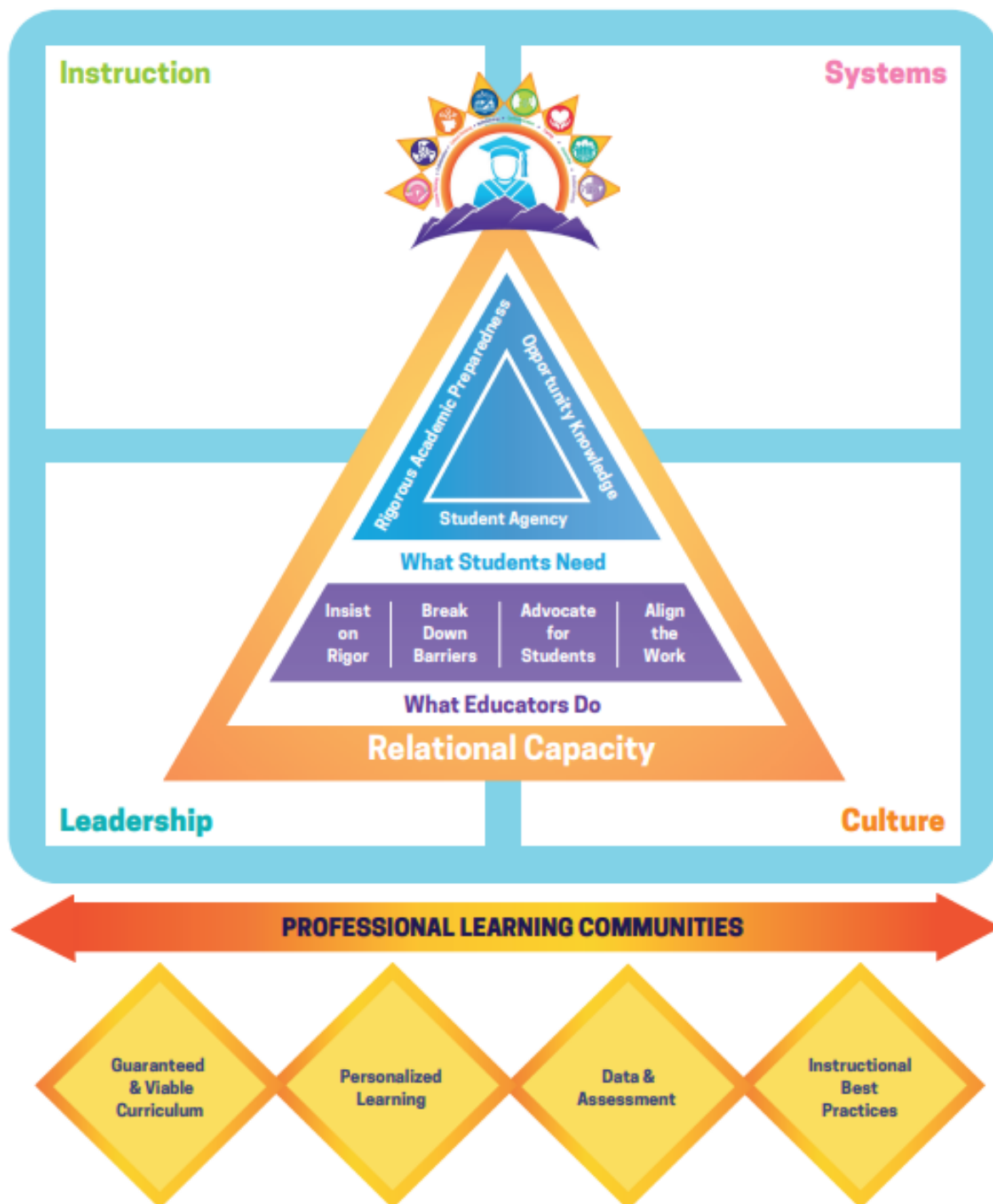


Citizenship

- Civic engagement
- Social responsibility
- Ethical behavior
- Respect for diversity
- Community involvement

AMPHITHEATER

COLLEGE & CAREER READINESS FRAMEWORK



ADAPTED FROM AVID CCR FRAMEWORK

Reading



- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

Writing



- Cornell/Focused Notes
- Learning Logs
- Quickwrites & Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

Inquiry

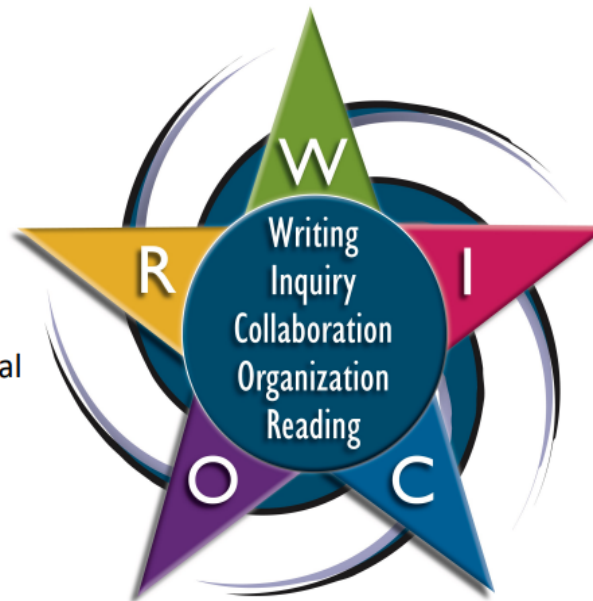


- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

Organization



- Binders & Organizational Tools
- Calendars, Planners, & Agendas
- Graphic Organizers
- A Focused Note-Taking System
- Tutorials & Study Groups
- Project Planning & SMART Goals



Collaboration



- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities/Projects
- Peer Editing Group
- Service Learning
- Cooperative Dialog
- Three-Step Interviews
- Cooperative Graphing
- Carousel

FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data is deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as ~~criteria~~ a criterion in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" ~~which that~~ meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus, librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq.* and ARS § 15-537, *et seq.*) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, regulations, or the content of manual may exist, and state statutes and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring the implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See*, Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. *See* also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (See, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019, the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a “model framework” for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage of the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate®, Advanced Placement®), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment.
- No single way of learning or teaching should be prescribed for all teachers.

The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.

- An evaluation system should identify and address instructional and professional practices that do not meet district standards.
- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.
- An evaluation system should be understandable and efficient.

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation for the 2019-2020 school year. The Danielson model includes a comprehensive and well-researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

The ATPES has long been an important part of the Amphi teaching and learning culture. The Overall Weighted Average (OWA) metric of student academic progress was a complex component of the larger ATPES framework. Given the impact of the COVID pandemic on state-mandated testing, our district was able to mitigate the challenges in replicating the OWA with new data and instead enabled teachers to retain the Classroom OWA that was last calculated in 2018-2019. Teachers new to Amphi since 2018-2019 used the School OWA. This “hold harmless” metric was used from 2019-2020 through the 2022-2023 school year.

For the 2022-2023 school year, Amphi piloted Academic Growth: The Z-Test Methodology Model. This pilot model was adopted to account for changes in state assessments that no longer provided Amphi the data needed to continue using the OWA metric. During the pilot year, the ATPES committee met and reviewed survey data and feedback. Based on this feedback, the Conditional Growth Index Model was approved, and AMIRA assessments were removed from the Teacher and School Growth components beginning in the 2023-2024 school year.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Danielson Model Domains

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy
- 1b Demonstrating Knowledge of Students
 - Child and adolescent development
 - Learning process
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
 - Students' special needs
- 1c Setting Instructional Outcomes
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse students
- 1d Demonstrating Knowledge of Resources
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students
- 1e Designing Coherent Instruction
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

3a Communicating with Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona. The metric used will be the Conditional Growth Index (CGI) model described further in this manual.

Classroom Academic Growth: For teachers with a minimum of 15 students with progress data in the subject they teach.

School Academic Growth: For all teachers based upon student progress data school wide.

School-Level Other Indicators: Other school level factors taken into consideration such as the Amphitheater Culture and Climate Surveys and 4-Year High School Graduation Rates.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Domain 1
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Domain 1 Domain 2
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Domain 2
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Domain 1
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Domain 1 Domain 3
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Domain 1
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Domain 1
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Domain 3
Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Domain 4
Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Domain 4

<https://www.azed.gov/sites/default/files/2016/10/AZ%20Professional%20Teaching%20Standards.pdf?id=57f6dbacaadebf0a04b269cd>
 Web link for Arizona Professional Teaching Standards)

TEACHER EVALUATION MODEL FOR ~~20252026~~-~~20262027~~

ACADEMIC GROWTH: THE CONDITIONAL GROWTH INDEX MODEL (CGI)

This model shares similarities to the Z-Test Methodology Model in that pre-test/post-test comparisons are made to determine growth. The primary difference is that the CGI model compares the actual observed growth a student made to the growth they were expected to make (individual growth target), whereas the Z-Test Model ~~compared~~ compares the individual growth of each student to the average growth in the grade level. The CGI model accounts for how much a student exceeds their growth target and thus, compares students to his/her academic peers based on the same starting point (Fall RIT score).

Methodology:

The Northwest Evaluation Association (NWEA) uses the Conditional Growth Index score for growth comparisons to be made between students of differing achievement levels, across grades, and subject areas. The CGI is a normative growth metric that provides a standardized measure of observed growth compared to ~~NWEA~~ calculated ~~NWEA-calculated~~ growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject tested, and the amount of instructional time between the tests. A CGI score indicates the number of standard deviations above or below that growth norm. Therefore, an individual CGI score of zero indicates a student showed the same amount of growth as national growth norms. Positive CGI scores indicate growth that exceeded national norms, and negative CGI scores indicate growth that was less than national growth norms.

- Identify 2nd – 10th grade Reading and Math courses with at least 15 students with Pre/Post data ($n \geq 15$)
- Extract the Conditional Growth Index for each student using NWEA data. The Conditional Growth Index is calculated by NWEA for each student based on their Fall to Spring NWEA MAP assessment by subtracting projected growth from observed growth and dividing by the standard deviation.
- Convert the distribution of individual CGI scores into a group (class) score by calculating the normal distribution for the class, resulting in a CGI percentile.
- For School Academic Growth, use the Conditional Growth Index percentile for each grade level in grades 2 – 10, in Reading and Math using NWEA data.
- Convert the resulting percentile into an ATPES Growth Score using quintiles.

**Teachers with $N < 15$ receive the school-level growth score, which is derived using the same basic methodology*

CGI Percentile	ATPES Score
0-20%	1.3
20-40%	2
40-60%	2.7
60-80%	3.3
80-100%	4

For 2026-2027, weights for inclusion of student academic growth data following the CGI model are:

Group A teachers: 20% of evaluation total based on student progress data:	
Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
Classroom-level academic growth (CGI)	15%
School-level academic growth (CGI)	5%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

Group B teachers: 20% of evaluation total based on student progress data:	
Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
School-level academic growth (CGI)	20%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

School-Level Other:

In addition to student progress data, the school-level other category accounts for 5% of every teacher evaluation and is comprised of the Amphitheater Culture and Climate Surveys for K-12 teachers, as well as a High School Graduation Rate calculation for all 9-12 grade High School teachers.

- Survey results are a weighted average of Likert values from Staff, Parent, and Student surveys.
- Graduation rate uses a ratio or comparison of the 4 year graduation from each high school, compared to the state of Arizona 4 year graduation rate.



Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

School *Sample K8 School*
 Teacher last name *Teacher*
 Teacher first name *Sample*
 Content Area/Grade Level
 Group *Group B*
 Date informal evaluation
 Date formal evaluation
 Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
• Content knowledge • Prerequisite relationships • Content pedagogy		
Demonstrating Knowledge of Students		
1b	3	3.2
• Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage		
Setting Instructional Outcomes		
1c	3	3.2
• Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners		
Demonstrating Knowledge of Resources		
1d	3	3.2
• For classroom • To extend content knowledge • For students		
Designing Coherent Instruction		
1e	3	3.2
• Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure		
Designing Student Assessments		
1f	3	3.2
• Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning		
Domain 1 Overall Averages		3.20

Sample Teacher

		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
Creating an Environment of Respect and Rapport			
2a	- Teacher interaction with students - Student interaction with students	3	3.2
Establishing a Culture for Learning			
2b	- Importance of content - Expectations for learning and achievement - Student pride in work	3	3.2
Managing Classroom Procedures			
2c	- Instructional groups - Transitions - Materials and supplies - Non-instructional duties - Supervision of volunteers and paraprofessionals	3	3.2
Managing Student Behavior			
2d	- Expectations - Monitoring behavior - Response to misbehavior	3	3.2
Organizing Physical Space			
2e	- Safety and accessibility - Arrangement of furniture and resources	3	3.2
Domain 2 Overall Averages		3	3.2

		Rating	Weighted Values
DOMAIN 3: Instruction			
Communicating With Students			
3a	- Expectations for learning - Directions and procedures - Explanations of content - Use of oral and written language	3	3.2
Using Questioning and Discussion Techniques			
3b	- Quality of questions - Discussion techniques - Student participation	3	3.2
Engaging Students in Learning			
3c	- Activities and assignments - Student groups - Instructional materials and resources - Structure and pacing	3	3.2
Using Assessment in Instruction			
3d	- Assessment criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring	3	3.2
Demonstrating Flexibility and Responsiveness			
3e	- Lesson adjustment - Response to students - Persistence	3	3.2
Domain 3 Overall Averages		3	3.2

Sample Teacher		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
Reflecting on Teaching			
4a	• Accuracy • Use in future teaching	3	3.2
Maintaining Accurate Records			
4b	• Student completion of assignments • Student progress in learning • Non-instructional records	3	3.2
Communicating with Families			
4c	• About instructional program • About individual students • Engagement of families in instructional program	3	3.2
Participating in a Professional Community			
4d	• Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	3	3.2
Growing and Developing Professionally			
4e	• Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	3	3.2
Showing Professionalism			
4f	• Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3	3.2
Domain 4 Overall Averages		3	3.20

DOMAIN 5: Student Progress Data (using CGI Model)

Classroom Academic Growth (Group A only)

Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time

N/A

Not used for this teacher

School Academic Growth

Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time

2.67

School Weighted Academic Growth Average

2.67

School Other Indicators

Other measures of school effectiveness
High School 4 Year Graduation Rate

3.08

School Weighted Average of Other Measures

3.08

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

_____ Results of evaluation require Needs Improvement Plan*

_____ Professional Growth Plan attached

Teacher's signature

Date

Evaluator's signature

Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

_____ I RECOMMEND that this employee be offered a contract for the ensuing year.

_____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)

_____ NOT APPLICABLE (specify reason): _____

_____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

Each school principal receives a School Summary Report at the beginning of the school year. This shows scores for two areas: school-level academic measures—the School Level CGI and the Other Indicators. The School Level CGI is a measure of the academic growth of all students. The Other Indicators measure includes the Culture and Climate Survey K-12 and High School graduation rate calculation for grades 9-12.

The student progress CGI's are reported on the ATPES evaluation document under Domain 5.

The sample below shows a portion of an elementary School Summary Report:

SCHOOL SUMMARY REPORT 					
School: Happy Elementary School Summary Report School Year: 2022-2023 School Level Conditional Growth Index ATPES 3.3					
READING/LANGUAGE ARTS CGI: <u>.80</u> %ile: <u>.787</u>					
SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Reading	NWEA MAP Growth	2	52	.39
2022-23	Reading	NWEA MAP Growth	3	61	.72
2022-23	Reading	NWEA MAP Growth	4	58	1.65
2022-23	Reading	NWEA MAP Growth	5	55	.42
MATHEMATICS CGI: <u>1.17</u> %ile: <u>.785</u>					
SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Mathematics	NWEA MAP Growth	2	52	1.26
2022-23	Mathematics	NWEA MAP Growth	3	61	.83
2022-23	Mathematics	NWEA MAP Growth	4	58	1.05
2022-23	Mathematics	NWEA MAP Growth	5	55	.02

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The overall conditional growth index ATPES score for the appropriate content area--Math, Reading, or Overall (both math and reading) --is used to show student progress for Domain 5 on the evaluation instrument. The Classroom Academic Gain report shows prior year NWEA MAP data and corresponding ATPES scores for each subject taught by the classroom teacher.

The sample below shows a cut-away portion of a report for an elementary school teacher.

CLASSROOM ACADEMIC GAIN REPORT

SY 2022-2023

Teacher: **Sample**

Teacher

School: **Happy Elementary School**

TchID# **123456**

Overall Conditional Growth Index ATPES

3.3

READING/LANGUAGE ARTS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Reading	Happy Elementary School	4	24	.319	.625	3.3

MATHEMATICS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Mathematics	Happy Elementary School	4	24	.478	.683	3.3

Explanation of Terms Used in the School Summary Report and the Classroom Academic Gain Report

School Level Conditional Growth Index ATPES: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are calculated using the Conditional Growth Index (CGI) from NWEA by comparing observed student growth to expected student growth. The Overall Conditional Growth Index ATPES score is also used by the Associate Superintendent for principal evaluation.

Overall Conditional Growth Index ATPES: The Classroom Academic Gain Report for Group A teachers typically shows three scores--for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects, the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught during the previous year.

Stds: The number of students with a pre and posttest in that assessment for that grade and year.

CGI: The conditional growth index score for that group of students.

%ile: The percentile calculated based upon the normal distribution of the average growth index for that group of students and aligned to an ATPES growth score of 1-4.

WHAT MAKES UP THE CGI Score?

Assessments and Measures of Student Academic Progress: CGI

Assessment/Measure	Grade Level	School	Classroom
Growth measures			
NWEA MAP	2-10, fall-spring growth	yes	yes
Other measures of school effectiveness			
Culture & Climate Survey Data	K-12	yes	
ADE 4-year graduation rate comparison	9-12	yes	

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have one academic year of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessments have too few students with gains to be evaluated on them.

Group A Teachers	
Indicators of quality teaching (classroom observation)	75 %
Classroom-level student progress (Classroom CGI)	15 %
School-level student progress (School CGI)	5 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %
Group B Teachers	
Indicators of quality teaching (classroom observation)	75 %
School-level student progress (School CGI)	20 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher's label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective =	3.117
Effective =	2.72
Developing =	2.2
Ineffective =	< 2.2

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the 2020-2021 school year as required by Arizona State Law.

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to	3.117
Effective: Final evaluation score between	2.72
Developing: Final evaluation score between	2.2
Ineffective: Final evaluation score below	< 2.2

TEACHER PERFORMANCE CLASSIFICATIONS:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher

A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher

A certificated teacher who has been and is currently employed by the District for the major portion of three (3) consecutive school years, and who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance

An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

Evaluation

An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO, and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation

Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan

A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance

A teacher's failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation

The teacher's evaluator will observe various aspects of the teacher's performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice

Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent

Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District's intent to dismiss or not to re-employ the teacher.

Probationary Teacher

A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full-time employment with the district.

Professional Growth Plan

A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress

Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications

The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content, and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

TRAINING

Evaluators participate in the district administrative in-service sessions, or district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing, and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

EVALUATION PROCESS STEPS FOR CONTINUING TEACHERS

(FULL/PART TIME)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher ~~that~~ who is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year, reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.
6. The informal observation(s) is/are to be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - a. No conference is required for informal visits.
 - b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).
7. One (1) formal observation shall occur prior to April 10th using the following procedures:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.
 - d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.
 - e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
11. Professional growth plans may be developed as appropriate.
12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.
13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
 - a. A teacher receives a rating of “1” on any Indicator or Domain
 - b. A teacher receives a rating of “1” on a Domain or the majority of a Domain’s indicators
14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any indicator or domain.
15. The evaluation of a continuing teacher shall be completed no later than April 10th.
16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS-PROBATIONARY/SHORT TERM TEACHERS

(FULL/PART-TIME)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15.
 - a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - b. No conference is required for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15th. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30th.
7. The procedure for formal observations is as follows:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15th.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

- d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
10. Professional growth plans may be developed as appropriate.
11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of “1” on any Indicator or Domain or the majority of a Domain’s indicators.
13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any Indicator or Domain.
14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Teachers	All Probationary and/or Short Term Teachers (full time/part time)
Beginning of Academic Year	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff. All staff members are informed of their Group A or Group B status.	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.
September 15	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 14 November 19 December 5		Formal Observation Conference Recommended Deadline for non-renewal <u>Non-Renewal</u> Notices to Superintendent
January 15 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ATPES forms <u>are</u> due for all teachers	Formal Observation Conference ATPES forms <u>are</u> due for all teachers

Dates shown are preferred deadlines. Actual events and actions may occur ~~prior to~~ before dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the EVALUATION OF COMPETENCE.

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

EACH INDICATOR WILL BE RATED ACCORDING TO THE RUBRIC SCALE FOUND IN THE DANIELSON FRAMEWORK.

Rating Scale for Student Progress Data:

Classroom CGI is for Group A teachers only and corresponds to the Classroom Overall Conditional Growth Index for the teacher. This is found in the Classroom Academic Gain Report. The classroom CGI is recorded in the Classroom Academic Growth section in Domain 5 of the evaluation form.

School Level CGI is for all teachers and is the Academic Growth score reported in the School Summary report. The school level CGI is recorded in the School Academic Growth section in Domain 5 of the evaluation form.

School Other Indicators component is for all teachers and is reported in the School Summary report. This is recorded in the School Other Indicators section in Domain 5 of the evaluation form.

The rating scale range for student progress data is 1 to 4. The actual CGI ATPES score, or value for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered deficient and will require an improvement plan.**

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

PROFESSIONAL GROWTH PLAN

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in helping the teacher. This plan can be developed at the evaluation conference or at a later date.

IMPROVEMENT PLAN

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

LACK OF PROGRESS ON AN IMPROVEMENT PLAN

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see policy 4-103.

APPENDIX A

EVALUATION SYSTEM FORMS



Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

School *Sample K8 School*
 Teacher last name *Teacher*
 Teacher first name *Sample*
 Content Area/Grade Level
 Group **Group B**
 Date informal evaluation
 Date formal evaluation
 Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
• Content knowledge • Prerequisite relationships • Content pedagogy		
Demonstrating Knowledge of Students		
1b	3	3.2
• Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage		
Setting Instructional Outcomes		
1c	3	3.2
• Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners		
Demonstrating Knowledge of Resources		
1d	3	3.2
• For classroom • To extend content knowledge • For students		
Designing Coherent Instruction		
1e	3	3.2
• Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure		
Designing Student Assessments		
1f	3	3.2
• Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning		
Domain 1 Overall Averages		3.20

<i>Sample Teacher</i>		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
Creating an Environment of Respect and Rapport			
2a	- Teacher interaction with students - Student interaction with students	3	3.2
Establishing a Culture for Learning			
2b	- Importance of content - Expectations for learning and achievement - Student pride in work	3	3.2
Managing Classroom Procedures			
2c	- Instructional groups - Transitions - Materials and supplies - Non-instructional duties - Supervision of volunteers and paraprofessionals	3	3.2
Managing Student Behavior			
2d	- Expectations - Monitoring behavior - Response to misbehavior	3	3.2
Organizing Physical Space			
2e	- Safety and accessibility - Arrangement of furniture and resources	3	3.2
Domain 2 Overall Averages		3	3.2
		Rating	Weighted Values
DOMAIN 3: Instruction			
Communicating With Students			
3a	- Expectations for learning - Directions and procedures - Explanations of content - Use of oral and written language	3	3.2
Using Questioning and Discussion Techniques			
3b	- Quality of questions - Discussion techniques - Student participation	3	3.2
Engaging Students in Learning			
3c	- Activities and assignments - Student groups - Instructional materials and resources - Structure and pacing	3	3.2
Using Assessment in Instruction			
3d	- Assessment criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring	3	3.2
Demonstrating Flexibility and Responsiveness			
3e	- Lesson adjustment - Response to students - Persistence	3	3.2
Domain 3 Overall Averages		3	3.2

FORMAL EVALUATION NARRATIVE FORM

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ School: _____
 Grade Level/Subject: _____ Evaluator: _____
 Date/Time: _____

DOMAIN 1: Planning and Preparation	Evidence
1a Demonstrating Knowledge of Content and Pedagogy - Content knowledge - Prerequisite relationships - Content pedagogy	Teacher behaviors that positively impact student learning: Recommendations for continuous improvement include:
1b Demonstrating Knowledge of Students - Child development - Learning process - Special needs - Student skills, knowledge, and proficiency - Interests and cultural heritage	
1c Setting instructional Outcomes - Value, sequence, and alignment - Clarity - Balance - Suitability for diverse learners	
1d Demonstrating Knowledge of Resources - For classroom - To extend content knowledge - For students	
1e Designing Coherent Instruction - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure	
1f Designing Student Assessments - Congruence with outcomes - Criteria and standards - Formative assessments - Use for planning	
DOMAIN 2: The Classroom Environment	
2a Creating and Environment of Respect and Rapport - Teacher interaction with students - Student interaction with students	Teacher behaviors that positively impact student learning: Recommendations for continuous improvement include:
2b Establishing a Culture for Learning - Importance of content - Expectations for learning and achievement - Student pride in work	
2c Managing Classroom Procedures - Instructional groups - Transitions - Materials and supplies - Non-instructional duties - Supervision of volunteers and paraprofessionals	
2d Managing Student Behaviors - Expectations - Monitoring behavior - Response to misbehavior	
2e Organizing Physical Space - Safety and accessibility - Arrangement of furniture and resources	

DOMAIN 3: Instruction	EVIDENCE
3a Communicating with Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	Teacher behaviors that positively impact student learning: • Recommendations for continuous improvement include:
3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation	
3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	
3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	
3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • persistence	
DOMAIN 4: Professional Responsibilities	EVIDENCE
4a Reflecting on Teaching • accuracy • use in future teaching	Teacher behaviors that positively impact student learning: • Recommendations for continuous improvement include:
4b Maintaining Accurate Records • student completion of assignments • student progress in learning • non-instructional records	
4c Communicating with Families • about instructional program • about individual students • engagement of families in instructional program	
4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	
4e Growing and Developing Professionally • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	
4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

The Framework for Teaching: Danielson Model

Narrative Comments

Teacher: _____ Date: _____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

125

Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

IMPROVEMENT PLAN

Teacher: _____ School: _____

Grade/Subject: _____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint) Progress Check Dates: Rating: Initials:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

- P Performance meets the expected standard.
Plan may be terminated.
- CP Plan should be continued.
- NP Progress not made as specified in plan.

FINAL ASSESSMENT

___Performance Meets Expectations

___Performance Does Not Meet Expectations

Teacher’s Signature: _____ Date: _____

Evaluator’s Signature: _____ Date: _____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources School Employee

APPENDIX B

FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60-minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

- 1) What content will be addressed in this lesson?
- 2) What are the expected outcomes/objectives?
- 3) How does this lesson fit with previous or future lessons?
- 4) What assessments will be used?

Domain 4

- 1) How do you maintain student records/grades?
- 2) Discuss how you communicate with families?
- 3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?
- 4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES

Optional Listing of Professional Activities

Name: _____ Date: _____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

Copies to: Human Resources - School - Employee

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

PROFESSIONAL GROWTH PLAN

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Copies to: Human Resources – School – Employee

PROFESSIONAL GROWTH PLAN

Name: _____

School: _____

Grade Level/Subject Area: _____

Date: _____

Goal for your own professional growth:

My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

APPENDIX C

SAMPLE LESSON PLAN FORMATS

5E LESSON PLANNING TEMPLATE

Grade/Course:	Topic:	Lesson # _____ in a series of _____ lessons
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	Interdisciplinary Concepts:	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s)		
Formative Monitoring (Questioning / Discussion):		
Summative Assessment (Quiz / Project / Report):		
Student Self-Reflection:		

Lesson Plan

Teacher Name: _____ Date: _____

School: _____ Subject/Grade: _____

Academic Standards	Teaching Procedures Instructional Steps	Materials and Resources	Evidence of Learning	Differentiation

Lesson Plan

Teacher Name:

School:

Subject/Grade:

Date:

Learning Target: (What do you want students to know and be able to do? What is the intended learning?)

Arizona Academic Standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

Differentiation: (What accommodations will be in place for diverse learners?)

Closure: (How will the intended learning be demonstrated by the students?)

Materials and Resources:

(Based on the Essential Elements of Instruction, EEI)

Amphitheater Public Schools
Grades K - 2 ELA Framework Lesson Plan

Foundational Standards		
Whole Group Instruction Foundations (Grades K-2) 30 min		
Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into to Reading Vocabulary and Reading Workshop Lessons Shared Reading, Science or Social Studies Content Reading (Building Knowledge, Story Structure and Language) 20-30 min		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Enrichment Instruction. Decodables or Rigby Readers 2 x 15 min	Independent and Collaborative Practice Required Waterford - K 15 min/day (75 min/week) i-Ready - 1st and 2nd 15-20 min/day (45-60 min/week)	Independent, Collaborative, and/or Choice Practice Independent and Partner Reading Decodable Text Coding/Fluency Letter and Word or Vocabulary Work Response Journal/My Book Activities Reinforcing and Enrichment Literacy Centers
Group 1		
Group 2		
Accountability, Reflection and Sharing Wrap Up 5 min		

Writing and Language Standards	
• Into Reading Research, Writing or Grammar Mini lesson (direct instruction) • Independent Writing Time/ Writing Conferences • Students share sections or entire writing pieces based on the mini lesson. • My Book Q and A Tasks 30 min	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

Amphitheater Public Schools
Grades 3-5 ELA Framework Lesson Plan

Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into Reading Vocabulary and Reading Workshop Lessons <i>Includes Module Launch, Building Knowledge, and Language</i> 30-40 min		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Reinforce Reading Skills and Strategies, Scaffold and Extend, Tabletop mini lessons, or Guided Reading Instruction. 2 x 15 min	Independent and Collaborative Practice Required i-Ready 3-5 15-20 min/day (45-60 min/week)	Independent, Collaborative, and/or Choice Practice Fluency Practice, My Book Comprehension and Vocabulary Work, Independent Reading, Reader’s Notebook, Inquiry and Research Project
Group 1		
Group 2		
Language Standards		
Whole Group Instruction Into Reading Foundation Skills Lessons (designated days) Phonics, Syllable Work, Vocabulary, Language, Grammar 15-30 min		
Accountability, Reflection and Sharing Wrap Up 5 min		

Writing and Language Standards	
Into Reading Research, Writing or Grammar Mini lesson (explicit and direct instruction) Independent Writing Time/ Writing Conferences Students share sections or entire writing pieces based on the mini lesson My Book Q and A Tasks 30 min	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

SECONDARY SCIENCE LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:	Unit Title:	
Lesson #:	Class Level:	Phenomenon:
Length of Lesson in # of Hours: # of Classes:	Teacher(s):	
How does this lesson connect to previous or future work as exemplified by the Standards in your scope and sequence?		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?</i>	
	<i>Citation</i>	
1 -3 Science and Engineering Practices Used in This Lesson	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?</i>	
	☐ Conceptual understanding of key concepts	
ESSENTIAL QUESTION(S)	☐ Scientific Method/Engineering Design Process Skills Fluency	
	☐ Rigorous application of science or engineering in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways my students and I will know the extent to which the objectives have been met.</i>		

Personalized Learning

How will I provide opportunities for personalized learning during this lesson?

LEARNING PLAN**MATERIALS****TIME****Vocabulary****Introduction**

- How will students make connections between the content and their goals?
- How will students know the purpose for this lesson?

BODY OF THE LESSON

- What explanations, representations, and/or examples will I share/ elicit to make the concepts of this lesson clear?
- What strategies and opportunities will I use to check for understanding throughout the lesson?
- What questions will I ask to allow students to share their thinking and when will this happen in the lesson?

LEARNING PLAN, continued**MATERIALS****TIME**

- How will I bring closure and provide opportunities for reflection on and transfer of knowledge/skills?

ELA SECONDARY LESSON PLAN TEMPLATE

This template is aligned with the new Into Literature HMH materials (2021)

Standards:

Essential Question:

Academic Vocabulary:

Reading:

(Materials and resources (online or print), time allocation for reading)

Skill Building: (e.g., reading fluency, language conventions, identifying main idea, analyze structure, speaking, listening, etc.)

Instruction: (e.g., procedure, tasks, etc.)

Writing (e.g., genre, mentor text, skills taught, etc.)

Small Group Options:

Differentiation Options:

Assessment:

Assessment Check-in (✓ACI)

Daily assessment opportunity,
provides expectation of the
portion of the standard

Informs your instruction, fair to
grade

GMC: (Goal for Mathematical Content):

(SMP) (GMP): (Standards/Goals for Mathematical Practice):

(✓ACI):

Part 1: Core Instruction (20-30 minutes)**New Content**

Purpose:

- ◆ Introduce new concepts,
skills and games

Activity:

Summary/Closure (5 minutes)

Purpose:

Can occur to summarize the
learning of the focus activity

Activity:

Part 2: Core Instruction Continued (10-20 minutes)**Practice**

Purpose:

- ◆ Provide distributive practice
by revisiting an earlier focus
- ◆ Essential part of core

Activity:

Home Link

Purpose: involves parents in
math education, follows-up to
classroom activities

Connections

Purpose: suggestions for
additional ways to explore
content in other areas

Number of the Day	
Attendance	
Daily Schedule and Monthly Calendar	
Weather/Temperature	
Survey	

Assessment Check-in (✓ACI)

Daily assessment opportunity,
provides expectation of the
portion of the standard

Informs your instruction, fair to
grade

GMC: (Goal for Mathematical Content):

(SMP) (GMP): (Standards/Goals for Mathematical Practice):

(✓ACI):

Part 1: Warm Up (5 minutes)**Tasks for Lesson _____****Mental Math & Fluency**

Purpose: Quick, leveled warm-ups to
build fluency (can be oral, with
gestures or slates)

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener**Math Message (5 min)**

Purpose: introduction to the lesson
using a problem new to students

Math Message Follow-Up

(10 minutes) Purpose:
provides time to discuss/share
strategies that connects to
follow-up activities

Follow-up Activities

(20-30 minutes) Purpose:
2-4 instructional activities, including
games, so students explore and
engage in new concepts, skills,
application, etc.

Summary/Closure (5 minutes)

Purpose: summarizes learning of
Part 2 (the focus activities)

Part 3: Practice (10-20 minutes)**Practice Activities**

(Game or activity) Purpose:
to practice previously taught skills,
critical for to meet expectation on
standards, usually independent/
partner

Math Boxes Purpose: reviews skills
and concepts students have seen to
this point

Home Link Purpose: provides
practice and informs family about
daily learning

On-Going Daily Routines (10 minutes for debriefing)

3rd-5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI) Daily assessment opportunity, provides expectation of the portion of the standard Informs your instruction, fair to grade	GMC: (Goal for Mathematical Content): (SMP) (GMP): (Standards/Goals for Mathematical Content): (✓ACI):
---	---

Part 1: Warm Up (5 minutes) Fill in Tasks below for lesson _____.	
Mental Math & Fluency Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)	

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener	
Math Message (5 min) Purpose: introduction to the lesson using a problem new to students	
Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow up activities	
Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application etc.	

Summary/Closure (5 minutes)	
Purpose: summarizes learning or Part 2 (the focus activities)	

Part 3: Practice-(10-20 minutes)	
Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner	
Math Boxes: Purpose: reviews skills and concepts students have seen to this point	
Home Link: Purpose: provides practice and informs family about daily learning	

ELD Targeted Instruction Lesson Plan

Teacher Name:

School:

Grade/Grade Band:

☐ Kinder ☐ Grade 1 ☐ Grades 2-3 ☐ Grades 4-5 ☐ Grades 6-8 ☐ Grades 9-12

English Proficiency Levels:

☐ Pre-E/Emergent ☐ Basic ☐ Intermediate ☐ Basic/Intermediate (Kinder ONLY)

Lesson Time Frame:

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Arizona Academic Standard(s):

Content/Learning Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

ELD Integrated Instruction Lesson Plan

Teacher Name:

School:

Grade Level:

Number of English Learners at Each Proficiency Level:

☐ Pre-E/Emergent _____ ☐ Basic _____ ☐ Intermediate _____

☐ Basic/Intermediate (Kinder ONLY) _____

Lesson Time Frame:

Arizona Academic Standard(s):

Content/Learning Objective(s):

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

SECONDARY MATH LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:		Unit Title:
Lesson #:	Class Level	
Length of Lesson in # of Hours:	# of Classes:	Teacher(s):
How does this lesson connect to previous or future work as exemplified by the Standards in your Scope and Sequence?		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?</i>	
	<i>Citation</i>	
1 -3 MATHEMATICAL PRACTICE(S) ADDRESSED IN THIS LESSON	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?</i>	
ESSENTIAL QUESTION(S)	☐ Conceptual understanding of key concepts	
	☐ Procedural skill and fluency	
	☐ Rigorous application of mathematics in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways my students and I will know the extent to which the objectives have been met.</i>		

Personalized Learning				
How will I provide opportunities for personalized learning during this lesson?				
LEARNING PLAN			MATERIALS	TIME
Vocabulary				
Introduction - How will students make connections between the content and their goals? - How will students know the purpose of this lesson?				

Lesson Plan Template

Name:

Grade Level:

Subject:

Unit Title:

Lesson Title:

Estimated Time:

Standard/s:

Learning Goal/Target/Objective: (What should students know and be able to do as a result of this lesson?)

Essential/Guiding Question(s): (Higher-order thinking level in student-friendly language)

Content: (Outline what you are going to teach)

Key Vocabulary:

WICOR: AVID Method Strategies:

W Writing: How will students use writing as a tool of learning?

I Inquiry: What questions will I ask? How will I facilitate students asking questions?

C Collaboration: How will I facilitate student collaboration?

O Organization: How will students set goals for their learning? How will I help students manage the tasks/materials of the lesson? How will I release responsibility to students for their own learning?

R Reading: What will students read? What strategies will I use to facilitate that reading?

Procedures:

1. **Activate prior knowledge/Anticipatory Set/Hook:** What prior knowledge should students have for this lesson? How will you gain their attention?
2. **Input:** Teaching Phase: How will you present the concept or skill to your students?
 - a. Key vocabulary instruction
 - b. Teaching of the concept
3. **Modeling:** Showing, explaining, demonstrating to the students how to do something that they will then be expected to do.
4. **Check for understanding:** Whatever you do to determine students' comprehension of what has been taught thus far (Q & A, cognitive processing strategies, graphic organizers, use of scales, etc.)
5. **Guided practice:** What activities or exercises will the students complete with teacher and/or peer guidance?
6. **Independent practice:** What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
7. **Closure:** How will you assist your students in organizing the knowledge gained in the lesson? (Q & A, exit slip, game, cognitive processing strategies, etc.)

Assessment/Evaluation: How will you assess the students' attainment of the lesson objectives? The assessment must be stated in measurable terms. (condition, performance, criteria)

- Formative Assessment and/or Summative Assessment:

Materials/Resources: All materials and equipment needed to teach this lesson.

References: Any sources (e.g., textbooks, internet sites, etc.) used in the planning of this lesson.

Accommodations: Differentiated instruction; any modifications made to the lesson to assist ESE and/or ELs in the comprehension of the lesson.

Subject/Date/Title:	
Topic:	
Overarching Essential Question for the Unit:	
Daily Learning Target:	
Required Materials:	
Procedure:	1. 2. 3. 4. 5. EXIT TICKET (Formative Assessment for the Day):
Assessment:	

Elements of WICOR: Writing Inquiry Organization Collaboration Reading	
--	--



UDL Lesson Planning Guide

***BLUE** Font = Live Link

Essential Elements of Instruction Pre-Planning Thoughts

Lesson Purpose (WHY Important to Students)	
State Standard(s) Addressed AZ State Standards Page	
Objective/Learning Goal What do you want students to walk away with? What does success look like?	
Anticipatory Set The HOOK -Get them engaged	

UDL PRINCIPLES

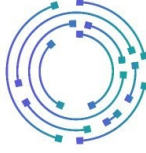
<u>REPRESENTATION</u> - Options for presenting content	<u>ENGAGEMENT</u> - Options for engaging student interest	<u>ACTION & EXPRESSION</u> - Options for students to demonstrate learning
☐ Artifacts ☐ Pictures ☐ Graphic organizers ☐ Hands-on ☐ Video clips ☐ Audio recordings ☐ Lab ☐ Lecture ☐ Other _____	☐ Cooperative work group ☐ Partner work ☐ Independent Work Teacher-led small group ☐ Manipulatives ☐ Movement ☐ Debates ☐ Role plays or simulations ☐ Other _____	☐ Written response ☐ Illustrated response ☐ Oral response ☐ Text-to-Speech Presenting Storytelling Multimedia Model creation or construction ☐ Other _____

AVID

WICOR UDL Examples



AVID Open Access



Digital Tools & Templates



Essential Question

What is an Essential Question?

Complexity in Thinking

Depth of Knowledge

Portrait of a Graduate UDL Strategies to Build Each Trait



- ☐ Creative Thinking
- ☐ Critical Thinking
- ☐ Communication
- ☐ Citizenship

- ☐ Collaboration
- ☐ Scholarship
- ☐ Problem Solving
- ☐ Caring

Task Analysis

**Learnings
(Information)**

**Teacher Strategies
(Examples, Materials, Modeling, etc....)**

**Student Behaviors
(Active Participation)**

Modeling How will it flow? What strategies will you use? What do you want to be sure to do well? (I do)	
Guided Practice What do you need to be sure to do well? (We do)	
Independent Practice What evidence do you have to show they understand? (You do)	
Formative Assessments Checks for Understanding planned throughout the lesson.	
Closure/Exit Ticket Individual accountability for learning...How will you use this information to measure (data collection) student progress toward your Learning Objective/goal? AVID Exit Ticket Pre-Made Templates	

Materials & Resources	
Materials	
On-line Materials	
Resources	

Additional Resource Links

[Amphi SharePoint](#)

[Amphi Curriculum Scope & Sequences](#)

[District-Wide Curriculum Resources](#)

[HMH Teaching Resources](#)

[Everyday MathResources](#)

APPENDIX D

**AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE
EVALUATION SYSTEM**



AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM FOR CONSISTENTLY HIGHLY EFFECTIVE TEACHERS

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the “Alternative Evaluation” system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?

Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?

No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?

The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM PROGRAM

Steps to follow:

1. Principal notifies the teacher of their qualification for the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
 - a. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
 - b. Working on a Master's Degree or National Board Teacher Certification (NBTC) in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of program coursework.
 - c. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

1. **Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
2. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Participation Log**

PROFESSIONAL GROWTH DOCUMENTATION AND RATING FORM

Amphitheater Alternative Teacher Evaluation System

Name: _____ School: _____

Alternative Evaluation System Year: 1 2 3

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one) New Instructional Practice Master's Degree NBTC Professional Developer			
Objectives:	Activity:	Timeline:	Evidence of Impact:

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):

Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)

Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)

Administrator Comments:

Teacher Comments:

Principal Signature: _____

Teacher Signature: _____

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM

Teacher Self-Reflection Form

Teacher's Name: _____ **School:** _____

Date: _____

Reflection on (circle one): New Instructional Practice

Master's Degree Work

National Board Teacher Certification

Professional Development

Reflect on your work this year on learning a new practice, conducting professional development, working on your Master's degree, or working on your National Board Teacher Certification. Include examples of how your work did, or will, connect to student learning, discuss any "aha" moments, and any future actions you propose (one page maximum).

Teacher Alternative Evaluation System

Participation Log

Activity	Date(s)	Notes

MEMBERS ON THE ATPES COMMITTEE

~~2025~~2026-20262027

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Tara Bulleigh	Principal, Canyon del Oro High School
Tassi Call	Associate Superintendent for Elementary Education, (Chair 2021-present)
Katherine Engel	Teacher, Amphitheater High School
Rowdy Frederiksen	Assistant Principal, Ironwood Ridge High School
Fabienna Godlewski <u>Erica Fox</u>	Math Teacher, Canyon Del Oro High school <u>School</u>
Rebecca Green	Intervention Teacher, Coronado K-8
Kris Holt	School Improvement Specialist, Prince Elementary School
David Humphreys	Principal, La Cima Middle School
Elizabeth Jacome	Director of Curriculum and Assessment
Hillary Kitay	Teacher, Prince Elementary School
Shannon Langley	EL District Coordinator, Language Acquisition
Matthew Munger	Associate Superintendent for Secondary Education
Chris Trimble	Principal, Wilson K-8 School
Jason Weaver	Program Evaluation Data Analyst, Wetmore



Amphitheater Teacher Performance Evaluation System

***THE FRAMEWORK FOR
TEACHING: DANIELSON
MODEL***

2026-2027

Full alignment
with the
Danielson
Framework for
Teaching

**“THE FRAMEWORK
GIVES VOICE TO WHAT
ALL EDUCATORS
KNOW: THAT TEACHING
IS INCREDIBLY
COMPLEX WORK. IT’S A
THINKING PERSON’S
JOB.”**

-Danielson Group



GOVERNING BOARD

Vicki Cox Golder, President
Matthew A. Kopec, M. Ed., Vice President
Deanna M. Day, M.Ed.
Michael Gemma, Ed.D.
Susan Zibrat

DISTRICT ADMINISTRATION

Todd A. Jaeger, J.D., Superintendent
Tassi Call, Associate Superintendent for Elementary Education
Matthew Munger, Associate Superintendent for Secondary Education
Scott Little, Chief Financial Officer

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

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AMPHITHEATER PUBLIC SCHOOLS VISION, MISSION & BELIEFS

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our 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 Value

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

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, school staff, and community;
- The school community deserves a safe and caring environment;
- Our actions reflect our values and dedication to meet student needs fairly and equitably;
- Ample resources are essential to accomplish the Mission.





Amphitheater Public Schools

Promise of a Graduate Characteristics



Scholarship

- Academic knowledge
- Research skills
- Intellectual curiosity
- Continuous learning
- Information literacy



Problem Solving

- Resourcefulness
- Decision-making
- Adaptability
- Systematic approach
- Shared responsibility



Communication

- Active listening
- Clear expression
- Respectful dialogue
- Nonverbal awareness
- Concise writing



Caring

- Empathy
- Kindness
- Respectfulness
- Emotional intelligence
- Inclusivity



Critical Thinking

- Analytical reasoning
- Logical evaluation
- Evidence-based judgement
- Problem deconstruction
- Inquisitiveness



Collaboration

- Teamwork
- Interpersonal skills
- Cooperation
- Conflict resolution
- Relational intelligence



Creative Thinking

- Innovative mindset
- Originality
- Flexibility
- Imagination
- Open-mindedness

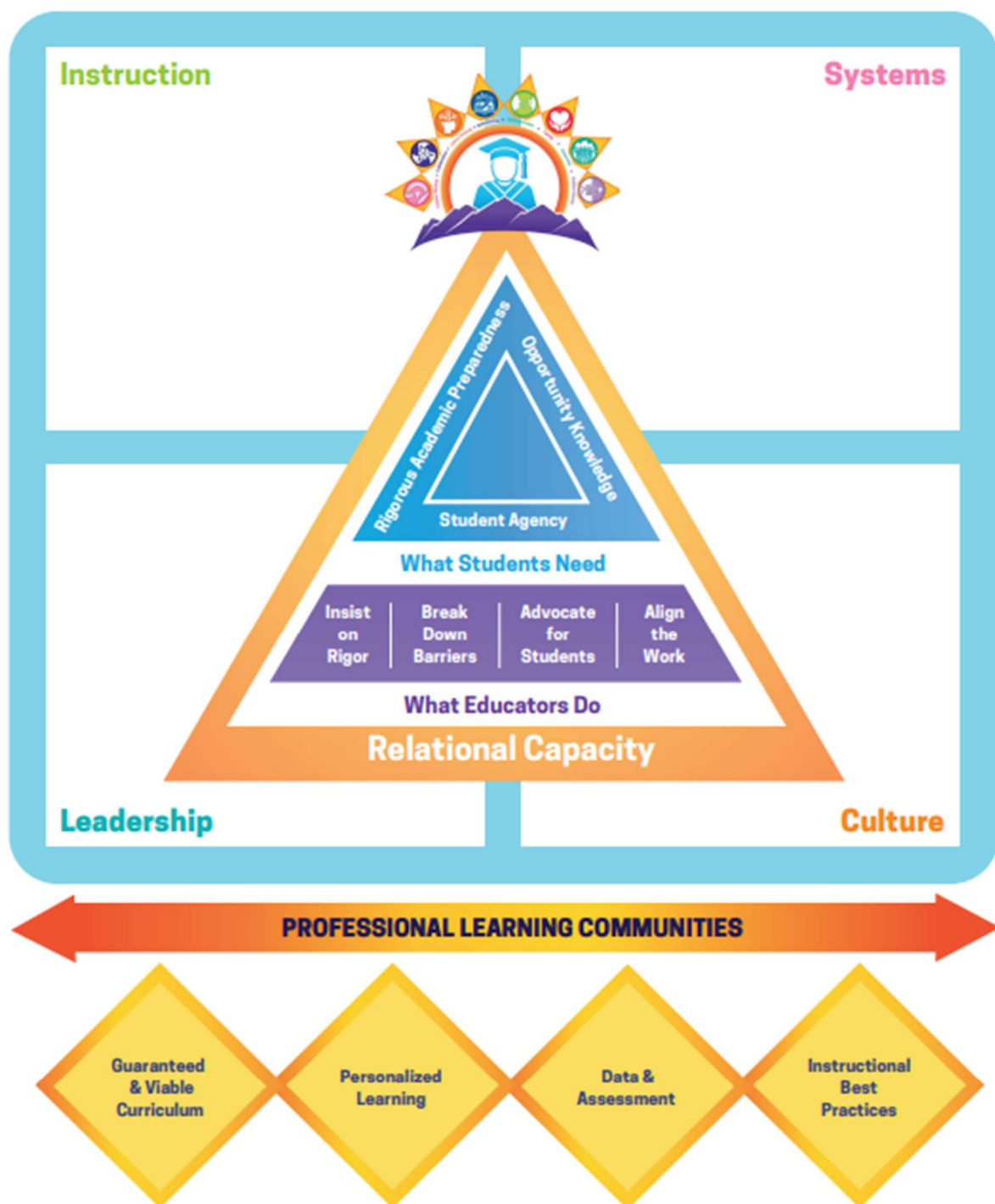


Citizenship

- Civic engagement
- Social responsibility
- Ethical behavior
- Respect for diversity
- Community involvement

AMPHITHEATER

COLLEGE & CAREER READINESS FRAMEWORK



ADAPTED FROM AVID CCR FRAMEWORK

Reading



- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

Writing



- Cornell/Focused Notes
- Learning Logs
- Quickwrites & Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

Inquiry

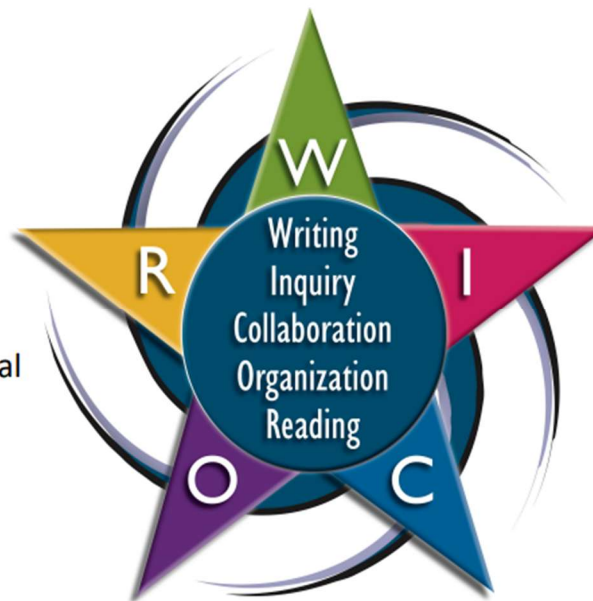


- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

Organization



- Binders & Organizational Tools
- Calendars, Planners, & Agendas
- Graphic Organizers
- A Focused Note-Taking System
- Tutorials & Study Groups
- Project Planning & SMART Goals



Collaboration



- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities/Projects
- Peer Editing Groups
- Service Learning
- Cooperative Dialog
- Three-Step Interviews
- Cooperative Graphing
- Carousel

FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data is deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as a criterion in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" that meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus, librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq.* and ARS § 15-537, *et seq.*) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, regulations, or the content of manual may exist, and state statutes and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring the implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See*, Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. *See also* ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (See, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019, the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a “model framework” for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage of the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate[®], Advanced Placement[®]), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment.
- No single way of learning or teaching should be prescribed for all teachers.

The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.

- An evaluation system should identify and address instructional and professional practices that do not meet district standards.
- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.
- An evaluation system should be understandable and efficient.

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation for the 2019-2020 school year. The Danielson model includes a comprehensive and well-researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

The ATPES has long been an important part of the Amphi teaching and learning culture. The Overall Weighted Average (OWA) metric of student academic progress was a complex component of the larger ATPES framework. Given the impact of the COVID pandemic on state-mandated testing, our district was able to mitigate the challenges in replicating the OWA with new data and instead enabled teachers to retain the Classroom OWA that was last calculated in 2018-2019. Teachers new to Amphi since 2018-2019 used the School OWA. This “hold harmless” metric was used from 2019-2020 through the 2022-2023 school year.

For the 2022-2023 school year, Amphi piloted Academic Growth: The Z-Test Methodology Model. This pilot model was adopted to account for changes in state assessments that no longer provided Amphi the data needed to continue using the OWA metric. During the pilot year, the ATPES committee met and reviewed survey data and feedback. Based on this feedback, the Conditional Growth Index Model was approved, and AMIRA assessments were removed from the Teacher and School Growth components beginning in the 2023-2024 school year.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Danielson Model Domains

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy
- 1b Demonstrating Knowledge of Students
 - Child and adolescent development
 - Learning process
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
 - Students' special needs
- 1c Setting Instructional Outcomes
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse students
- 1d Demonstrating Knowledge of Resources
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students
- 1e Designing Coherent Instruction
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
 - Teacher interactions with students, including both words and actions
 - Student interactions with other students, including both words and action
- 2b Establishing a Culture for Learning
 - Importance of content and of learning
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Performance of classroom routines
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e Organizing Physical Space
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

Domain 3: Instruction

- 3a Communicating with Students
 - Expectations for learning
 - Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques
 - Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona. The metric used will be the Conditional Growth Index (CGI) model described further in this manual.

Classroom Academic Growth: For teachers with a minimum of 15 students with progress data in the subject they teach.

School Academic Growth: For all teachers based upon student progress data school wide.

School-Level Other Indicators: Other school level factors taken into consideration such as the Amphitheater Culture and Climate Surveys and 4-Year High School Graduation Rates.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Domain 1
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Domain 1 Domain 2
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Domain 2
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Domain 1
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Domain 1 Domain 3
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Domain 1
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Domain 1
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Domain 3
Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Domain 4
Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Domain 4

<https://www.azed.gov/sites/default/files/2016/10/AZ%20Professional%20Teaching%20Standards.pdf?id=57f6dbacaadebf0a04b269cd>
 Web link for Arizona Professional Teaching Standards)

TEACHER EVALUATION MODEL FOR 2026-2027

ACADEMIC GROWTH: THE CONDITIONAL GROWTH INDEX MODEL (CGI)

This model shares similarities to the Z-Test Methodology Model in that pre-test/post-test comparisons are made to determine growth. The primary difference is that the CGI model compares the actual observed growth a student made to the growth they were expected to make (individual growth target), whereas the Z-Test Model compares the individual growth of each student to the average growth in the grade level. The CGI model accounts for how much a student exceeds their growth target and thus compares students to his/her academic peers based on the same starting point (Fall RIT score).

Methodology:

The Northwest Evaluation Association (NWEA) uses the Conditional Growth Index score for growth comparisons to be made between students of differing achievement levels, across grades, and subject areas. The CGI is a normative growth metric that provides a standardized measure of observed growth compared to NWEA-calculated growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject tested, and the amount of instructional time between the tests. A CGI score indicates the number of standard deviations above or below that growth norm. Therefore, an individual CGI score of zero indicates a student showed the same amount of growth as national growth norms. Positive CGI scores indicate growth that exceeded national norms, and negative CGI scores indicate growth that was less than national growth norms.

- Identify 2nd – 10th grade Reading and Math courses with at least 15 students with Pre/Post data ($n \geq 15$)
- Extract the Conditional Growth Index for each student using NWEA data. The Conditional Growth Index is calculated by NWEA for each student based on their Fall to Spring NWEA MAP assessment by subtracting projected growth from observed growth and dividing by the standard deviation.
- Convert the distribution of individual CGI scores into a group (class) score by calculating the normal distribution for the class, resulting in a CGI percentile.
- For School Academic Growth, use the Conditional Growth Index percentile for each grade level in grades 2 – 10, in Reading and Math using NWEA data.
- Convert the resulting percentile into an ATPES Growth Score using quintiles.

**Teachers with $N < 15$ receive the school-level growth score, which is derived using the same basic methodology*

CGI Percentile	ATPES Score
0-20%	1.3
20-40%	2
40-60%	2.7
60-80%	3.3
80-100%	4

For 2026-2027, weights for inclusion of student academic growth data following the CGI model are:

Group A teachers: 20% of evaluation total based on student progress data:	
Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
Classroom-level academic growth (CGI)	15%
School-level academic growth (CGI)	5%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

Group B teachers: 20% of evaluation total based on student progress data:	
Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
School-level academic growth (CGI)	20%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

School-Level Other:

In addition to student progress data, the school-level other category accounts for 5% of every teacher evaluation and is comprised of the Amphitheater Culture and Climate Surveys for K-12 teachers, as well as a High School Graduation Rate calculation for all 9-12 grade High School teachers.

- Survey results are a weighted average of Likert values from Staff, Parent, and Student surveys.
- Graduation rate uses a ratio or comparison of the 4 year graduation from each high school, compared to the state of Arizona 4 year graduation rate.



Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

School *Sample K8 School*
 Teacher last name *Teacher*
 Teacher first name *Sample*
 Content Area/Grade Level
 Group *Group B*
 Date informal evaluation
 Date formal evaluation
 Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
Demonstrating Knowledge of Students		
1b	3	3.2
Setting Instructional Outcomes		
1c	3	3.2
Demonstrating Knowledge of Resources		
1d	3	3.2
Designing Coherent Instruction		
1e	3	3.2
Designing Student Assessments		
1f	3	3.2
Domain 1 Overall Averages		3.20

Sample Teacher

		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
Creating an Environment of Respect and Rapport			
2a	- Teacher interaction with students - Student interaction with students	3	3.2
Establishing a Culture for Learning			
2b	- Importance of content - Expectations for learning and achievement - Student pride in work	3	3.2
Managing Classroom Procedures			
2c	- Instructional groups - Transitions - Materials and supplies - Non-instructional duties - Supervision of volunteers and paraprofessionals	3	3.2
Managing Student Behavior			
2d	- Expectations - Monitoring behavior - Response to misbehavior	3	3.2
Organizing Physical Space			
2e	- Safety and accessibility - Arrangement of furniture and resources	3	3.2
Domain 2 Overall Averages		3	3.2

		Rating	Weighted Values
DOMAIN 3: Instruction			
Communicating With Students			
3a	- Expectations for learning - Directions and procedures - Explanations of content - Use of oral and written language	3	3.2
Using Questioning and Discussion Techniques			
3b	- Quality of questions - Discussion techniques - Student participation	3	3.2
Engaging Students in Learning			
3c	- Activities and assignments - Student groups - Instructional materials and resources - Structure and pacing	3	3.2
Using Assessment in Instruction			
3d	- Assessment criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring	3	3.2
Demonstrating Flexibility and Responsiveness			
3e	- Lesson adjustment - Response to students - Persistence	3	3.2
Domain 3 Overall Averages		3	3.2

Sample Teacher		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
Reflecting on Teaching			
4a	• Accuracy • Use in future teaching	3	3.2
Maintaining Accurate Records			
4b	• Student completion of assignments • Student progress in learning • Non-instructional records	3	3.2
Communicating with Families			
4c	• About instructional program • About individual students • Engagement of families in instructional program	3	3.2
Participating in a Professional Community			
4d	• Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	3	3.2
Growing and Developing Professionally			
4e	• Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	3	3.2
Showing Professionalism			
4f	• Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3	3.2
Domain 4 Overall Averages		3	3.20

DOMAIN 5: Student Progress Data (using CGI Model)

Classroom Academic Growth (Group A only)

Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time

N/A

Not used for this teacher

School Academic Growth

Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time

2.67

School Weighted Academic Growth Average

2.67

School Other Indicators

Other measures of school effectiveness
High School 4 Year Graduation Rate

3.08

School Weighted Average of Other Measures

3.08

Weighted pnts Summary

Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

Group B

Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	3.088
---------------------------------------	-------

Based on the criteria above, this teacher is classified as

Effective

Teacher's signature

Date

Evaluator's signature

Date

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

____ Results of evaluation require Needs Improvement Plan*
____ Professional Growth Plan attached

Teacher's signature

Date

Evaluator's signature

Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

____ I RECOMMEND that this employee be offered a contract for the ensuing year.

____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)

____ NOT APPLICABLE (specify reason): _____

____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

School Summary Report Information and Sample

Each school principal receives a School Summary Report at the beginning of the school year. This shows scores for two areas: school-level academic measures—the School Level CGI and the Other Indicators. The School Level CGI is a measure of the academic growth of all students. The Other Indicators measure includes the Culture and Climate Survey K-12 and High School graduation rate calculation for grades 9-12.

The student progress CGI's are reported on the ATPES evaluation document under Domain 5.

The sample below shows a portion of an elementary School Summary Report:

SCHOOL SUMMARY REPORT



School: **Happy Elementary**

School Year: **2022-2023**

School Summary Report

School Level Conditional Growth Index ATPES

3.3

READING/LANGUAGE ARTS

CGI: .80

%ile: .787

SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Reading	NWEA MAP Growth	2	52	.39
2022-23	Reading	NWEA MAP Growth	3	61	.72
2022-23	Reading	NWEA MAP Growth	4	58	1.65
2022-23	Reading	NWEA MAP Growth	5	55	.42

MATHEMATICS

CGI: 1.17

%ile: .785

SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Mathematics	NWEA MAP Growth	2	52	1.26
2022-23	Mathematics	NWEA MAP Growth	3	61	.83
2022-23	Mathematics	NWEA MAP Growth	4	58	1.05
2022-23	Mathematics	NWEA MAP Growth	5	55	.02

195

24

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The overall conditional growth index ATPES score for the appropriate content area--Math, Reading, or Overall (both math and reading) --is used to show student progress for Domain 5 on the evaluation instrument. The Classroom Academic Gain report shows prior year NWEA MAP data and corresponding ATPES scores for each subject taught by the classroom teacher.

The sample below shows a cut-away portion of a report for an elementary school teacher.



CLASSROOM ACADEMIC GAIN REPORT

SY 2022-2023

Teacher:	Sample	Teacher	School:	Happy Elementary School
TchID#	123456	Overall Conditional Growth Index ATPES		3.3

READING/LANGUAGE ARTS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Reading	Happy Elementary School	4	24	.319	.625	3.3

MATHEMATICS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Mathematics	Happy Elementary School	4	24	.478	.683	3.3

Explanation of Terms Used in the School Summary Report and the Classroom Academic Gain Report

School Level Conditional Growth Index ATPES: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are calculated using the Conditional Growth Index (CGI) from NWEA by comparing observed student growth to expected student growth. The Overall Conditional Growth Index ATPES score is also used by the Associate Superintendent for principal evaluation.

Overall Conditional Growth Index ATPES: The Classroom Academic Gain Report for Group A teachers typically shows three scores--for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects, the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught during the previous year.

Stds: The number of students with a pre and posttest in that assessment for that grade and year.

CGI: The conditional growth index score for that group of students.

%ile: The percentile calculated based upon the normal distribution of the average growth index for that group of students and aligned to an ATPES growth score of 1-4.

WHAT MAKES UP THE CGI Score?

Assessments and Measures of Student Academic Progress: CGI

Assessment/Measure	Grade Level	School	Classroom
Growth measures			
NWEA MAP	2-10, fall-spring growth	yes	yes
Other measures of school effectiveness			
Culture & Climate Survey Data	K-12	yes	
ADE 4-year graduation rate comparison	9-12	yes	

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have one academic year of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessments have too few students with gains to be evaluated on them.

Group A Teachers	
Indicators of quality teaching (classroom observation)	75 %
Classroom-level student progress (Classroom CGI)	15 %
School-level student progress (School CGI)	5 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %
Group B Teachers	
Indicators of quality teaching (classroom observation)	75 %
School-level student progress (School CGI)	20 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher's label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective =	3.117
Effective =	2.72
Developing =	2.2
Ineffective =	< 2.2

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the 2020-2021 school year as required by Arizona State Law.

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to	3.117
Effective: Final evaluation score between	2.72
Developing: Final evaluation score between	2.2
Ineffective: Final evaluation score below	< 2.2

TEACHER PERFORMANCE CLASSIFICATIONS:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher

A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher

A certificated teacher who has been and is currently employed by the District for the major portion of three (3) consecutive school years, and who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance

An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

Evaluation

An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO, and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation

Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan

A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance

A teacher's failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation

The teacher's evaluator will observe various aspects of the teacher's performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice

Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent

Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District's intent to dismiss or not to re-employ the teacher.

Probationary Teacher

A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full-time employment with the district.

Professional Growth Plan

A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress

Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications

The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content, and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

TRAINING

Evaluators participate in the district administrative in-service sessions, or district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing, and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

EVALUATION PROCESS STEPS FOR CONTINUING TEACHERS

(FULL/PART TIME)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher who is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation.
All teachers are provided with a copy of the ATPES prior to classroom observations.
3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year, reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.
6. The informal observation(s) is/are to be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - a. No conference is required for informal visits.
 - b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).
7. One (1) formal observation shall occur prior to April 10th using the following procedures:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.
 - d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.
 - e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
11. Professional growth plans may be developed as appropriate.
12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.
13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
 - a. A teacher receives a rating of “1” on any Indicator or Domain
 - b. A teacher receives a rating of “1” on a Domain or the majority of a Domain’s indicators
14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any indicator or domain.
15. The evaluation of a continuing teacher shall be completed no later than April 10th.
16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS-PROBATIONARY/SHORT TERM TEACHERS

(FULL/PART-TIME)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15.
 - a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - b. No conference is required for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15th. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30th.
7. The procedure for formal observations is as follows:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15th.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

- d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
10. Professional growth plans may be developed as appropriate.
11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of “1” on any Indicator or Domain or the majority of a Domain’s indicators.
13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any Indicator or Domain.
14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Teachers	All Probationary and/or Short Term Teachers (full time/part time)
Beginning of Academic Year	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff. All staff members are informed of their Group A or Group B status.	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.
September 15	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 14 November 19 December 5		Formal Observation Conference Recommended Deadline for Non-Renewal Notices to Superintendent
January 15 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ATPES forms are due for all teachers	Formal Observation Conference ATPES forms are due for all teachers

Dates shown are preferred deadlines. Actual events and actions may occur before dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching that has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the EVALUATION OF COMPETENCE.

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

EACH INDICATOR WILL BE RATED ACCORDING TO THE RUBRIC SCALE FOUND IN THE DANIELSON FRAMEWORK.

Rating Scale for Student Progress Data:

Classroom CGI is for Group A teachers only and corresponds to the Classroom Overall Conditional Growth Index for the teacher. This is found in the Classroom Academic Gain Report. The classroom CGI is recorded in the Classroom Academic Growth section in Domain 5 of the evaluation form.

School Level CGI is for all teachers and is the Academic Growth score reported in the School Summary report. The school level CGI is recorded in the School Academic Growth section in Domain 5 of the evaluation form.

School Other Indicators component is for all teachers and is reported in the School Summary report. This is recorded in the School Other Indicators section in Domain 5 of the evaluation form.

The rating scale range for student progress data is 1 to 4. The actual CGI ATPES score, or value for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered deficient and will require an improvement plan.**

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

PROFESSIONAL GROWTH PLAN

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in helping the teacher. This plan can be developed at the evaluation conference or at a later date.

IMPROVEMENT PLAN

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

LACK OF PROGRESS ON AN IMPROVEMENT PLAN

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see policy 4-103.

APPENDIX A

EVALUATION SYSTEM FORMS



Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

School *Sample K8 School*
 Teacher last name *Teacher*
 Teacher first name *Sample*
 Content Area/Grade Level
 Group *Group B*
 Date informal evaluation
 Date formal evaluation
 Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
• Content knowledge • Prerequisite relationships • Content pedagogy		
Demonstrating Knowledge of Students		
1b	3	3.2
• Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage		
Setting Instructional Outcomes		
1c	3	3.2
• Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners		
Demonstrating Knowledge of Resources		
1d	3	3.2
• For classroom • To extend content knowledge • For students		
Designing Coherent Instruction		
1e	3	3.2
• Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure		
Designing Student Assessments		
1f	3	3.2
• Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning		
Domain 1 Overall Averages		3.20

Sample Teacher

		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
Creating an Environment of Respect and Rapport			
2a	- Teacher interaction with students - Student interaction with students	3	3.2
Establishing a Culture for Learning			
2b	- Importance of content - Expectations for learning and achievement - Student pride in work	3	3.2
Managing Classroom Procedures			
2c	- Instructional groups - Transitions - Materials and supplies - Non-instructional duties - Supervision of volunteers and paraprofessionals	3	3.2
Managing Student Behavior			
2d	- Expectations - Monitoring behavior - Response to misbehavior	3	3.2
Organizing Physical Space			
2e	- Safety and accessibility - Arrangement of furniture and resources	3	3.2
Domain 2 Overall Averages		3	3.2

		Rating	Weighted Values
DOMAIN 3: Instruction			
Communicating With Students			
3a	- Expectations for learning - Directions and procedures - Explanations of content - Use of oral and written language	3	3.2
Using Questioning and Discussion Techniques			
3b	- Quality of questions - Discussion techniques - Student participation	3	3.2
Engaging Students in Learning			
3c	- Activities and assignments - Student groups - Instructional materials and resources - Structure and pacing	3	3.2
Using Assessment in Instruction			
3d	- Assessment criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring	3	3.2
Demonstrating Flexibility and Responsiveness			
3e	- Lesson adjustment - Response to students - Persistence	3	3.2
Domain 3 Overall Averages		3	3.2

FORMAL EVALUATION NARRATIVE FORM

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ School: _____
 Grade Level/Subject: _____ Evaluator: _____
 Date/Time: _____

DOMAIN 1: Planning and Preparation	Evidence
1a Demonstrating Knowledge of Content and Pedagogy - Content knowledge - Prerequisite relationships - Content pedagogy	Teacher behaviors that positively impact student learning: Recommendations for continuous improvement include:
1b Demonstrating Knowledge of Students - Child development - Learning process - Special needs - Student skills, knowledge, and proficiency - Interests and cultural heritage	
1c Setting instructional Outcomes - Value, sequence, and alignment - Clarity - Balance - Suitability for diverse learners	
1d Demonstrating Knowledge of Resources - For classroom - To extend content knowledge - For students	
1e Designing Coherent Instruction - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure	
1f Designing Student Assessments - Congruence with outcomes - Criteria and standards - Formative assessments - Use for planning	
DOMAIN 2: The Classroom Environment	EVIDENCE
2a Creating and Environment of Respect and Rapport - Teacher interaction with students - Student interaction with students	Teacher behaviors that positively impact student learning: Recommendations for continuous improvement include:
2b Establishing a Culture for Learning - Importance of content - Expectations for learning and achievement - Student pride in work	
2c Managing Classroom Procedures - Instructional groups - Transitions - Materials and supplies - Non-instructional duties - Supervision of volunteers and paraprofessionals	
2d Managing Student Behaviors - Expectations - Monitoring behavior - Response to misbehavior	
2e Organizing Physical Space - Safety and accessibility - Arrangement of furniture and resources	

DOMAIN 3: Instruction	EVIDENCE
3a Communicating with Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	Teacher behaviors that positively impact student learning: • Recommendations for continuous improvement include:
3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation	
3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	
3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	
3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • persistence	
DOMAIN 4: Professional Responsibilities	EVIDENCE
4a Reflecting on Teaching • accuracy • use in future teaching	Teacher behaviors that positively impact student learning: • Recommendations for continuous improvement include:
4b Maintaining Accurate Records • student completion of assignments • student progress in learning • non-instructional records	
4c Communicating with Families • about instructional program • about individual students • engagement of families in instructional program	
4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	
4e Growing and Developing Professionally • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	
4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

The Framework for Teaching: Danielson Model

Narrative Comments

Teacher: _____ Date: _____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

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Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

IMPROVEMENT PLAN

Teacher: _____ School: _____

Grade/Subject: _____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint) Progress Check Dates: Rating: Initials:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

- P Performance meets the expected standard.
Plan may be terminated.
- CP Plan should be continued.
- NP Progress not made as specified in plan.

FINAL ASSESSMENT

___ Performance Meets Expectations

___ Performance Does Not Meet Expectations

Teacher’s Signature: _____ Date: _____

Evaluator’s Signature: _____ Date: _____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources School Employee

APPENDIX B

FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60-minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

- 1) What content will be addressed in this lesson?
- 2) What are the expected outcomes/objectives?
- 3) How does this lesson fit with previous or future lessons?
- 4) What assessments will be used?

Domain 4

- 1) How do you maintain student records/grades?
- 2) Discuss how you communicate with families?
- 3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?
- 4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES

Optional Listing of Professional Activities

Name: _____ Date: _____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

Copies to: Human Resources - School - Employee

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

PROFESSIONAL GROWTH PLAN

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Copies to: Human Resources – School – Employee

PROFESSIONAL GROWTH PLAN

Name: _____

School: _____

Grade Level/Subject Area: _____

Date: _____

Goal for your own professional growth:

My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

APPENDIX C

SAMPLE LESSON PLAN FORMATS

5E LESSON PLANNING TEMPLATE

Grade/Course:	Topic:	Lesson # _____ in a series of _____ lessons
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	Interdisciplinary Concepts:	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s)		
Formative Monitoring (Questioning / Discussion):		
Summative Assessment (Quiz / Project / Report):		
Student Self-Reflection:		

Lesson Plan

Teacher Name: _____ Date: _____

School: _____ Subject/Grade: _____

Academic Standards	Teaching Procedures Instructional Steps	Materials and Resources	Evidence of Learning	Differentiation

Lesson Plan

Teacher Name:

School:

Subject/Grade:

Date:

Learning Target: (What do you want students to know and be able to do? What is the intended learning?)

Arizona Academic Standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

Differentiation: (What accommodations will be in place for diverse learners?)

Closure: (How will the intended learning be demonstrated by the students?)

Materials and Resources:

(Based on the Essential Elements of Instruction, EEI)

Amphitheater Public Schools
Grades K - 2 ELA Framework Lesson Plan

Foundational Standards		
Whole Group Instruction Foundations (Grades K-2) 30 min		
Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into to Reading Vocabulary and Reading Workshop Lessons Shared Reading, Science or Social Studies Content Reading (Building Knowledge, Story Structure and Language) 20-30 min		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Enrichment Instruction. Decodables or Rigby Readers 2 x 15 min	Independent and Collaborative Practice Required Waterford - K 15 min/day (75 min/week) i-Ready - 1st and 2nd 15-20 min/day (45-60 min/week)	Independent, Collaborative, and/or Choice Practice Independent and Partner Reading Decodable Text Coding/Fluency Letter and Word or Vocabulary Work Response Journal/My Book Activities Reinforcing and Enrichment Literacy Centers
Group 1		
Group 2		
Accountability, Reflection and Sharing Wrap Up 5 min		

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Writing and Language Standards	
• Into Reading Research, Writing or Grammar Mini lesson (direct instruction) • Independent Writing Time/ Writing Conferences • Students share sections or entire writing pieces based on the mini lesson. • My Book Q and A Tasks 30 min	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

Amphitheater Public Schools
Grades 3-5 ELA Framework Lesson Plan

Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into Reading Vocabulary and Reading Workshop Lessons <i>Includes Module Launch, Building Knowledge, and Language</i> 30-40 min		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Reinforce Reading Skills and Strategies, Scaffold and Extend, Tabletop mini lessons, or Guided Reading Instruction. 2 x 15 min	Independent and Collaborative Practice Required i-Ready 3-5 15-20 min/day (45-60 min/week)	Independent, Collaborative, and/or Choice Practice Fluency Practice, My Book Comprehension and Vocabulary Work, Independent Reading, Reader’s Notebook, Inquiry and Research Project
Group 1		
Group 2		
Language Standards		
Whole Group Instruction Into Reading Foundation Skills Lessons (designated days) Phonics, Syllable Work, Vocabulary, Language, Grammar 15-30 min		
Accountability, Reflection and Sharing Wrap Up 5 min		

Writing and Language Standards	
Into Reading Research, Writing or Grammar Mini lesson (explicit and direct instruction) Independent Writing Time/ Writing Conferences Students share sections or entire writing pieces based on the mini lesson My Book Q and A Tasks 30 min	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

SECONDARY SCIENCE LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:	Unit Title:	
Lesson #:	Class Level:	Phenomenon:
Length of Lesson in # of Hours: # of Classes:	Teacher(s):	
How does this lesson connect to previous or future work as exemplified by the Standards in your scope and sequence?		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?</i>	
	<i>Citation</i>	
1 -3 Science and Engineering Practices Used in This Lesson	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?</i>	
	☐ Conceptual understanding of key concepts	
ESSENTIAL QUESTION(S)	☐ Scientific Method/Engineering Design Process Skills Fluency	
	☐ Rigorous application of science or engineering in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways my students and I will know the extent to which the objectives have been met.</i>		

Personalized Learning

How will I provide opportunities for personalized learning during this lesson?

LEARNING PLAN**MATERIALS****TIME****Vocabulary****Introduction**

- How will students make connections between the content and their goals?
- How will students know the purpose for this lesson?

BODY OF THE LESSON

- What explanations, representations, and/or examples will I share/ elicit to make the concepts of this lesson clear?
- What strategies and opportunities will I use to check for understanding throughout the lesson?
- What questions will I ask to allow students to share their thinking and when will this happen in the lesson?

LEARNING PLAN, continued**MATERIALS****TIME**

- How will I bring closure and provide opportunities for reflection on and transfer of knowledge/skills?

ELA SECONDARY LESSON PLAN TEMPLATE

This template is aligned with the new Into Literature HMH materials (2021)

Standards:

Essential Question:

Academic Vocabulary:

Reading: (Materials and resources (online or print), time allocation for reading)

Skill Building: (e.g., reading fluency, language conventions, identifying main idea, analyze structure, speaking, listening, etc.)

Instruction: (e.g., procedure, tasks, etc.)

Writing (e.g., genre, mentor text, skills taught, etc.)

Small Group Options:

Differentiation Options:

Assessment:

Kindergarten Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI)

Daily assessment opportunity, provides expectation of the portion of the standard

Informs your instruction, fair to grade

GMC: (Goal for Mathematical Content):

(SMP) (GMP): (Standards/Goals for Mathematical Practice):

(✓ACI):

Part 1: Core Instruction (20-30 minutes)

New Content

Purpose:

- ◆ Introduce new concepts, skills and games

Activity:

Summary/Closure (5 minutes)

Purpose:

Can occur to summarize the learning of the focus activity

Activity:

Part 2: Core Instruction Continued (10-20 minutes)

Practice

Purpose:

- ◆ Provide distributive practice by revisiting an earlier focus
- ◆ Essential part of core

Activity:

Home Link

Purpose: involves parents in math education, follows-up to classroom activities

Connections

Purpose: suggestions for additional ways to explore content in other areas

Number of the Day	
Attendance	
Daily Schedule and Monthly Calendar	
Weather/Temperature	
Survey	

1st-2nd Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI)

Daily assessment opportunity, provides expectation of the portion of the standard

Informs your instruction, fair to grade

GMC: (Goal for Mathematical Content):

(SMP) (GMP): (Standards/Goals for Mathematical Practice):

(✓ACI):

Part 1: Warm Up (5 minutes)

Tasks for Lesson _____

Mental Math & Fluency

Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener

Math Message (5 min)

Purpose: introduction to the lesson using a problem new to students

Math Message Follow-Up

(10 minutes) Purpose: provides time to discuss/share strategies that connects to follow-up activities

Follow-up Activities

(20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.

Summary/Closure (5 minutes)

Purpose: summarizes learning of Part 2 (the focus activities)

Part 3: Practice (10-20 minutes)

Practice Activities

(Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/partner

Math Boxes Purpose: reviews skills and concepts students have seen to this point

Home Link Purpose: provides practice and informs family about daily learning

On-Going Daily Routines (10 minutes for debriefing)

3rd-5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI) Daily assessment opportunity, provides expectation of the portion of the standard Informs your instruction, fair to grade	GMC: (Goal for Mathematical Content): (SMP) (GMP): (Standards/Goals for Mathematical Content): (✓ACI):
---	---

Part 1: Warm Up (5 minutes) Fill in Tasks below for lesson _____.	
Mental Math & Fluency Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)	

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener	
Math Message (5 min) Purpose: introduction to the lesson using a problem new to students	
Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow up activities	
Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application etc.	

Summary/Closure (5 minutes)	
Purpose: summarizes learning or Part 2 (the focus activities)	

Part 3: Practice-(10-20 minutes)	
Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner	
Math Boxes: Purpose: reviews skills and concepts students have seen to this point	
Home Link: Purpose: provides practice and informs family about daily learning	

ELD Targeted Instruction Lesson Plan

Teacher Name:

School:

Grade/Grade Band:

☐ Kinder ☐ Grade 1 ☐ Grades 2-3 ☐ Grades 4-5 ☐ Grades 6-8 ☐ Grades 9-12

English Proficiency Levels:

☐ Pre-E/Emergent ☐ Basic ☐ Intermediate ☐ Basic/Intermediate (Kinder ONLY)

Lesson Time Frame:

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Arizona Academic Standard(s):

Content/Learning Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

ELD Integrated Instruction Lesson Plan

Teacher Name:

School:

Grade Level:

Number of English Learners at Each Proficiency Level:

☐ Pre-E/Emergent _____ ☐ Basic _____ ☐ Intermediate _____

☐ Basic/Intermediate (Kinder ONLY) _____

Lesson Time Frame:

Arizona Academic Standard(s):

Content/Learning Objective(s):

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

SECONDARY MATH LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:		Unit Title:
Lesson #:	Class Level	
Length of Lesson in # of Hours:	# of Classes:	Teacher(s):
How does this lesson connect to previous or future work as exemplified by the Standards in your Scope and Sequence?		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?</i>	
	<i>Citation</i>	
1 -3 MATHEMATICAL PRACTICE(S) ADDRESSED IN THIS LESSON	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?</i>	
ESSENTIAL QUESTION(S)	☐ Conceptual understanding of key concepts	
	☐ Procedural skill and fluency	
	☐ Rigorous application of mathematics in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways my students and I will know the extent to which the objectives have been met.</i>		

Personalized Learning				
How will I provide opportunities for personalized learning during this lesson?				
LEARNING PLAN			MATERIALS	TIME
Vocabulary				
Introduction - How will students make connections between the content and their goals? - How will students know the purpose of this lesson?				

Lesson Plan Template

Name:

Grade Level:

Subject:

Unit Title:

Lesson Title:

Estimated Time:

Standard/s:

Learning Goal/Target/Objective: (What should students know and be able to do as a result of this lesson?)

Essential/Guiding Question(s): (Higher-order thinking level in student-friendly language)

Content: (Outline what you are going to teach)

Key Vocabulary:

WICOR: AVID Method Strategies:

W Writing: How will students use writing as a tool of learning?

I Inquiry: What questions will I ask? How will I facilitate students asking questions?

C Collaboration: How will I facilitate student collaboration?

O Organization: How will students set goals for their learning? How will I help students manage the tasks/materials of the lesson? How will I release responsibility to students for their own learning?

R Reading: What will students read? What strategies will I use to facilitate that reading?

Procedures:

1. **Activate prior knowledge/Anticipatory Set/Hook:** What prior knowledge should students have for this lesson? How will you gain their attention?
2. **Input:** Teaching Phase: How will you present the concept or skill to your students?
 - a. Key vocabulary instruction
 - b. Teaching of the concept
3. **Modeling:** Showing, explaining, demonstrating to the students how to do something that they will then be expected to do.
4. **Check for understanding:** Whatever you do to determine students' comprehension of what has been taught thus far (Q & A, cognitive processing strategies, graphic organizers, use of scales, etc.)
5. **Guided practice:** What activities or exercises will the students complete with teacher and/or peer guidance?
6. **Independent practice:** What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
7. **Closure:** How will you assist your students in organizing the knowledge gained in the lesson? (Q & A, exit slip, game, cognitive processing strategies, etc.)

Assessment/Evaluation: How will you assess the students' attainment of the lesson objectives? The assessment must be stated in measurable terms. (condition, performance, criteria)

- Formative Assessment and/or Summative Assessment:

Materials/Resources: All materials and equipment needed to teach this lesson.

References: Any sources (e.g., textbooks, internet sites, etc.) used in the planning of this lesson.

Accommodations: Differentiated instruction; any modifications made to the lesson to assist ESE and/or ELs in the comprehension of the lesson.

Elements of WICOR: Writing Inquiry Organization Collaboration Reading	
--	--



UDL Lesson Planning Guide

***BLUE** Font = Live Link

Essential Elements of Instruction Pre-Planning Thoughts

Lesson Purpose (WHY Important to Students)	
State Standard(s) Addressed AZ State Standards Page	
Objective/Learning Goal What do you want students to walk away with? What does success look like?	
Anticipatory Set The HOOK -Get them engaged	

UDL PRINCIPLES

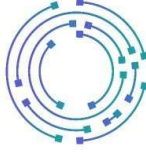
<u>REPRESENTATION</u> - Options for presenting content	<u>ENGAGEMENT</u> - Options for engaging student interest	<u>ACTION & EXPRESSION</u> - Options for students to demonstrate learning
☐ Artifacts ☐ Pictures ☐ Graphic organizers ☐ Hands-on ☐ Video clips ☐ Audio recordings ☐ Lab ☐ Lecture ☐ Other _____	☐ Cooperative work group ☐ Partner work ☐ Independent Work ☐ Teacher-led small group ☐ Manipulatives ☐ Movement ☐ Debates ☐ Role plays or simulations ☐ Other _____	☐ Written response ☐ Illustrated response ☐ Oral response ☐ Text-to-Speech ☐ Presenting ☐ Storytelling ☐ Multimedia ☐ Model creation or construction ☐ Other _____

AVID

WICOR UDL Examples



AVID Open Access



Digital Tools & Templates



Essential Question

What is an Essential Question?

Complexity in Thinking

Depth of Knowledge

Portrait of a Graduate UDL Strategies to Build Each Trait



- ☐ Creative Thinking
- ☐ Critical Thinking
- ☐ Communication
- ☐ Citizenship

- ☐ Collaboration
- ☐ Scholarship
- ☐ Problem Solving
- ☐ Caring

Task Analysis

**Learnings
(Information)**

**Teacher Strategies
(Examples, Materials, Modeling, etc....)**

**Student Behaviors
(Active Participation)**

Modeling How will it flow? What strategies will you use? What do you want to be sure to do well? (I do)	
Guided Practice What do you need to be sure to do well? (We do)	
Independent Practice What evidence do you have to show they understand? (You do)	
Formative Assessments Checks for Understanding planned throughout the lesson.	
Closure/Exit Ticket Individual accountability for learning...How will you use this information to measure (data collection) student progress toward your Learning Objective/goal? AVID Exit Ticket Pre-Made Templates	

Materials & Resources	
Materials	
On-line Materials	
Resources	

Additional Resource Links

[Amphi SharePoint](#)

[Amphi Curriculum Scope & Sequences](#)

[District-Wide Curriculum Resources](#)

[HMH Teaching Resources](#)

[Everyday MathResources](#)

APPENDIX D

**AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE
EVALUATION SYSTEM**



AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM FOR CONSISTENTLY HIGHLY EFFECTIVE TEACHERS

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the “Alternative Evaluation” system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?

Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?

No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?

The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM PROGRAM

Steps to follow:

1. Principal notifies the teacher of their qualification for the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
 - a. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
 - b. Working on a Master's Degree or National Board Teacher Certification (NBTC) in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of program coursework.
 - c. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

1. **Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
2. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Participation Log**

PROFESSIONAL GROWTH DOCUMENTATION AND RATING FORM

Amphitheater Alternative Teacher Evaluation System

Name: _____ School: _____

Alternative Evaluation System Year: 1 2 3

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one) New Instructional Practice Master's Degree NBTC Professional Developer			
Objectives:	Activity:	Timeline:	Evidence of Impact:

Teacher's Signature: _____ Date: _____
 Principal's Signature: _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):
 Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)
 Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)
 Administrator Comments:

Teacher Comments:

Principal Signature: _____
 Teacher Signature: _____

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM

Teacher Self-Reflection Form

Teacher's Name: _____ **School:** _____

Date: _____

Reflection on (circle one): New Instructional Practice

Master's Degree Work

National Board Teacher Certification

Professional Development

Reflect on your work this year on learning a new practice, conducting professional development, working on your Master's degree, or working on your National Board Teacher Certification. Include examples of how your work did, or will, connect to student learning, discuss any "aha" moments, and any future actions you propose (one page maximum).

Teacher Alternative Evaluation System

Participation Log

Activity	Date(s)	Notes

MEMBERS ON THE ATPES COMMITTEE

2026-2027

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Tara Bulleigh	Principal, Canyon del Oro High School
Tassi Call	Associate Superintendent for Elementary Education, (Chair 2021-present)
Katherine Engel	Teacher, Amphitheater High School
Rowdy Frederiksen	Assistant Principal, Ironwood Ridge High School
Erica Fox	Math Teacher, Canyon Del Oro High School
Rebecca Green	Intervention Teacher, Coronado K-8
Kris Holt	School Improvement Specialist, Prince Elementary School
David Humphreys	Principal, La Cima Middle School
Elizabeth Jacome	Director of Curriculum and Assessment
Hillary Kitay	Teacher, Prince Elementary School
Shannon Langley	EL District Coordinator, Language Acquisition
Matthew Munger	Associate Superintendent for Secondary Education
Chris Trimble	Principal, Wilson K-8 School
Jason Weaver	Program Evaluation Data Analyst, Wetmore



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 9, 2026

TITLE: Approval of Proposition 301 Teacher Performance Pay Awards and Administrative Performance Pay Awards for 2025-2026 Fiscal Year

BACKGROUND:

Forty percent of the revenue the District receives from Proposition 301, derived from sales tax, funds a performance-based incentive pay program. This program is conducted pursuant to a written plan previously approved by the Governing Board.

From year to year, we see variations in sales tax revenues and differences in the number of participants; therefore, the annual payout amounts vary for each plan participant. For fiscal year 2025-2026, the total distribution amount is \$3,610,150.

The State of Arizona no longer requires that 33% of the total payout of 301 dollars be based on the teacher performance label, but our committee selected to continue this practice. There are four performance level labels for teachers required by the State of Arizona: Highly Effective, Effective, Developing, and Ineffective. Teachers with a Highly Effective label will receive 100% of the pay for this variable; teachers with the Effective label will receive 95% of the payout for this variable; teachers with the Developing label will receive 85% of the payout for this variable; and teachers who are labeled as Ineffective will not receive any of this portion of the award. The full award for a Highly Effective label for 2025-2026 is \$1,619.91; the award for the Effective label is \$1,538.92; the award for the Developing label is \$1,228.26; and there is no award for the Ineffective label.

The largest portion of the performance pay (67%) is an annual award given to eligible employees assigned to a school that reaches its student engagement goal and a site-selected achievement goal (Goal IA, IB, and Goal II). This year, the full payout amounts per participant for each goal are:

Goal IA: \$986.67

Goal IB: \$986.67

Goal II: \$1,315.57

This item will authorize payment of performance pay awards to eligible staff for the 2025-2026 fiscal year. The attached information provides details by school and individual on the level of accomplishment of the goals, the award based on the teacher classification label, and the total dollar amount earned per person at that site. The total award is adjusted based on the individual's FTE. The maximum payout for full accomplishment of both goals, and the highest teacher classification label, for 2025-2026 eligible certified staff is \$4,908.83. This amount is up \$648.30 from the 2024-2025 payout.

The Meet and Confer agreement approved by the Governing Board on August 1, 2007, allowed for a performance pay plan for Principals and Assistant Principals. The plan allowed for a potential of up to \$1000 per participant, mirroring the 301 plans at the school sites. This year, the total award possible will be \$600. The administrator plan is similar to the 301 Plan for teachers. Principals, Assistant Principals, and Instructional Support Assistants will receive up to \$600 for the accomplishment of the goals.

The attached spreadsheets list payout totals by school and individual calculations for eligible certified teaching staff and administrators based upon the accomplishment of engagement goals, achievement goals, and the teacher label. Participants will receive the payout on June 12, 2026, as a separate payment.

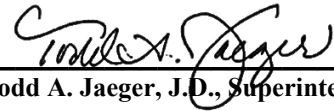
RECOMMENDATION:

The Administration recommends that the Governing Board approve the attached list of Proposition 301 Performance Pay Plan Awards and Administrative Performance Pay for Goals I and II for the 2025-2026 Fiscal Year.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: June 4, 2026



Todd A. Jaeger, J.D., Superintendent

Name	DAC	FTE	Payout Prorated by FTE
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0666	\$ 39.98
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0666	\$ 39.98
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0666	\$ 39.98
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0666	\$ 39.98
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0666	\$ 39.98
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0666	\$ 39.98
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0666	\$ 39.98
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0666	\$ 39.98
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0667	\$ 40.03
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0667	\$ 40.03
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0667	\$ 40.03
Adams, Elizabeth Gabrielle	WT - School Operations - 510	0.0667	\$ 40.03
Alvarez, Kristen Loving	Nash Elementary - 110	0.5000	\$ 300.00
Alvarez, Kristen Loving	Nash Elementary - 110	0.5000	\$ 300.00
Arffa, Glenda S	Amphitheater High - 281	1.0000	\$ 600.00
Avila, Paul C	Amphitheater Middle - 166	0.7000	\$ 420.00
Beuthin, Kevin William	Amphitheater High - 281	0.5000	\$ 300.00
Boknevitz, Christopher Daniel	Cross Middle - 167	1.0000	\$ 600.00
Borden, Kylie Karen-Sue	Amphitheater Middle - 166	1.0000	\$ 600.00
Bulleigh, Tara L	Canyon del Oro High - 282	1.0000	\$ 600.00
Campbell, Jennifer Lee	Prince Elementary - 111	0.5000	\$ 300.00
Carlson, Joanne	Wilson K-8 - 168	0.5000	\$ 300.00
Cephers, Tyrone A	Amphitheater High - 281	1.0000	\$ 600.00
Cliff, Mary Anna	Cross Middle - 167	0.5000	\$ 300.00
Costelow, Gabrielle Sallay	Copper Creek Elementary - 118	0.5000	\$ 300.00
Daigle, Joyce Lee	Keeling Elementary - 109	0.5000	\$ 300.00
Dominguez, Marco A	Canyon del Oro High - 282	1.0000	\$ 600.00
Doyle, Samantha Lynn	Prince Elementary - 111	1.0000	\$ 600.00
Emans, Deborah S	Harelsan Elementary - 107	0.5000	\$ 300.00
Flagg, Jennifer Wakefield	Canyon del Oro High - 282	1.0000	\$ 600.00
Fox, Erica Rose	Canyon del Oro High - 282	0.5000	\$ 300.00
Fox, Erica Rose	WT - Assoc. Super. - K-5 - 514	0.2000	\$ 120.00
Frantziskonis, Karyn Vick	Amphitheater Middle - 166	0.5000	\$ 300.00
Frederiksen, Rowdy Joseph	Ironwood Ridge High - 280	1.0000	\$ 600.00
Fyock, Andrea Danielle	Coronado K-8 - 115	1.0000	\$ 600.00
Garwacki, Richard David	Ironwood Ridge High - 280	1.0000	\$ 600.00
Genis, Erika K	WT - Assoc. Super. - K-5 - 514	0.8000	\$ 480.00
Golden, Brande Lynn	WT - Student Services - 540	1.0000	\$ 600.00
Gutierrez, Christopher Michael	Cross Middle - 167	1.0000	\$ 600.00
Guymon, Kate Peters	La Cima Middle - 165	1.0000	\$ 600.00
Hayes, Stephanie Dean	Harelsan Elementary - 107	1.0000	\$ 600.00
Hill, Vanessa Catherine	WT - Assoc. Super. - K-5 - 514	1.0000	\$ 600.00
Hillig, Stephanie Jo	Copper Creek Elementary - 118	0.5000	\$ 300.00
Hillig, Stephanie Jo	Painted Sky Elementary - 114	0.5000	\$ 300.00
Holt, Kris Anne	Prince Elementary - 111	0.5000	\$ 300.00
Holt, Kris Anne	Prince Elementary - 111	0.5000	\$ 300.00
Hooton, Rose Marie	WT - Fed/State - Lang Aq Grants - 509	0.1000	\$ 60.00
Hooton, Rose Marie	WT - Assoc. Super. - 6-12 - 515	0.9000	\$ 540.00
Humphreys, Anita Shay	Donaldson Elementary - 106	0.5000	\$ 300.00

Name	DAC	FTE	Payout Prorated by FTE
Humphreys, David Arnold	La Cima Middle - 165	1.0000	\$ 600.00
Inglett, Lindsay Leigh	Mesa Verde Elementary - 116	0.5000	\$ 300.00
Jarrett, Jessica Michelle	Nash Elementary - 110	1.0000	\$ 600.00
Jenkins, Orante O	Ironwood Ridge High - 280	1.0000	\$ 600.00
Kimminau, Polly A	Donaldson Elementary - 106	0.6000	\$ 360.00
Langley, Shannon Crystal	WT - Fed/State - Lang Aq Grants - 509	0.3000	\$ 180.00
Langley, Shannon Crystal	WT - Fed/State - Lang Aq Grants - 509	0.7000	\$ 420.00
Letts, Jennifer Jeanette	Coronado K-8 - 115	1.0000	\$ 600.00
Lopez, Lindsay Jaye	Coronado K-8 - 115	0.5000	\$ 300.00
Lopez, Stephanie Marie	Walker Elementary - 112	0.5000	\$ 300.00
Lowe, Elizabeth Anne	Nash Elementary - 110	0.5000	\$ 300.00
MALIS, ALBERT J	Amphitheater High - 281	1.0000	\$ 600.00
Mapes, Darin Matthew	Wilson K-8 - 168	1.0000	\$ 600.00
McConnell, Michael P	Innovation Academy - 119	1.0000	\$ 600.00
Mcdole, Kimberly Lynn	Keeling Elementary - 109	1.0000	\$ 600.00
Oliver, Heather	Painted Sky Elementary - 114	0.5000	\$ 300.00
Orelup, Annette G	Keeling Elementary - 109	1.0000	\$ 600.00
Queiruga, Jennifer	Holaway Elementary - 108	0.2500	\$ 150.00
Radtke, Heidi Baumann	WT - Assoc. Super. - K-5 - 514	1.0000	\$ 600.00
Ramsey, Julie Marie	Coronado K-8 - 115	1.0000	\$ 600.00
Reynolds, Leighann Marie	Walker Elementary - 112	1.0000	\$ 600.00
Rios, Emily Constance	Ironwood Ridge High - 280	1.0000	\$ 600.00
Ripp, Timothy J	Mesa Verde Elementary - 116	1.0000	\$ 600.00
Roop, Lee	Ironwood Ridge High - 280	0.5000	\$ 300.00
Sadowl, Cyra Mechelle	La Cima Middle - 165	0.5000	\$ 300.00
Sheber, Laurie Irene	WT - Assoc. Super. - K-5 - 514	1.0000	\$ 600.00
Sheffield, Katherine Lee	Amphitheater Middle - 166	1.0000	\$ 600.00
Shoopman, Susan Camille	Wilson K-8 - 168	1.0000	\$ 600.00
Slingerland, Janet C	Holaway Elementary - 108	0.5000	\$ 300.00
Spencer, Brent Ty	Canyon del Oro High - 282	1.0000	\$ 600.00
Spillane, Mamie Frances	Rio Vista Elementary - 117	1.0000	\$ 600.00
Sullivan, Christine Renee	WT - Fed/State - Lang Aq Grants - 509	0.2000	\$ 120.00
Sullivan, Christine Renee	WT - Fed/State - Lang Aq Grants - 509	0.8000	\$ 480.00
Swartz, Danielle Anastasia	Innovation Academy - 119	0.5000	\$ 300.00
Szczepaniak, Andrew F	Amphi Academy Online - 285	0.5000	\$ 300.00
Szczepaniak, Andrew F	Donaldson Elementary - 106	0.5000	\$ 300.00
Tapling, Colby Lawrence	Prince Elementary - 111	1.0000	\$ 600.00
Trimble, Christopher R	Wilson K-8 - 168	1.0000	\$ 600.00
Valentin, Trechel Elizabeth Gindt	Holaway Elementary - 108	1.0000	\$ 600.00
Walden, Sandra R	Copper Creek Elementary - 118	0.5000	\$ 300.00
Walden, Sandra R	Painted Sky Elementary - 114	0.5000	\$ 300.00
Walker, Melissa Kiyoko	Rio Vista Elementary - 117	0.3000	\$ 180.00
Walker, Melissa Kiyoko	Rio Vista Elementary - 117	0.5000	\$ 300.00
Wichers, Angela Marie	Amphitheater Middle - 166	1.0000	\$ 600.00
Wray, Kathleen Jane	Rio Vista Elementary - 117	0.5000	\$ 300.00

Name	DAC	FTE	Payout Prorated by FTE
Agiesta, Coreen E	Painted Sky Elementary - 114	0.9375	\$ 468.75
Aguilar, Isabel Zamora	Prince Elementary - 111	1.0000	\$ 500.00
Aguirre, Adilene	WT - Fed/State - Lang Aq Grants - 509	0.5000	\$ 250.00
Aguirre, Adilene	WT - Fed/State - Lang Aq Grants - 509	0.5000	\$ 250.00
Aguirre, Alejandrina	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Aldaraca, Erika	La Cima Middle - 165	0.9375	\$ 468.75
Aldworth, Nicole M	Keeling Elementary - 109	1.0000	\$ 500.00
Alvarado, Cindy Alice	Rio Vista Elementary - 117	0.9375	\$ 468.75
AlZeer, Rokaan Nasser	Rillito Center - 125	0.9375	\$ 468.75
Anderson, Robin Hayley	Keeling Elementary - 109	0.6000	\$ 300.00
Aquino, Idaene	WT - Community Pre-Schools - 511	0.5000	\$ 250.00
Asselin, Allyssa Rose	Amphitheater High - 281	0.9375	\$ 468.75
Atondo-Ballesteros, Perla G	WT - Student Services - 540	1.0000	\$ 500.00
Badr, Carolyn L	Innovation Academy - 119	1.0000	\$ 500.00
Barbary, Jessica Lynne	Holaway Elementary - 108	1.0000	\$ 500.00
Barragan, Yohany	WT - Student Services - 540	1.0000	\$ 500.00
Bazewicz, Marian C	Nash Elementary - 110	0.9375	\$ 468.75
Benavidez, Anthony James	Rillito Center - 125	0.9375	\$ 468.75
Blackwell, Montanna Marie	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Bogomol, Scott W	Rillito Center - 125	0.9375	\$ 468.75
Borja, Aubriana D'nae Blas	Wilson K-8 - 168	0.9375	\$ 468.75
Born, Alicia Claire	Holaway Elementary - 108	1.0000	\$ 500.00
Boteo Diaz, Gladys Isabel	Rillito Center - 125	0.9375	\$ 468.75
Boyan, Beth P	Donaldson Elementary - 106	0.9375	\$ 468.75
Bradley-Weinheimer, Morgan Riana	Wilson K-8 - 168	0.9375	\$ 468.75
Bragg, Sheree Lee	Ironwood Ridge High - 280	1.0000	\$ 500.00
Brown, Desiree Angelina	Canyon del Oro High - 282	0.9375	\$ 468.75
Brown, Helena Joy	Holaway Elementary - 108	1.0000	\$ 500.00
Brown, Marife Jumamoy	Keeling Elementary - 109	0.9375	\$ 468.75
Brown, Sarah Elizabeth	Rillito Center - 125	0.9375	\$ 468.75
Burrola, Priscilla D	Walker Elementary - 112	0.9375	\$ 234.38
Cabrera, Michael Scott	Rio Vista Elementary - 117	0.9375	\$ 468.75
Cangemi, Kerri L	Painted Sky Elementary - 114	0.9375	\$ 468.75
Caponigro, Deborah C	Rio Vista Elementary - 117	0.6000	\$ 300.00
Caponigro, Deborah C	Rio Vista Elementary - 117	0.4000	\$ 200.00
Capriles Reggeti, Adriana Carolina	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Cardenas, Brandon Bilhozhoni	Donaldson Elementary - 106	0.9375	\$ 468.75
Cardenas, Mario Chanez Jr	Keeling Elementary - 109	1.0000	\$ 500.00
Caso, Brooke Anne	Coronado K-8 - 115	0.9375	\$ 468.75
Castiglia, Anthony Jack	Wilson K-8 - 168	1.0000	\$ 500.00
Cervantes Cortez, Jorge E	Rio Vista Elementary - 117	1.0000	\$ 500.00
Chavez, Lexi Madrid	Copper Creek Elementary - 118	1.0000	\$ 500.00
Childs, Michelle Lynn	Amphitheater Middle - 166	0.9375	\$ 468.75
Christensen, Christine Jyl	Painted Sky Elementary - 114	0.3000	\$ 150.00
Christensen, Christine Jyl	Painted Sky Elementary - 114	0.6000	\$ 300.00
Clayton, Darlene Nia	Rillito Center - 125	0.8750	\$ 437.50
Comden, Bradley Alexander	Donaldson Elementary - 106	1.0000	\$ 500.00
Contreras, Elsa Angelina	Cross Middle - 167	0.9375	\$ 468.75
Cook, Melissa Lee	Mesa Verde Elementary - 116	0.9375	\$ 468.75
Coomer, Austin Taylor Paige	Nash Elementary - 110	0.6000	\$ 300.00
Coomer, Austin Taylor Paige	Nash Elementary - 110	0.4000	\$ 200.00
Corral, Yvette Desiree	Holaway Elementary - 108	0.9375	\$ 468.75
Cox, Jennifer Dee	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Cox, Martin Ian Keith	Prince Elementary - 111	0.6000	\$ 300.00

Name	DAC	FTE	Payout Prorated by FTE
Cox, Martin Ian Keith	Prince Elementary - 111	0.4000	\$ 200.00
Cruce, Lyndsay Lorene	Amphitheater Middle - 166	0.9375	\$ 468.75
Crum, Tracy	Rio Vista Elementary - 117	0.7500	\$ 375.00
Cruz, Kristy Irene	Rillito Center - 125	1.0000	\$ 500.00
Culver, Abigail	La Cima Middle - 165	0.9375	\$ 468.75
Daigle, Aidan Robert	Keeling Elementary - 109	0.9375	\$ 468.75
Dallman, Ashley Katlin	Harelson Elementary - 107	0.6000	\$ 300.00
Dalton-Aragon, Jaron Matthew	La Cima Middle - 165	0.6000	\$ 300.00
Dalton-Aragon, Jaron Matthew	La Cima Middle - 165	0.4000	\$ 200.00
Davis, Wendy Sue	Painted Sky Elementary - 114	1.0000	\$ 500.00
DeFrancesco, Emily Hodges	Keeling Elementary - 109	1.0000	\$ 500.00
Dodson, Haley Alexis	Holaway Elementary - 108	0.9375	\$ 468.75
Dominguez, Leticia	Ironwood Ridge High - 280	0.9375	\$ 468.75
Dowell, Jessica N T	Cross Middle - 167	0.9375	\$ 468.75
Drake, Tiffany Kathleen	Canyon del Oro High - 282	0.5000	\$ 250.00
Duarte, Ashley	Holaway Elementary - 108	0.9375	\$ 468.75
Duarte-Jungerman, Blanca L	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Egan, Mechelle Cheri	Rillito Center - 125	0.9375	\$ 468.75
Ellsworth, Kennedy Sterling	Keeling Elementary - 109	0.9375	\$ 468.75
Erickson, Victoria S	Ironwood Ridge High - 280	0.9375	\$ 468.75
Estrella, Elinora Moreno	Rio Vista Elementary - 117	0.5000	\$ 250.00
Estudillo, Stephanie Nichole	Rio Vista Elementary - 117	0.9375	\$ 468.75
Etter, Hannah Lynn	WT - Community Pre-Schools - 511	0.5000	\$ 250.00
Evans, Maureen L	Innovation Academy - 119	0.5000	\$ 250.00
Fears, Carolyn Kathleen	Copper Creek Elementary - 118	0.9375	\$ 468.75
Fernandez, Mercy C	Prince Elementary - 111	0.2500	\$ 125.00
Figueroa Rivera, Eunice	Nash Elementary - 110	0.9375	\$ 468.75
Fiske, Hui Xian	Rillito Center - 125	0.9375	\$ 468.75
Flores Villa, Andrea Yuksuk	Rio Vista Elementary - 117	0.9375	\$ 468.75
Flores, Julianna Elizabeth	Amphitheater High - 281	1.0000	\$ 500.00
Fogltance, Debra L	Cross Middle - 167	0.9750	\$ 487.50
Frankenberg, Viviana Elizabeth	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Freney, Nicholas Kevin	Amphitheater High - 281	0.9375	\$ 468.75
Frieders, Andrew Lawrence	WT - Community Pre-Schools - 511	0.5000	\$ 250.00
Gambrell, Nancy Nanette	La Cima Middle - 165	0.9375	\$ 468.75
Gamez, Griselda	Rio Vista Elementary - 117	0.9375	\$ 468.75
Gamez, Monique	Rillito Center - 125	0.9375	\$ 468.75
Garcia Cruz, Maria E	Rio Vista Elementary - 117	0.9375	\$ 468.75
Garcia, Sabrina Danielle	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Gardiye Punchihewa, Dharshani Thamara	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Gerson, Lorelei Ann	Cross Middle - 167	1.0000	\$ 500.00
Gomez, Ignacio Daniel	Mesa Verde Elementary - 116	0.6000	\$ 300.00
Gonzales, Siobhan Eileen	Ironwood Ridge High - 280	1.0000	\$ 500.00
Gonzalez, Patricia R	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Graham, Mary Kaye	Prince Elementary - 111	1.0000	\$ 500.00
Granados, Jennifer	Rio Vista Elementary - 117	0.9375	\$ 468.75
Gray, Sandra L	Amphitheater Middle - 166	0.1000	\$ 50.00
Green, Cynthia Marie	Mesa Verde Elementary - 116	0.9375	\$ 468.75
Gudino, Alexia	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Gutierrez, Dina Alberta	WT - Fed/State - Lang Aq Grants - 509	1.0000	\$ 500.00
Hagin, Lea Meredith	Coronado K-8 - 115	1.0000	\$ 500.00
Hakes, Jacquelen	Holaway Elementary - 108	0.9375	\$ 468.75
Hammack, Stephanie Ann	Holaway Elementary - 108	0.2500	\$ 125.00
Harder, Paul Thomas	Wilson K-8 - 168	0.9375	\$ 468.75

Name	DAC	FTE	Payout Prorated by FTE
Harmon, Abbey	Prince Elementary - 111	0.4375	\$ 218.75
Hart, Patricia Ann	Rio Vista Elementary - 117	0.9375	\$ 468.75
Hartwell, Kimberly Pearl	Copper Creek Elementary - 118	0.9375	\$ 468.75
Hayes, Brenden Calvin	Cross Middle - 167	0.6000	\$ 300.00
Headley, Erika Johannah	Mesa Verde Elementary - 116	0.9375	\$ 468.75
Henley, Jolee Dawn	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Hernandez, David Christopher	Rillito Center - 125	1.0000	\$ 500.00
Hersha, Dalton Connor	Rillito Center - 125	0.8750	\$ 437.50
Hindman, Michelle Lynn	Cross Middle - 167	0.9375	\$ 468.75
Holt, James K	Prince Elementary - 111	1.0000	\$ 500.00
Honomichl, Erika Michelle	Mesa Verde Elementary - 116	0.9375	\$ 468.75
Horger, Alexis Danielle	Wilson K-8 - 168	1.0000	\$ 500.00
Hossain, Ismat Sharmeen	Copper Creek Elementary - 118	0.9375	\$ 468.75
Houston, Juanita Alicia	Nash Elementary - 110	0.9375	\$ 468.75
Hughes Borquez, Amber Eileen	Amphitheater High - 281	0.9375	\$ 468.75
Hyatt, Kristy Lynn	Amphitheater Middle - 166	0.9375	\$ 468.75
Imbody, Louise Maria	Mesa Verde Elementary - 116	0.9375	\$ 468.75
Inclan, Jaclyn Taylor	Ironwood Ridge High - 280	0.9375	\$ 468.75
Iribe, Courtney Louise	Canyon del Oro High - 282	0.9375	\$ 468.75
Iribe, Sheryl Lynn	Canyon del Oro High - 282	1.0000	\$ 500.00
Jansen, Sara Eileen	Ironwood Ridge High - 280	0.9375	\$ 468.75
Johns, Jessica Renee	Amphitheater High - 281	0.5000	\$ 250.00
Johnson, Corday Omar	Amphitheater High - 281	0.9375	\$ 468.75
Johnson, Irais Olivia	Innovation Academy - 119	0.6000	\$ 300.00
Johnstun, Nikii L	Amphitheater Middle - 166	1.0000	\$ 500.00
Jordan, Christopher Lee	Rillito Center - 125	0.9375	\$ 468.75
Jordison, Lauren R	Harelson Elementary - 107	1.0000	\$ 500.00
Kalbach-Turner, Nicole Lee	Holaway Elementary - 108	0.9375	\$ 468.75
Kenney, Dominique Elizabeth	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Kennon, Kristopher David	Rio Vista Elementary - 117	0.9375	\$ 468.75
Khyyat, Elizabeth Ann	Cross Middle - 167	0.9375	\$ 468.75
Kirfman, Jessica Marie	Walker Elementary - 112	0.9375	\$ 468.75
Klass, Chloe Noel	Rillito Center - 125	0.9375	\$ 468.75
Klinetop, Norman Lewis	Wilson K-8 - 168	1.0000	\$ 500.00
Laffitte, Tul Ferdinand	Rio Vista Elementary - 117	0.9375	\$ 468.75
Lama Godinez, Marcela Gricelda	Rillito Center - 125	0.9375	\$ 468.75
LaPedus, Alicia Ann	Rio Vista Elementary - 117	0.9375	\$ 468.75
LaPedus, Michael S	Mesa Verde Elementary - 116	1.0000	\$ 500.00
Laughlin, Von Ligon	Copper Creek Elementary - 118	0.9375	\$ 468.75
Lauscher, Kim A	Harelson Elementary - 107	0.9375	\$ 468.75
Lee, Linda Elena	Walker Elementary - 112	1.0000	\$ 500.00
Lerch, Gary Edwin	Coronado K-8 - 115	1.0000	\$ 500.00
Leunen, Lynn Marie	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Lewis, Linda Louise	Coronado K-8 - 115	0.9375	\$ 468.75
Lopez Cabrera, Jessica	Nash Elementary - 110	1.0000	\$ 500.00
Lopez, Erica Guadalupe	Donaldson Elementary - 106	0.9375	\$ 468.75
Lopez, Rebecca S	Donaldson Elementary - 106	1.0000	\$ 500.00
Lopez, Sahara	Ironwood Ridge High - 280	0.9375	\$ 468.75
Lopez-Huaraqui, Anissa	WT - Community Pre-Schools - 511	1.0000	\$ 250.00
Luna, Rosalie	WT - Community Pre-Schools - 511	0.5000	\$ 250.00
Magallanes, Nancy Jean	Wilson K-8 - 168	0.9375	\$ 468.75
Mahnk, Roger A JR	Rillito Center - 125	0.9375	\$ 468.75
Major, Tyler Russell	Prince Elementary - 111	0.8000	\$ 200.00
Makovic, Lisa Renee	Nash Elementary - 110	0.9375	\$ 468.75

Name	DAC	FTE	Payout Prorated by FTE
Markley, Karen L	WT - Community Pre-Schools - 511	0.5000	\$ 250.00
Martin, Elinore Janice	Copper Creek Elementary - 118	0.9375	\$ 468.75
Martinez, Angela Elena	Donaldson Elementary - 106	0.9375	\$ 468.75
Martinez, Janitza Danel	Holaway Elementary - 108	0.9375	\$ 468.75
Mason, Kristin Marie	Harelson Elementary - 107	0.5375	\$ 268.75
Mastorocco, Wendy Elizabeth	Rillito Center - 125	0.8750	\$ 437.50
Mathis, Krysta Lee	Cross Middle - 167	0.9375	\$ 468.75
Mccabe, Teresa Marie	Wilson K-8 - 168	1.0000	\$ 500.00
McCormick, Marina Camargo	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Mcfadden, William Edward	Copper Creek Elementary - 118	0.6250	\$ 312.50
McNair, Peter J	WT - Community Pre-Schools - 511	0.2000	\$ 100.00
Mcquown, Brianna Marie	WT - Student Services - 540	0.3000	\$ 150.00
Mcquown, Brianna Marie	WT - Student Services - 540	0.7000	\$ 350.00
Mendoza, Tamara B	Amphitheater High - 281	1.0000	\$ 500.00
Mihalik, Alexandra	Harelson Elementary - 107	0.9375	\$ 468.75
Miller, Lorie Lynne	Amphitheater High - 281	1.0000	\$ 500.00
Mitchell, Kristen Elizabeth	WT - Community Pre-Schools - 511	0.3000	\$ 150.00
Molina Velazquez, Andres Eduardo	Cross Middle - 167	0.9375	\$ 468.75
Montano, Diane Janine	Rio Vista Elementary - 117	1.0000	\$ 500.00
Moreno Andrade, Elizabeth Olivia	Rio Vista Elementary - 117	0.9375	\$ 468.75
Morris, Patricia A	Amphitheater Middle - 166	0.9375	\$ 468.75
Morrison, Alexandra Fae	WT - Community Pre-Schools - 511	0.7500	\$ 375.00
Mullen, Mary Grace	Amphitheater High - 281	0.9375	\$ 468.75
Munoz, Mariana Leticia	Rillito Center - 125	0.9375	\$ 468.75
Murrill, Kellie Lynnette	Rillito Center - 125	0.9375	\$ 468.75
Muscarello, Chelsea Jo	La Cima Middle - 165	0.9375	\$ 468.75
Nakamura, Christina Mae	Cross Middle - 167	1.0000	\$ 500.00
Newton, Jason Clifford	Amphitheater High - 281	0.9375	\$ 234.38
Noriega, Yvonne B	Rio Vista Elementary - 117	0.9375	\$ 468.75
Nosheny, Aaron	Donaldson Elementary - 106	0.6000	\$ 300.00
Ochoa Chaidez, Aleyda Soledad	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
O'Connell, Amanda Michelle	Keeling Elementary - 109	0.9375	\$ 468.75
Oldaker, Rachel Michelle	Mesa Verde Elementary - 116	1.0000	\$ 500.00
Olen, Laura Marie	WT - Community Pre-Schools - 511	0.5000	\$ 250.00
Olivares Velarde, Sara P	Prince Elementary - 111	0.5000	\$ 250.00
Olpindo, Eileen Mahinay	Donaldson Elementary - 106	1.0000	\$ 500.00
Olson, Douglas S	Cross Middle - 167	1.0000	\$ 500.00
Orlosky, Sheryl Ann	Donaldson Elementary - 106	0.9375	\$ 468.75
Pacheco, Alma Patricia	Coronado K-8 - 115	1.0000	\$ 500.00
Palmer, Michael Anthony	Holaway Elementary - 108	0.6000	\$ 300.00
Palomarez, Catharine Ellen	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Pedebone, Laugatausala Kayla-Ann	Copper Creek Elementary - 118	0.9375	\$ 468.75
Penrod, Andreanna Aleeta	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Pereira, Ricardo	La Cima Middle - 165	1.0000	\$ 500.00
Peterson, Jenny	Coronado K-8 - 115	0.5000	\$ 250.00
Plimpton, John P	Rillito Center - 125	0.8750	\$ 437.50
Priest, Shannon Virginia	Mesa Verde Elementary - 116	0.9375	\$ 468.75
Priestle, Stephen Paul	Innovation Academy - 119	1.0000	\$ 500.00
Pye, Alexander Enrique Guzman	La Cima Middle - 165	0.9375	\$ 468.75
Quihuis-Fleming, Piper Diane	Ironwood Ridge High - 280	0.9375	\$ 468.75
Quijada, Mary	Copper Creek Elementary - 118	0.9375	\$ 468.75
Randall, Robin Lisa	Holaway Elementary - 108	0.9375	\$ 468.75
Redmond, Samantha Ann	Walker Elementary - 112	0.9375	\$ 468.75
Reinhardt, Camilla Corrine	Copper Creek Elementary - 118	1.0000	\$ 500.00

Name	DAC	FTE	Payout Prorated by FTE
Rhoads, Georgette	Cross Middle - 167	0.9375	\$ 468.75
Ritzel, Lorella	Copper Creek Elementary - 118	1.0000	\$ 500.00
Rivero, Raven Alexis	Copper Creek Elementary - 118	0.9375	\$ 468.75
Roberts, Shelyse Maureen	Harelson Elementary - 107	0.9375	\$ 468.75
Robison, Julia Grace	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Rodriguez, Ann Elizabeth	Wilson K-8 - 168	0.9375	\$ 468.75
Rodriguez, Brianna Aurora Rynae	Cross Middle - 167	1.0000	\$ 500.00
Rose, Heather Irene	Harelson Elementary - 107	1.0000	\$ 500.00
Rosier, Kayleena T	Innovation Academy - 119	1.0000	\$ 500.00
Rowland, Barbara Nora	Canyon del Oro High - 282	1.0000	\$ 500.00
Rubio, Rosa M	Mesa Verde Elementary - 116	1.0000	\$ 500.00
Ruiz, Tanyia	Walker Elementary - 112	1.0000	\$ 500.00
Rukstela, Brittani Elyse	WT - Community Pre-Schools - 511	1.0000	\$ 250.00
Salas, Rickey Rios	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Sanchez, Bianca Alejandra	WT - Community Pre-Schools - 511	0.5000	\$ 250.00
Sanchez, Jennifer Lisa	Painted Sky Elementary - 114	0.9375	\$ 468.75
Santoro, Maria Leiva	Copper Creek Elementary - 118	0.9375	\$ 468.75
Schelle, Heather Christine	Mesa Verde Elementary - 116	0.9375	\$ 468.75
Seeley, Lisa	Wilson K-8 - 168	1.0000	\$ 500.00
Sennett, Daniel E	Rio Vista Elementary - 117	1.0000	\$ 500.00
Shields, Donna Rey J	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Sierra, Mary L	Walker Elementary - 112	1.0000	\$ 500.00
Simmons, William Francis	Walker Elementary - 112	0.6000	\$ 300.00
Sipchen, James J	Canyon del Oro High - 282	0.9375	\$ 468.75
Siqueiros, Angelica	WT - Fed/State - Lang Aq Grants - 509	0.4000	\$ 200.00
Siqueiros, Angelica	WT - Fed/State - Lang Aq Grants - 509	0.6000	\$ 300.00
Small, Reina Larissa	Painted Sky Elementary - 114	0.9375	\$ 468.75
Smith, Lexie Rochelle-Remme	Mesa Verde Elementary - 116	0.9375	\$ 468.75
Snyder, Arielelizabeth Picornell	Rillito Center - 125	0.9375	\$ 468.75
Solis Moiza, Cindy M	Rillito Center - 125	0.9375	\$ 468.75
Sowid, Caitlin Dawn	WT - Community Pre-Schools - 511	0.7500	\$ 375.00
Startt, Christine Marie	Rio Vista Elementary - 117	0.9375	\$ 468.75
Stevens, Jacklyn Michelle	Walker Elementary - 112	0.9375	\$ 468.75
Stoglin, Barbara Ann	Nash Elementary - 110	0.9375	\$ 468.75
Suarez, Ana Maria	Ironwood Ridge High - 280	0.9375	\$ 468.75
Teague, Shelby Noel	Canyon del Oro High - 282	0.9375	\$ 468.75
Teran, Anais F	Holaway Elementary - 108	0.9375	\$ 468.75
Titzel, Everenice Paniagua	Donaldson Elementary - 106	0.9375	\$ 468.75
Toothman, Luke Allen	Amphitheater Middle - 166	0.9375	\$ 468.75
Toothman, Victoria Renee	Canyon del Oro High - 282	0.9375	\$ 468.75
Torres, Cynthia Marie	Amphitheater High - 281	1.0000	\$ 500.00
Trippe, John I	Amphitheater Middle - 166	1.0000	\$ 500.00
Trombetta, Ann Jones	Painted Sky Elementary - 114	0.9375	\$ 468.75
Valdez, Rosa Elena	Ironwood Ridge High - 280	1.0000	\$ 500.00
Valladolid, Jessica	Mesa Verde Elementary - 116	0.9375	\$ 468.75
Vegas, Stephanie Lynn	Wilson K-8 - 168	0.9375	\$ 468.75
Velasquez, Claudia Mae	Amphitheater High - 281	1.0000	\$ 500.00
Villa Felix, Grecia	Holaway Elementary - 108	0.9375	\$ 468.75
VINCENT, ASHLEY ANN	Innovation Academy - 119	0.9375	\$ 468.75
Vos, Mariela Marie	Rillito Center - 125	0.9375	\$ 468.75
Watson, Christy Anne	Painted Sky Elementary - 114	0.9375	\$ 468.75
Watson, Dacey Laree	Canyon del Oro High - 282	0.9375	\$ 468.75
Weigand, Kristen Nicole	La Cima Middle - 165	1.0000	\$ 500.00
Welchert, Heather Ann	Keeling Elementary - 109	0.9375	\$ 468.75

Name	DAC	FTE	Payout Prorated by FTE
Wijeweera, Chamari Anushka	WT - Community Pre-Schools - 511	1.0000	\$ 500.00
Wilford, Cindy L	Ironwood Ridge High - 280	1.0000	\$ 500.00
Williams, Danika A	WT - Community Pre-Schools - 511	0.5000	\$ 250.00
Williams, Samantha Elena	Nash Elementary - 110	0.9375	\$ 468.75
Winkel, Cheryl Louise	Ironwood Ridge High - 280	1.0000	\$ 500.00
Wray, Eileen Nannette	Prince Elementary - 111	1.0000	\$ 500.00
Yanez, Janessa Marie	Copper Creek Elementary - 118	0.9375	\$ 468.75
Young, Bertha M	Nash Elementary - 110	1.0000	\$ 500.00
Skarsfeldt, Kristian Martin	Holaway Elementary - 108	0.9375	\$ 234.38
Ackerman, Janet Parkman	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Acuna, Dawn Lara	Walker Elementary - 112	1.0000	\$ 4,908.83
Aguilera Ramirez, Maria	Innovation Academy - 119	0.2000	\$ 981.77
Aguilera Ramirez, Maria	Painted Sky Elementary - 114	0.6000	\$ 2,945.30
Akins, Michelle Diane	Cross Middle - 167	1.0000	\$ 4,908.83
Altemara-Arnold, Sara Diane	Canyon del Oro High - 282	0.2000	\$ 981.77
Altemara-Arnold, Sara Diane	Canyon del Oro High - 282	0.4000	\$ 1,963.53
Altemara-Arnold, Sara Diane	Canyon del Oro High - 282	0.4000	\$ 1,963.53
Alzner, David Andrew Joseph	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Amedeo, Keri Ann	La Cima Middle - 165	0.8333	\$ 4,090.53
Ammon, Connie Sue	Coronado K-8 - 115	0.1000	\$ 487.92
Ammon, Connie Sue	Coronado K-8 - 115	0.9000	\$ 4,391.31
Anders, Ashley Rose	Nash Elementary - 110	1.0000	\$ 4,889.10
Anderson, Rebecca Sims	Mesa Verde Elementary - 116	0.3000	\$ 1,472.65
Anderson, Rebecca Sims	Mesa Verde Elementary - 116	0.5000	\$ 2,454.41
Anderson, Rebecca Sims	Mesa Verde Elementary - 116	0.2000	\$ 981.77
Andress, Olivia Lee	Keeling Elementary - 109	1.0000	\$ 4,729.17
Applebaugh, Elisabeth Catherine Lemme	Cross Middle - 167	1.0000	\$ 4,908.83
Araiza, Brittney Elizabeth	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Aranda, Donald George	Amphitheater High - 281	1.0000	\$ 4,898.96
Arispe, Brooke Alison	Cross Middle - 167	1.0000	\$ 4,908.83
Armendariz, Gustavo	Holaway Elementary - 108	1.0000	\$ 4,577.04
Armstrong, Rosa Maria	Coronado K-8 - 115	0.5000	\$ 2,439.61
Armstrong, Rosa Maria	Coronado K-8 - 115	0.5000	\$ 2,439.61
Arnold, Lindi Dalpiaz	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Arnold, Monika Christina	Harelson Elementary - 107	1.0000	\$ 4,908.83
Arredondo, Mateo	Amphitheater High - 281	1.0000	\$ 4,898.96
Artusa-Sirota, Lexi Jean	Cross Middle - 167	0.3334	\$ 1,636.60
Artusa-Sirota, Lexi Jean	Cross Middle - 167	0.3333	\$ 1,636.11
Artusa-Sirota, Lexi Jean	Cross Middle - 167	0.3333	\$ 1,636.11
Arviso, Victoria Ann	WT - Community Pre-Schools - 511	1.0000	\$ 4,908.83
Aukee, Lisa A	Canyon del Oro High - 282	0.2000	\$ 981.77
Aukee, Lisa A	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Avila, Paul C	Amphitheater Middle - 166	0.5000	\$ 2,413.92
Ayers, Makayla Lynn	Ironwood Ridge High - 280	1.0000	\$ 4,788.37
Ayers, Nathan D	Amphitheater Middle - 166	0.1667	\$ 818.30
Ayers, Nathan D	Amphitheater Middle - 166	0.8333	\$ 4,090.53
Baca, Florence F	Wilson K-8 - 168	0.1667	\$ 813.37
Baca, Florence F	Wilson K-8 - 168	0.3333	\$ 1,626.25
Baca, Florence F	Wilson K-8 - 168	0.5000	\$ 2,439.61
Baier, Tracy Len	Amphitheater High - 281	1.0000	\$ 4,898.96
Bailey, Mark Steven	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Bais, Ryan Anthony	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Bakken, Carrie Michelle	Cross Middle - 167	0.2500	\$ 1,227.21
Balkow, Nicholas Richard	Keeling Elementary - 109	1.0000	\$ 4,729.17

Name	DAC	FTE	Payout Prorated by FTE
Baller, Ann Michelle	Walker Elementary - 112	0.5000	\$ 2,454.41
Baller, Ann Michelle	Walker Elementary - 112	0.5000	\$ 2,454.41
Barker, Lisa Diane	Rio Vista Elementary - 117	1.0000	\$ 4,827.83
Baron, Craig A	Cross Middle - 167	1.0000	\$ 4,908.83
Barrett, Pamela Jean	Innovation Academy - 119	1.0000	\$ 4,908.83
Bartels, Lina Christoffersen	Donaldson Elementary - 106	1.0000	\$ 4,827.83
Basinger, Shana Leanne	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Basurto, Xavier Antonio	Coronado K-8 - 115	0.1667	\$ 813.37
Basurto, Xavier Antonio	Coronado K-8 - 115	0.8333	\$ 4,065.86
Basye, Jody Scott	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Bauer, Zachary Aidan	La Cima Middle - 165	0.3333	\$ 1,609.12
Bauer, Zachary Aidan	La Cima Middle - 165	0.6667	\$ 3,218.72
Bear, Sophia Ventura	Rio Vista Elementary - 117	1.0000	\$ 4,827.83
Beca, Gina Marie	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Becker-Rohrer, Judith M	Amphitheater High - 281	1.0000	\$ 4,898.96
Bell, Amy Sue	Nash Elementary - 110	1.0000	\$ 4,808.10
Bennett, John Andrew	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Berger, Ian Kevin	Coronado K-8 - 115	0.1667	\$ 813.37
Berger, Ian Kevin	Coronado K-8 - 115	0.8333	\$ 4,065.86
Bermudez, Monica Mary	Walker Elementary - 112	1.0000	\$ 4,908.83
Bernal, Yemen Taouil	Prince Elementary - 111	0.3000	\$ 1,443.05
Bernal, Yemen Taouil	Prince Elementary - 111	0.7000	\$ 3,367.11
Berrigan, Morgan Leslie	Amphitheater High - 281	0.4000	\$ 1,959.58
Berrigan, Morgan Leslie	Amphitheater High - 281	0.6000	\$ 2,939.38
Beuthin, Kevin William	Amphitheater High - 281	0.5000	\$ 2,449.48
Bibbey, Sarah Michelle	Keeling Elementary - 109	0.5000	\$ 2,454.41
Bibbey, Sarah Michelle	La Cima Middle - 165	0.5000	\$ 2,454.41
Bigelow, Sandra Duran	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Bills, Patricia Louise	Ironwood Ridge High - 280	0.2000	\$ 973.87
Bills, Patricia Louise	Ironwood Ridge High - 280	0.6000	\$ 2,921.62
Bissonnette, Carly Ann	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Blackhurst, Kami Lynn Barber	WT - Student Services - 540	0.3000	\$ 1,472.65
Blackhurst, Kami Lynn Barber	WT - Student Services - 540	0.3000	\$ 1,472.65
Blackhurst, Kami Lynn Barber	WT - Student Services - 540	0.4000	\$ 1,963.53
Blanchard, Nicole Epperson	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Blank, Christina Jo	Innovation Academy - 119	1.0000	\$ 4,908.83
Blayda, Meghan Kristine	WT - Community Pre-Schools - 511	1.0000	\$ 4,908.83
Bobb-Matzdorff, Kerri Kay	Holaway Elementary - 108	1.0000	\$ 4,820.03
Boe, Bradley George	Canyon del Oro High - 282	0.2000	\$ 981.77
Boe, Bradley George	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Bonar, Ann Marie	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Borras, Gina Marie	WT - Student Services - 540	0.0500	\$ 243.96
Borras, Gina Marie	WT - Student Services - 540	0.0500	\$ 243.96
Borras, Gina Marie	WT - Student Services - 540	0.1000	\$ 487.92
Borras, Gina Marie	WT - Student Services - 540	0.2000	\$ 975.85
Borras, Gina Marie	WT - Student Services - 540	0.2000	\$ 975.85
Bosey, Bettina Marie	Cross Middle - 167	0.3333	\$ 1,636.11
Bosey, Bettina Marie	Cross Middle - 167	0.6667	\$ 3,272.72
Bourg, Amber Simoneaux	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Boyd, Lisa	Coronado K-8 - 115	1.0000	\$ 4,879.23
Bradbury, Nicole Denise	Amphitheater High - 281	1.0000	\$ 4,898.96
Brandauer, Maria	Copper Creek Elementary - 118	0.5000	\$ 2,454.41
Brandauer, Maria	Copper Creek Elementary - 118	0.5000	\$ 2,454.41
Brandon, Shannon Lee	Harelson Elementary - 107	0.5000	\$ 2,454.41

Name	DAC	FTE	Payout Prorated by FTE
Brandon, Shannon Lee	Harelson Elementary - 107	0.3000	\$ 1,472.65
Bratthauer-Heaps, Dawn Marie	Amphi Academy Online - 285	1.0000	\$ 4,438.51
Breitengross, Erika Marie	Donaldson Elementary - 106	1.0000	\$ 4,827.83
Brestel, Emily M	WT - Student Services - 540	0.5000	\$ 2,454.41
Brestel, Emily M	WT - Student Services - 540	0.5000	\$ 2,454.41
Bronson, Kelcy Nicole	WT - Community Pre-Schools - 511	1.0000	\$ 4,810.16
Brower, Kristy Renee	Harelson Elementary - 107	0.2000	\$ 981.77
Brower, Kristy Renee	Donaldson Elementary - 106	0.2000	\$ 981.77
Brower, Kristy Renee	Holaway Elementary - 108	0.2000	\$ 981.77
Brower, Kristy Renee	Rio Vista Elementary - 117	0.2000	\$ 981.77
Brower, Kristy Renee	Walker Elementary - 112	0.2000	\$ 981.77
Brower, Thomas J	Wilson K-8 - 168	0.3000	\$ 1,463.77
Brower, Thomas J	Wilson K-8 - 168	0.5000	\$ 2,439.61
Brower, Thomas J	Wilson K-8 - 168	0.2000	\$ 975.85
Brown, Karen Marie	Ironwood Ridge High - 280	0.2000	\$ 973.87
Brown, Karen Marie	Ironwood Ridge High - 280	0.8000	\$ 3,895.49
Bruce, Kathryn Marie	Coronado K-8 - 115	1.0000	\$ 4,879.23
Brummels, Taylor Larae	Prince Elementary - 111	1.0000	\$ 4,729.17
Brungardt, Elizabeth Ann	Keeling Elementary - 109	1.0000	\$ 4,810.16
Bruno, Rebecca Lyn	Holaway Elementary - 108	1.0000	\$ 4,739.03
Brunswick, Samantha Irene	Harelson Elementary - 107	1.0000	\$ 4,908.83
Bryant, Amanda Lynn	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Bryant, Amanda Lynn	Canyon del Oro High - 282	0.2000	\$ 981.77
Buckwalter, Kristen Cole	Cross Middle - 167	1.0000	\$ 4,908.83
Bulisache, Michelle A	Coronado K-8 - 115	0.5000	\$ 2,439.61
Bulisache, Michelle A	Coronado K-8 - 115	0.5000	\$ 2,439.61
Burch, Gregory	Amphitheater Middle - 166	0.3333	\$ 1,636.11
Burch, Gregory	Amphitheater Middle - 166	0.3333	\$ 1,636.11
Burch, Gregory	Amphitheater Middle - 166	0.3334	\$ 1,636.60
Burgin, Samantha Marie Youmans	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Burkhart, Laura Elaine	Donaldson Elementary - 106	1.0000	\$ 4,908.83
Burlison, Taryn Joy	Amphitheater High - 281	1.0000	\$ 4,898.96
Busby, Devon Louise	Nash Elementary - 110	1.0000	\$ 4,889.10
Butler, Caryn Elizabeth	Holaway Elementary - 108	1.0000	\$ 4,820.03
Butler, William R	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Byrnes, Melani Kaye	WT - Student Services - 540	0.2000	\$ 981.77
Byrnes, Melani Kaye	WT - Student Services - 540	0.2000	\$ 981.77
Byrnes, Melani Kaye	WT - Student Services - 540	0.2000	\$ 981.77
Byrnes, Melani Kaye	WT - Student Services - 540	0.4000	\$ 1,963.53
Cafcules, Renee E	Prince Elementary - 111	1.0000	\$ 4,729.17
Caldwell, Theresa L	Amphitheater High - 281	1.0000	\$ 4,898.96
Call, Emily Celeste	Ironwood Ridge High - 280	0.2000	\$ 973.87
Call, Emily Celeste	Ironwood Ridge High - 280	0.2000	\$ 973.87
Call, Emily Celeste	Ironwood Ridge High - 280	0.6000	\$ 2,921.62
Callahan, Melissa Lynn	WT - Community Pre-Schools - 511	1.0000	\$ 4,820.03
Campbell, Jennifer Lee	Prince Elementary - 111	0.5000	\$ 2,405.08
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.1666	\$ 804.32
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.1667	\$ 804.80
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.1667	\$ 804.80
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.1667	\$ 804.80
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.3333	\$ 1,609.12
Campbell, Scott William	La Cima Middle - 165	0.3333	\$ 1,636.11
Campbell, Scott William	La Cima Middle - 165	0.6667	\$ 3,272.72
Cardon, Alejandro G	Innovation Academy - 119	0.2000	\$ 981.77

Name	DAC	FTE	Payout Prorated by FTE
Cardon, Alejandro G	Innovation Academy - 119	0.6000	\$ 2,945.30
Cardon, Alejandro G	Innovation Academy - 119	0.2000	\$ 981.77
Carlson, Joanne	Wilson K-8 - 168	0.5000	\$ 2,439.61
Carotenuto, Lisa Ann	Coronado K-8 - 115	1.0000	\$ 4,879.23
Carroll, Emily Grace	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Carson, Cara Ann	La Cima Middle - 165	0.5000	\$ 2,454.41
Carson, Cara Ann	La Cima Middle - 165	0.3333	\$ 1,636.11
Carson, Cara Ann	La Cima Middle - 165	0.1667	\$ 818.30
Carter, Beth	Cross Middle - 167	1.0000	\$ 4,908.83
Castillo, Jeanette Castillo	Donaldson Elementary - 106	1.0000	\$ 2,332.92
Castle, Jordan Ray	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Castro, Sylvestre Madrid	Amphitheater Middle - 166	1.0000	\$ 4,908.83
Champie, Christina Kay	Wilson K-8 - 168	1.0000	\$ 4,879.23
Charles, Corina Myriam	Amphitheater Middle - 166	0.1666	\$ 817.81
Charles, Corina Myriam	Amphitheater Middle - 166	0.8333	\$ 4,090.53
Chavez, Justin Q	La Cima Middle - 165	0.5000	\$ 2,413.92
Chavez, Justin Q	La Cima Middle - 165	0.5000	\$ 2,413.92
Chen, Christopher Ko-Hsin	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Cheney, Tara-Jayne	Wilson K-8 - 168	1.0000	\$ 4,879.23
Christensen, Deborah Dianne	WT - Student Services - 540	1.0000	\$ 4,908.83
Christman, Jill Roberta	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Clarck, Nolwenn	Canyon del Oro High - 282	1.0000	\$ 4,827.83
Clayton, Dimitria Denise	Amphitheater High - 281	1.0000	\$ 4,655.98
Cliff, Mary Anna	Cross Middle - 167	0.5000	\$ 2,454.41
Cochiolo, Nancy Marie	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Colaiani, Nina Elisabeth	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Coleman, Allison	Coronado K-8 - 115	1.0000	\$ 4,879.23
Collet, Kellie Ann	Copper Creek Elementary - 118	0.0834	\$ 409.15
Collet, Kellie Ann	Copper Creek Elementary - 118	0.3000	\$ 1,472.65
Collet, Kellie Ann	Copper Creek Elementary - 118	0.4166	\$ 2,045.26
Collins, Adam Michael	La Cima Middle - 165	1.0000	\$ 4,908.83
Conboy, Sally Jo	Amphitheater High - 281	1.0000	\$ 4,898.96
Cooper, Esther	Holaway Elementary - 108	1.0000	\$ 4,820.03
Cordell, Colin T	Innovation Academy - 119	1.0000	\$ 4,908.83
Cordell, Mandi Rachele	Innovation Academy - 119	1.0000	\$ 4,908.83
Cornelisse, Makynzie Elise	Prince Elementary - 111	1.0000	\$ 4,810.16
Cortese, Scott Edward	Wilson K-8 - 168	1.0000	\$ 4,879.23
Cosbey, Jennifer Anne	WT - Student Services - 540	1.0000	\$ 4,908.83
Costelow, Gabrielle Sallay	Copper Creek Elementary - 118	0.5000	\$ 2,454.41
Cote, Lorena	Nash Elementary - 110	1.0000	\$ 4,889.10
Counts, Austin Alexander	Ironwood Ridge High - 280	1.0000	\$ 4,788.37
Cox, Lu A	Walker Elementary - 112	0.2000	\$ 981.77
Cox, Lu A	Walker Elementary - 112	0.3000	\$ 1,472.65
Cox, Lu A	Walker Elementary - 112	0.5000	\$ 2,454.41
Craig, Morgan Breanne	Coronado K-8 - 115	1.0000	\$ 4,879.23
Cramer, Chase Avery	Canyon del Oro High - 282	1.0000	\$ 4,827.83
Crist, Gary Lee	Amphitheater High - 281	0.2000	\$ 979.79
Crist, Gary Lee	Amphitheater High - 281	0.8000	\$ 3,919.17
Cross, Karen Sue	Harelson Elementary - 107	1.0000	\$ 4,908.83
Cruce, Jennifer R	Coronado K-8 - 115	1.0000	\$ 4,879.23
Culver, Jacob Michael	La Cima Middle - 165	0.6667	\$ 3,272.72
Culver, Jacob Michael	La Cima Middle - 165	0.3333	\$ 1,636.11
Cypert, Jacob Dean	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Dadeppo, Lisa Marie Wilson	Canyon del Oro High - 282	0.2000	\$ 981.77

Name	DAC	FTE	Payout Prorated by FTE
Dadeppo, Lisa Marie Wilson	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Daglio, Brett M	Keeling Elementary - 109	0.5000	\$ 2,405.08
Daglio, Brett M	Keeling Elementary - 109	0.5000	\$ 2,405.08
Daigle, Joyce Lee	Keeling Elementary - 109	0.5000	\$ 2,405.08
Dale, Jessica Marie	Canyon del Oro High - 282	1.0000	\$ 4,908.83
David, Gina Marie	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Davis, Rachel Marie	Coronado K-8 - 115	1.0000	\$ 4,879.23
Davis, Shelby Lorraine	Rio Vista Elementary - 117	0.5000	\$ 2,454.41
Davis, Shelby Lorraine	Rio Vista Elementary - 117	0.5000	\$ 2,454.41
de la Garza, Marcy J	WT - Student Services - 540	1.0000	\$ 4,908.83
De La Rocha, Natalia	Walker Elementary - 112	1.0000	\$ 4,908.83
Dean, Pamela Jane	WT - Community Pre-Schools - 511	1.0000	\$ 4,869.36
deBoucher, Adrienne Marie	Cross Middle - 167	0.1667	\$ 804.80
deBoucher, Adrienne Marie	Cross Middle - 167	0.1667	\$ 804.80
deBoucher, Adrienne Marie	Cross Middle - 167	0.3333	\$ 1,609.12
deBoucher, Adrienne Marie	Cross Middle - 167	0.3333	\$ 1,609.12
Deeb, Tara Elizabeth	Cross Middle - 167	0.1667	\$ 818.30
Deeb, Tara Elizabeth	Cross Middle - 167	0.8333	\$ 4,090.53
Deitering, Joseph Herman	Rillito Center - 125	1.0000	\$ 4,908.83
Delaney, April Lyn	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Delgado, Amanda L	WT - Community Pre-Schools - 511	1.0000	\$ 2,439.61
Delgado, Selah Naomi	WT - Student Services - 540	1.0000	\$ 4,908.83
Demetriou, Harriet Andrea	Donaldson Elementary - 106	1.0000	\$ 4,908.83
Denherder, Christopher Paul	Amphitheater High - 281	1.0000	\$ 4,898.96
Deniston, Courtenay Sara	Cross Middle - 167	1.0000	\$ 4,827.83
Derksen, Melanie Olbin	Nash Elementary - 110	1.0000	\$ 4,889.10
Desjarlais, Paul L	Ironwood Ridge High - 280	0.2000	\$ 957.67
Desjarlais, Paul L	Ironwood Ridge High - 280	0.8000	\$ 3,830.69
Diaz, Richard Frank	Amphitheater High - 281	0.4000	\$ 1,927.19
Diaz, Richard Frank	Amphitheater High - 281	0.6000	\$ 2,890.78
Dickinson, Kimberly Eve	Amphitheater High - 281	0.2000	\$ 979.79
Dickinson, Kimberly Eve	Amphitheater High - 281	0.8000	\$ 3,919.17
Dimatteo, Kirsten Lynn	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Dodero, Danielle Elizabeth Annma	Nash Elementary - 110	1.0000	\$ 4,808.10
Doe, Summer Adjo	Prince Elementary - 111	1.0000	\$ 4,810.16
Donahue, Brian W	La Cima Middle - 165	0.1667	\$ 818.30
Donahue, Brian W	Walker Elementary - 112	0.2000	\$ 981.77
Donahue, Brian W	Walker Elementary - 112	0.6000	\$ 2,945.30
Dotts, John Philip	Amphitheater High - 281	0.8000	\$ 3,919.17
Dotts, John Philip	Amphitheater High - 281	0.2000	\$ 979.79
Dresher, Jennifer K	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Drew, Marcy Kostenbauder	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
D'Souza, Serena Marie	WT - Community Pre-Schools - 511	1.0000	\$ 4,879.23
Dubiskas, Shawn Patrick	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Duggan, Lucas Lee	Canyon del Oro High - 282	1.0000	\$ 4,827.83
Dumais, Brianne Lynn	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Duplain, Sandra Kay	Amphi Academy Online - 285	1.0000	\$ 4,438.51
Duran-Keppler, Monica Catherine	Amphitheater High - 281	1.0000	\$ 4,898.96
Dylla, Maria Scruggs	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Edelbrock, Thomas Ruben	Cross Middle - 167	0.8333	\$ 4,090.53
Edmiston, Karen Mensi	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Eljerdi, Samah H	Coronado K-8 - 115	0.1666	\$ 813.12
Eljerdi, Samah H	Coronado K-8 - 115	0.1666	\$ 813.12
Eljerdi, Samah H	Coronado K-8 - 115	0.6667	\$ 3,252.98

Name	DAC	FTE	Payout Prorated by FTE
Eislager, Pamela Elizabeth	Wilson K-8 - 168	1.0000	\$ 4,879.23
Emans, Deborah S	Harelson Elementary - 107	0.3000	\$ 1,472.65
Emans, Kaylee Ann	Harelson Elementary - 107	1.0000	\$ 4,908.83
Engel, Katherine	Amphitheater High - 281	1.0000	\$ 4,898.96
Engelhard, Erin Mary	Innovation Academy - 119	1.0000	\$ 4,908.83
England, Genesis Mae	Ironwood Ridge High - 280	1.0000	\$ 4,788.37
Epstein, Bethany Kay	Painted Sky Elementary - 114	0.5000	\$ 2,454.41
Epstein, Bethany Kay	Painted Sky Elementary - 114	0.5000	\$ 2,454.41
Erb, Lily Anna	La Cima Middle - 165	1.0000	\$ 4,908.83
Erickson, Leif	Ironwood Ridge High - 280	0.8000	\$ 3,895.49
Erickson, Ruth Ann	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Erickson, Ruth Ann	Canyon del Oro High - 282	0.2000	\$ 981.77
Ernsky, Steven D	Nash Elementary - 110	1.0000	\$ 4,889.10
Escalante, Ana Celina	Cross Middle - 167	0.5000	\$ 2,454.41
Escalante, Ana Celina	Cross Middle - 167	0.1667	\$ 818.30
Escalante, Ana Celina	Cross Middle - 167	0.3333	\$ 1,636.11
Escobar, Rigel	WT - Student Services - 540	1.0000	\$ 4,820.03
Esposito, Kimberly Spring	Walker Elementary - 112	1.0000	\$ 4,908.83
Estrella, Crystal Marion	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Ettenger, Kerry Marnell	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Evans, Bethany Anne	Amphitheater High - 281	0.2000	\$ 979.79
Evans, Bethany Anne	Amphitheater High - 281	0.8000	\$ 3,919.17
Ewy, Danny Jo-Anne	Donaldson Elementary - 106	1.0000	\$ 4,908.83
Faflik, Elize Daniella Johnson	WT - Student Services - 540	1.0000	\$ 4,908.83
Falcon, Leah Marie	Cross Middle - 167	1.0000	\$ 2,454.41
Farnall, Deborah Louise	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Fay, Madeline Rosemary	Keeling Elementary - 109	1.0000	\$ 4,729.17
Fein, Dorothy Jeanell	Keeling Elementary - 109	1.0000	\$ 4,729.17
Felix, Jennifer Leigh	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Fell, Christine Cascio	Rio Vista Elementary - 117	0.5000	\$ 2,454.41
Fell, Christine Cascio	Rio Vista Elementary - 117	0.5000	\$ 2,454.41
Ferrel, John David	Wilson K-8 - 168	1.0000	\$ 4,879.23
Figueroa, Andrea Cruz	WT - Community Pre-Schools - 511	1.0000	\$ 4,817.97
Figueroa, Cameron Renee	Mesa Verde Elementary - 116	1.0000	\$ 4,827.83
Flippo, Hannah Michelle	Walker Elementary - 112	1.0000	\$ 4,908.83
Foster, Alyssa Brooke	Wilson K-8 - 168	1.0000	\$ 4,798.23
Fox, Erica Rose	Canyon del Oro High - 282	0.5000	\$ 2,454.41
Fox, Liliana Valeria	Rillito Center - 125	1.0000	\$ 4,908.83
Frank, Amie Lauren	Harelson Elementary - 107	1.0000	\$ 4,908.83
Frantziskonis, Karyn Vick	Amphitheater Middle - 166	0.5000	\$ 2,454.41
Frederiksen, Megan M	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Freitas, Michele Ann	Amphitheater High - 281	1.0000	\$ 4,817.97
Friezen, Cori Ann	Innovation Academy - 119	1.0000	\$ 4,908.83
Fritton, Teresa Elizabeth	Wilson K-8 - 168	1.0000	\$ 4,879.23
Fult, Leann Marie	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Gabriel, Christopher R J	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Gadarian, Kristen Elaine	Amphitheater High - 281	1.0000	\$ 4,898.96
Galindo Rosenbaum, Ruth Leticia	Coronado K-8 - 115	1.0000	\$ 4,879.23
Gallagher, Deborah D	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Gallegos, Carmen	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Gandolph, Stephanie Nichole	Innovation Academy - 119	1.0000	\$ 4,908.83
Garbera, Shawn P	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Garcia Seminario, Christina Noel	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Garcia, Christopher Michael	Wilson K-8 - 168	1.0000	\$ 4,879.23

Name	DAC	FTE	Payout Prorated by FTE
Garcia, Gemma E	Amphitheater Middle - 166	0.1667	\$ 818.30
Garcia, Gemma E	Amphitheater Middle - 166	0.8333	\$ 4,090.53
Garcia, Monica F	Cross Middle - 167	1.0000	\$ 4,908.83
Garcia, Tiffin Lane	WT - Community Pre-Schools - 511	1.0000	\$ 4,908.83
Garmon, Guadalupe	Coronado K-8 - 115	0.1667	\$ 813.37
Garmon, Guadalupe	Coronado K-8 - 115	0.8333	\$ 4,065.86
Gates, Julia L	Nash Elementary - 110	1.0000	\$ 4,889.10
Gee, Cortney June	La Cima Middle - 165	0.3333	\$ 1,636.11
Gee, Cortney June	La Cima Middle - 165	0.1667	\$ 818.30
Gee, Cortney June	La Cima Middle - 165	0.1667	\$ 818.30
Gee, Cortney June	La Cima Middle - 165	0.3333	\$ 1,636.11
Gee, Raymond	La Cima Middle - 165	0.3333	\$ 1,636.11
Gee, Raymond	La Cima Middle - 165	0.6667	\$ 3,272.72
Gerard, Michelle Andrea	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Gibson, Elizabeth Ann	WT - Student Services - 540	1.0000	\$ 4,908.83
Gilbert Taylor, Kristin Marie	Donaldson Elementary - 106	1.0000	\$ 4,827.83
Gilchrist, Lindsey R	Prince Elementary - 111	1.0000	\$ 4,810.16
Gingrich, Elisabeth Arlene Evangelin	Innovation Academy - 119	1.0000	\$ 4,908.83
Gipson, Lauren Shayne	Harelson Elementary - 107	1.0000	\$ 4,908.83
Girard, Robert Michael	Canyon del Oro High - 282	0.2000	\$ 981.77
Girard, Robert Michael	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Gladish, Malaya Grace	Prince Elementary - 111	1.0000	\$ 4,810.16
Glasshoff, Lauri Wyrick	WT - Student Services - 540	1.0000	\$ 4,908.83
Glor, Daniel Robert	Canyon del Oro High - 282	0.2000	\$ 981.77
Glor, Daniel Robert	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Godkin, Melissa J	Prince Elementary - 111	1.0000	\$ 4,810.16
Godlewski, Fabienna	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Goldberg, Gina Russo	Nash Elementary - 110	0.1000	\$ 488.91
Goldberg, Gina Russo	Nash Elementary - 110	0.6000	\$ 2,933.46
Goldberg, Gina Russo	Nash Elementary - 110	0.2000	\$ 977.82
Goldberg, Gina Russo	Rillito Center - 125	0.1000	\$ 488.91
Goldstein, Heidi Louise	Ironwood Ridge High - 280	1.0000	\$ 4,788.37
Gonzalez, Gabriela Eunice	Prince Elementary - 111	1.0000	\$ 4,810.16
Gonzalez, Rachel M	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Gottfredson, Shelly Leanne	WT - Community Pre-Schools - 511	1.0000	\$ 4,908.83
Gowen, Jean C	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Gracy, Brian L	WT - Student Services - 540	1.0000	\$ 4,889.10
Gradillas, Brittney Butler	Prince Elementary - 111	1.0000	\$ 4,810.16
Graham, Genevieve Rose Dodge	WT - Student Services - 540	0.5000	\$ 2,454.41
Gran, Jennifer Lee	Rillito Center - 125	1.0000	\$ 4,908.83
Granillo, Russell Wayne	Prince Elementary - 111	0.6000	\$ 2,886.10
Granillo, Russell Wayne	Prince Elementary - 111	0.2000	\$ 962.03
Granillo, Russell Wayne	Prince Elementary - 111	0.2000	\$ 962.03
Grantham, Jonathan Frederick	Wilson K-8 - 168	1.0000	\$ 4,879.23
Green, Jonathan P Jr	Coronado K-8 - 115	0.5000	\$ 2,439.61
Green, Jonathan P Jr	Coronado K-8 - 115	0.5000	\$ 2,439.61
Green, Rebecca Moria	Coronado K-8 - 115	0.5000	\$ 2,439.61
Green, Rebecca Moria	Coronado K-8 - 115	0.5000	\$ 2,439.61
Greenberg, Elyse R	Coronado K-8 - 115	1.0000	\$ 4,879.23
Greene, Hannah Jane	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Greenleaf, Christian Gerald	Ironwood Ridge High - 280	1.0000	\$ 4,788.37
Griffith, Heather L	Amphitheater High - 281	0.8000	\$ 3,919.17
Griffith, Heather L	Amphitheater High - 281	0.2000	\$ 979.79
Grisez, Jenine M	Keeling Elementary - 109	0.5000	\$ 2,364.58

Name	DAC	FTE	Payout Prorated by FTE	
Grisez, Jenine M	Keeling Elementary - 109	0.3000	\$	1,418.75
Gritis, Abigail Hope Charlotte	Cross Middle - 167	1.0000	\$	4,908.83
Grosse, Caitlin Katarina	Amphitheater Middle - 166	1.0000	\$	4,908.83
Guerry, Narahari J	Prince Elementary - 111	1.0000	\$	4,810.16
Gutierrez, Rebecca Dent	WT - Student Services - 540	0.4000	\$	1,963.53
Gutierrez, Rebecca Dent	WT - Student Services - 540	0.6000	\$	2,945.30
Habinek, Angela Dianne	Mesa Verde Elementary - 116	1.0000	\$	4,908.83
Haight, Susan Marie	Innovation Academy - 119	1.0000	\$	4,908.83
Hakala, Grace Michelle	Copper Creek Elementary - 118	1.0000	\$	4,908.83
Hakala, Grant D	Painted Sky Elementary - 114	1.0000	\$	4,908.83
Hamrick, Stephanie Ann	Holaway Elementary - 108	1.0000	\$	4,820.03
Hanks, Maegan Lynn	WT - Community Pre-Schools - 511	1.0000	\$	4,908.83
Hannon, Kelsey Elisabeth	Rio Vista Elementary - 117	0.1500	\$	736.32
Hannon, Kelsey Elisabeth	Rio Vista Elementary - 117	0.8500	\$	4,172.50
Harakal, Amanda Marie	La Cima Middle - 165	0.1667	\$	818.30
Harakal, Amanda Marie	La Cima Middle - 165	0.8333	\$	4,090.53
Harding, Kevin Daniel	Amphitheater High - 281	1.0000	\$	4,817.97
Harris, Noreen Christina	Canyon del Oro High - 282	1.0000	\$	4,908.83
Harvey, Nicholas James	Ironwood Ridge High - 280	1.0000	\$	4,788.37
Haskell, Joseph L	Canyon del Oro High - 282	1.0000	\$	4,908.83
Haskins, Shannon Christine	Cross Middle - 167	1.0000	\$	4,908.83
Hatfield, Lori Jean	Painted Sky Elementary - 114	1.0000	\$	4,908.83
Haverty, Matthew Patrick	Amphitheater High - 281	1.0000	\$	4,898.96
Hawk, Amy Marie	Donaldson Elementary - 106	1.0000	\$	4,908.83
Hayes, Jeremy J	Coronado K-8 - 115	0.8333	\$	4,065.86
Hayes, Jeremy J	Coronado K-8 - 115	0.1667	\$	813.37
Heagle, Denise A	Rio Vista Elementary - 117	0.0900	\$	441.79
Heagle, Denise A	Rio Vista Elementary - 117	0.4100	\$	2,012.62
Heagle, Denise A	Rio Vista Elementary - 117	0.0900	\$	441.79
Heagle, Denise A	Rio Vista Elementary - 117	0.4100	\$	2,012.62
Hebert, Patricia	Canyon del Oro High - 282	1.0000	\$	4,908.83
Heinemann, Shari Dalynn	WT - Student Services - 540	0.4000	\$	1,963.53
Heinemann, Shari Dalynn	WT - Student Services - 540	0.6000	\$	2,945.30
Herchenhahn, Gina Marie	Coronado K-8 - 115	0.1667	\$	813.37
Herchenhahn, Gina Marie	Coronado K-8 - 115	0.8333	\$	4,065.86
Herman, Susan Monroe	Harelson Elementary - 107	1.0000	\$	4,908.83
Hess, Charles Merritt	Cross Middle - 167	1.0000	\$	4,908.83
Hicks, Vanessa Anne	Wilson K-8 - 168	1.0000	\$	4,879.23
Higgins, Ashley Danae	Cross Middle - 167	0.8333	\$	4,090.53
Higgins, Ashley Danae	Cross Middle - 167	0.1667	\$	818.30
Higgins, Kellie Randell	Amphitheater Middle - 166	0.3333	\$	1,636.11
Higgins, Kellie Randell	Amphitheater Middle - 166	0.6667	\$	3,272.72
Hill, Christian Edward	Wilson K-8 - 168	0.2000	\$	975.85
Hill, Christian Edward	Wilson K-8 - 168	0.3333	\$	1,626.25
Hill, Christian Edward	Copper Creek Elementary - 118	0.1334	\$	650.89
Hill, Christian Edward	Wilson K-8 - 168	0.3333	\$	1,626.25
Hitchye, Jordan Harrison	Canyon del Oro High - 282	1.0000	\$	4,908.83
Hitt, Angela	Wilson K-8 - 168	0.7000	\$	3,415.46
Hitt, Angela	Wilson K-8 - 168	0.1000	\$	487.92
Hjalmarson-Kittredge, Mary Beth	Canyon del Oro High - 282	0.6000	\$	2,945.30
Hockins, Nathaniel Leland	Canyon del Oro High - 282	0.2000	\$	965.57
Hockins, Nathaniel Leland	Canyon del Oro High - 282	0.8000	\$	3,862.27
Hodam, Cashion Clark	Rio Vista Elementary - 117	1.0000	\$	4,908.83
Hodges, Raychel Kailyn	Amphitheater High - 281	1.0000	\$	4,898.96

Name	DAC	FTE	Payout Prorated by FTE
Holehan, Megan Leigh	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Holland, Melissa J	Nash Elementary - 110	0.3000	\$ 1,466.73
Holland, Melissa J	Nash Elementary - 110	0.5000	\$ 2,444.55
Holland, Melissa J	Nash Elementary - 110	0.2000	\$ 977.82
Hollis, Amyra Al-Ashkar	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Holsen, Sara	Holaway Elementary - 108	1.0000	\$ 4,739.03
Holt, Nicolas	Canyon del Oro High - 282	0.6000	\$ 2,945.30
Holt, Nicolas	Canyon del Oro High - 282	0.2000	\$ 981.77
Holt, Nicolas	Canyon del Oro High - 282	0.2000	\$ 981.77
Hopkins, Kenna Dawn	WT - Student Services - 540	0.8000	\$ 3,856.02
Horetski, Christine Marie	Amphitheater High - 281	1.0000	\$ 4,898.96
Houser, Jennifer Ashley Ford	Coronado K-8 - 115	1.0000	\$ 4,879.23
Howard, Skylar Brooke	Prince Elementary - 111	1.0000	\$ 4,729.17
Howell, Luke Summers	Ironwood Ridge High - 280	0.6000	\$ 2,921.62
Howell, Luke Summers	Ironwood Ridge High - 280	0.4000	\$ 1,947.74
Howland, Patricia A	Wilson K-8 - 168	0.8333	\$ 4,065.86
Howland, Patricia A	Wilson K-8 - 168	0.1667	\$ 813.37
Hoyos, Yuvitza Ballesteros	Nash Elementary - 110	1.0000	\$ 4,889.10
Hromatka, Lyndsey Susan	Holaway Elementary - 108	0.1000	\$ 482.00
Hromatka, Lyndsey Susan	Mesa Verde Elementary - 116	0.4000	\$ 1,928.01
Hromatka, Lyndsey Susan	Holaway Elementary - 108	0.5000	\$ 2,410.01
Huber, Brian G	Ironwood Ridge High - 280	1.0000	\$ 4,788.37
Huber, Katherine Marie	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Hughes, Melissa June	Prince Elementary - 111	1.0000	\$ 4,810.16
Humphreys, Anita Shay	Donaldson Elementary - 106	0.5000	\$ 2,454.41
Hunter, Jennifer Belle	Amphitheater High - 281	1.0000	\$ 4,898.96
Hurley, Benjamin W	Amphitheater High - 281	1.0000	\$ 4,898.96
Hurst, Carlotta Lynn	Rio Vista Elementary - 117	0.2000	\$ 981.77
Hurst, Carlotta Lynn	Rio Vista Elementary - 117	0.3000	\$ 1,472.65
Hurst, Carlotta Lynn	Rio Vista Elementary - 117	0.5000	\$ 2,454.41
Hutchins, Annalizza	Wilson K-8 - 168	1.0000	\$ 4,879.23
Hutchison, Mina Nicole	WT - Student Services - 540	1.0000	\$ 4,908.83
Huynh, Hoc Tuan	Keeling Elementary - 109	1.0000	\$ 4,729.17
Iadevaia, Jennifer Lyn	Donaldson Elementary - 106	0.5000	\$ 2,454.41
Iadevaia, Jennifer Lyn	Donaldson Elementary - 106	0.1000	\$ 490.88
Iadevaia, Jennifer Lyn	Donaldson Elementary - 106	0.4000	\$ 1,963.53
Impelluso, Sonya	Amphitheater High - 281	0.8000	\$ 3,919.17
Impelluso, Sonya	Amphitheater High - 281	0.2000	\$ 979.79
Inglett, Lindsay Leigh	Mesa Verde Elementary - 116	0.5000	\$ 2,454.41
Irwin, Teresa Irene	Cross Middle - 167	1.0000	\$ 4,908.83
Jackson-Rawdin, Jillian Elizabeth	Prince Elementary - 111	1.0000	\$ 4,810.16
Jacobs, Jessica Stuart	Innovation Academy - 119	0.5000	\$ 2,454.41
Jacobs, Jessica Stuart	Innovation Academy - 119	0.5000	\$ 2,454.41
Jacobson, Isabel	Wilson K-8 - 168	0.3334	\$ 1,599.73
Jacobson, Isabel	Wilson K-8 - 168	0.6666	\$ 3,198.50
Jameson-Christian, Leslie Rose	La Cima Middle - 165	0.7500	\$ 3,681.62
Jameson-Christian, Leslie Rose	La Cima Middle - 165	0.2500	\$ 1,227.21
Jenks, Sonja Bronwyn	Copper Creek Elementary - 118	0.5000	\$ 2,454.41
Jenks, Sonja Bronwyn	Copper Creek Elementary - 118	0.3000	\$ 1,472.65
Jernigan, Kevin Arthur	Amphitheater Middle - 166	1.0000	\$ 4,908.83
Jimmerson, Nancy Hydrean	Keeling Elementary - 109	0.5000	\$ 1,202.54
Johnson Bivens, Adria Lynne	Rillito Center - 125	1.0000	\$ 4,908.83
Johnson, Cynthia Robinson	Canyon del Oro High - 282	0.2000	\$ 981.77
Johnson, Cynthia Robinson	Canyon del Oro High - 282	0.2000	\$ 981.77

Name	DAC	FTE	Payout Prorated by FTE
Johnson, Cynthia Robinson	Canyon del Oro High - 282	0.2000	\$ 981.77
Johnson, Cynthia Robinson	Canyon del Oro High - 282	0.4000	\$ 1,963.53
Johnson, Loree Kay	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Johnson, Marian Christine	Amphitheater High - 281	0.2000	\$ 979.79
Johnson, Marian Christine	Amphitheater High - 281	0.8000	\$ 3,919.17
Johnson, Neely Neilaine	La Cima Middle - 165	0.1667	\$ 804.80
Johnson, Neely Neilaine	La Cima Middle - 165	0.8333	\$ 4,023.03
Jolley, Kirtlye Marie	Innovation Academy - 119	1.0000	\$ 4,908.83
Jones, Arianna L	Nash Elementary - 110	1.0000	\$ 4,889.10
Jorgensen, Pamela L	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Kadous, Julissa	Nash Elementary - 110	1.0000	\$ 4,889.10
Kahn, Zachary Daniel	Cross Middle - 167	0.1667	\$ 818.30
Kahn, Zachary Daniel	Cross Middle - 167	0.8333	\$ 4,090.53
Kane, Kaitlynn Erin	Harelson Elementary - 107	1.0000	\$ 4,665.84
Kaneda, Yoko	WT - Community Pre-Schools - 511	1.0000	\$ 4,827.83
Karnes, Emily H	Cross Middle - 167	1.0000	\$ 4,827.83
Kasen, Jamie R	Walker Elementary - 112	0.4000	\$ 1,963.53
Kasen, Jamie R	Walker Elementary - 112	0.6000	\$ 2,945.30
Kautz, Douglas C	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Kechely, Leigh Rae	Donaldson Elementary - 106	0.4000	\$ 1,924.06
Kechely, Leigh Rae	Prince Elementary - 111	0.6000	\$ 2,886.10
Keller, Jennifer Megan	Amphitheater Middle - 166	0.7500	\$ 3,681.62
Keller, Jennifer Megan	Amphitheater Middle - 166	0.2500	\$ 1,227.21
Kelly, Kimberly A	WT - Student Services - 540	1.0000	\$ 4,908.83
Kelly, Sheila	Walker Elementary - 112	1.0000	\$ 4,908.83
Kener, Emily Elaine	Prince Elementary - 111	1.0000	\$ 4,810.16
Kennedy, Kathy Lynne	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Kerchner, Morgan Elizabeth-Kay	Prince Elementary - 111	1.0000	\$ 4,810.16
Kevershan, Kimberly	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Kiefer, Laura Carol Dickerson	La Cima Middle - 165	0.6667	\$ 3,110.72
Kimler, Courtney Ann	Donaldson Elementary - 106	1.0000	\$ 4,908.83
Kipley, Kayla Jordan	Amphitheater High - 281	1.0000	\$ 4,898.96
Kirkendall, Alexis Montiel	Amphitheater Middle - 166	0.7000	\$ 3,436.18
Kirkendall, Alexis Montiel	Amphitheater Middle - 166	0.0760	\$ 373.07
Kirksey, Natasha Joy	Wilson K-8 - 168	1.0000	\$ 4,879.23
Kitay, Hillary B	Prince Elementary - 111	1.0000	\$ 4,810.16
Klein, Andrea R	Harelson Elementary - 107	1.0000	\$ 4,908.83
Klingler, Abbey Marie	Holaway Elementary - 108	0.5000	\$ 2,410.01
Knepper, Damon Ray	Ironwood Ridge High - 280	0.8000	\$ 3,895.49
Knepper, Damon Ray	Ironwood Ridge High - 280	0.2000	\$ 973.87
Knight, Alison Dawn	Holaway Elementary - 108	1.0000	\$ 4,820.03
Koons, Megan Elizabeth	Harelson Elementary - 107	1.0000	\$ 4,908.83
Krater, Caroline A	Canyon del Oro High - 282	0.2000	\$ 981.77
Krater, Caroline A	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Krim, Jennifer Lynn	Holaway Elementary - 108	1.0000	\$ 4,739.03
Kroeger, Ashley Nicole	Coronado K-8 - 115	1.0000	\$ 4,879.23
Kruthaupt, Fabiola Cruz	Cross Middle - 167	0.5000	\$ 2,454.41
Krutzsch, Mary Katharine	La Cima Middle - 165	1.0000	\$ 4,908.83
Krznarich, Prucilla Louise	Rillito Center - 125	1.0000	\$ 4,908.83
Kuhn, Brandon Edward	Amphitheater High - 281	1.0000	\$ 4,898.96
La Joy, Elisa Maria	Wilson K-8 - 168	1.0000	\$ 4,879.23
Lackow, Seth A	Cross Middle - 167	0.1667	\$ 818.30
Lackow, Seth A	Cross Middle - 167	0.1666	\$ 817.81
Lackow, Seth A	Cross Middle - 167	0.6667	\$ 3,272.72

Name	DAC	FTE	Payout Prorated by FTE
Landrith, David Edwin	Amphitheater High - 281	0.8000	\$ 3,919.17
Landrith, David Edwin	Amphitheater High - 281	0.2000	\$ 979.79
Lang, William Matthew	Ironwood Ridge High - 280	0.4000	\$ 1,947.74
Lang, William Matthew	Ironwood Ridge High - 280	0.6000	\$ 2,921.62
Langis, Maria D	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Lantz, Robert Alan	Canyon del Oro High - 282	1.0000	\$ 4,908.83
LaPlante, Marc B	Painted Sky Elementary - 114	0.5000	\$ 2,454.41
LaPlante, Marc B	Painted Sky Elementary - 114	0.3000	\$ 1,472.65
LaPlante, Marc B	Painted Sky Elementary - 114	0.2000	\$ 981.77
Larkin, Jennifer Louise	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
LaRock, Angela Marie	Walker Elementary - 112	1.0000	\$ 4,908.83
Larriva, Amanda Emilia	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Larussa, Lori Ann	Innovation Academy - 119	1.0000	\$ 4,908.83
Lassers, Melissa Madeleinecorinne	Wilson K-8 - 168	0.1666	\$ 812.88
Lassers, Melissa Madeleinecorinne	Wilson K-8 - 168	0.1667	\$ 813.37
Lassers, Melissa Madeleinecorinne	Wilson K-8 - 168	0.6667	\$ 3,252.98
Laughter, Marlana Jerrileen	Amphitheater Middle - 166	1.0000	\$ 4,908.83
Laurie, Yetive Ruth Christensen	Cross Middle - 167	1.0000	\$ 4,908.83
Lawrence, Mia Martinez	Mesa Verde Elementary - 116	0.6000	\$ 2,945.30
Lawrence, Mia Martinez	Painted Sky Elementary - 114	0.2000	\$ 981.77
Le, Thanhliem	Amphitheater Middle - 166	1.0000	\$ 4,827.83
Lebreton, Jennie Mae	Ironwood Ridge High - 280	0.8000	\$ 3,895.49
Lee, Auvie Roy	Cross Middle - 167	1.0000	\$ 4,908.83
Lefevre, Karen Elizabeth	Cross Middle - 167	0.4166	\$ 2,045.02
Lefevre, Karen Elizabeth	Cross Middle - 167	0.5000	\$ 2,454.41
Lefevre, Karen Elizabeth	Cross Middle - 167	0.0834	\$ 409.40
Lepore, Andrew Joseph	Ironwood Ridge High - 280	0.2000	\$ 973.87
Lepore, Andrew Joseph	Ironwood Ridge High - 280	0.1000	\$ 486.94
Lepore, Andrew Joseph	Ironwood Ridge High - 280	0.7000	\$ 3,408.55
Lettera, Pamela Lynn	Harelson Elementary - 107	1.0000	\$ 4,908.83
Levine, Jennifer Anne	La Cima Middle - 165	1.0000	\$ 4,665.84
Levy Caliva, Jessica Ellen	Coronado K-8 - 115	1.0000	\$ 4,879.23
Lewis, Jilliane Midori	Coronado K-8 - 115	1.0000	\$ 4,636.24
Lewis, Lorealee	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Lidbetter, Erin Elizabeth	La Cima Middle - 165	1.0000	\$ 4,908.83
Lindberg, Patricia Claire	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Linde, Lindsay Kate Hoel	Innovation Academy - 119	1.0000	\$ 4,908.83
Linderman, Christina Lloe	WT - Student Services - 540	1.0000	\$ 4,908.83
Lindner, Breanna Lee	La Cima Middle - 165	1.0000	\$ 4,908.83
Linn, David Dyland	Wilson K-8 - 168	0.5000	\$ 2,439.61
Linn, David Dyland	Wilson K-8 - 168	0.5000	\$ 2,439.61
Linville, Rebecca Jean	Ironwood Ridge High - 280	1.0000	\$ 4,626.37
Lipich, Brandi Rae	Rillito Center - 125	1.0000	\$ 4,908.83
Lise, Ronald G Jr	Amphitheater High - 281	1.0000	\$ 4,898.96
Llamas, Raquel Christina	Walker Elementary - 112	0.2500	\$ 1,227.21
Llamas, Raquel Christina	Walker Elementary - 112	0.7500	\$ 3,681.62
Loehr, Lizabeth Ann	Harelson Elementary - 107	1.0000	\$ 4,908.83
Loorz, Jennifer Kathleen	Harelson Elementary - 107	1.0000	\$ 4,908.83
Lopez, Ilse Angelica	WT - Community Pre-Schools - 511	1.0000	\$ 4,810.16
Lopez, Lindsay Jaye	Coronado K-8 - 115	0.5000	\$ 2,399.12
Lopez, Monique Gabriella	Wilson K-8 - 168	1.0000	\$ 4,879.23
Lopez, Stephanie Marie	Walker Elementary - 112	0.5000	\$ 2,454.41
Lorefice, Miranda Sabine	La Cima Middle - 165	1.0000	\$ 4,908.83
Lortie, Sarah Elizabeth	Amphitheater Middle - 166	0.1667	\$ 818.30

Name	DAC	FTE	Payout Prorated by FTE
Lortie, Sarah Elizabeth	Amphitheater Middle - 166	0.0833	\$ 408.91
Lortie, Sarah Elizabeth	Amphitheater Middle - 166	0.7500	\$ 3,681.62
Lossou-Lossavi, Shari-Ann Aglen	Nash Elementary - 110	1.0000	\$ 4,889.10
Loverde, Emily Ann	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Loving, Victoria Jintana	La Cima Middle - 165	0.6666	\$ 3,218.23
Loving, Victoria Jintana	La Cima Middle - 165	0.1667	\$ 804.80
Loving, Victoria Jintana	La Cima Middle - 165	0.1667	\$ 804.80
Lovins, Rachel Elisabeth	Ironwood Ridge High - 280	0.4000	\$ 1,947.74
Lovins, Rachel Elisabeth	Ironwood Ridge High - 280	0.4000	\$ 1,947.74
Lovins, Rachel Elisabeth	Ironwood Ridge High - 280	0.2000	\$ 973.87
Lowe, Elizabeth Anne	Nash Elementary - 110	0.5000	\$ 2,444.55
Luciano, Susan M	Walker Elementary - 112	1.0000	\$ 4,908.83
Lustenberger, Renee Ann	Cross Middle - 167	1.0000	\$ 4,908.83
Lyon, Jennifer Michelle	Donaldson Elementary - 106	1.0000	\$ 4,827.83
Lyons, Emmalee Shae	La Cima Middle - 165	1.0000	\$ 4,827.83
MacLean, Zella Marie	WT - Student Services - 540	1.0000	\$ 4,908.83
Maddox, Kenzie Liu	Walker Elementary - 112	1.0000	\$ 4,908.83
Madrug, James A Jr	Canyon del Oro High - 282	1.0000	\$ 4,827.83
Magrie, Kylie S	Holaway Elementary - 108	1.0000	\$ 4,820.03
Maldonado, Elena Angelina	Holaway Elementary - 108	1.0000	\$ 4,577.04
Malone, Jonathan Daniel	Amphitheater Middle - 166	1.0000	\$ 4,827.83
Manley, Ashlee A	Innovation Academy - 119	1.0000	\$ 4,908.83
Manno, Theodore Gerald	Ironwood Ridge High - 280	0.6000	\$ 2,921.62
Manno, Theodore Gerald	Ironwood Ridge High - 280	0.4000	\$ 1,947.74
Marcisak, Adrianna Privitera	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Marietta, Carolyn Louise	Amphitheater High - 281	1.0000	\$ 4,898.96
Marlatt, Lauren Andrea	Coronado K-8 - 115	0.1667	\$ 813.37
Marlatt, Lauren Andrea	Coronado K-8 - 115	0.8333	\$ 4,065.86
Marner, Peggy Katherine	Holaway Elementary - 108	1.0000	\$ 4,820.03
Martin, Michelle Lee	Nash Elementary - 110	1.0000	\$ 4,889.10
Martinez, Amy Kathleen	La Cima Middle - 165	0.6667	\$ 3,272.72
Martinez, Amy Kathleen	La Cima Middle - 165	0.3333	\$ 1,636.11
Martinez, Gene Ruiz	La Cima Middle - 165	0.5000	\$ 2,454.41
Martinez, Gene Ruiz	Walker Elementary - 112	0.5000	\$ 2,454.41
Martinez, Helen Aurora	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Martinez, Jennifer Selena	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Martinez, Monica Mills	WT - Student Services - 540	0.4000	\$ 1,963.53
Martinez, Monica Mills	WT - Student Services - 540	0.6000	\$ 2,945.30
Mateos, Jason Dendy	Amphitheater Middle - 166	1.0000	\$ 4,827.83
Maxwell, Annie Marie	Rillito Center - 125	1.0000	\$ 4,438.51
Mayer, Ryan Marcel	Keeling Elementary - 109	1.0000	\$ 4,810.16
Mayhew, Constance Lynn	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Maytorena, Yeniffer Adalt	Walker Elementary - 112	1.0000	\$ 4,908.83
McCain, Kristen Elizabeth	Wilson K-8 - 168	1.0000	\$ 4,798.23
Mccarthy, Cynthia Erin	WT - Student Services - 540	1.0000	\$ 4,908.83
McClemons, Teri Marie	WT - Student Services - 540	1.0000	\$ 4,908.83
Mcconnell, Marisa Yvonne	Mesa Verde Elementary - 116	0.5000	\$ 2,454.41
Mcconnell, Marisa Yvonne	Mesa Verde Elementary - 116	0.5000	\$ 2,454.41
McCoy, Lorraine J	Canyon del Oro High - 282	1.0000	\$ 4,908.83
McDole, Madisyn Lynn	Keeling Elementary - 109	1.0000	\$ 4,810.16
McElhinney, Judith Marina	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Mcgowan, Alissa Kathleen	Ironwood Ridge High - 280	0.8000	\$ 3,895.49
Mcgowan, Alissa Kathleen	Ironwood Ridge High - 280	0.2000	\$ 973.87
McKee, Scott Charles	Canyon del Oro High - 282	0.8000	\$ 3,927.06

Name	DAC	FTE	Payout Prorated by FTE
McMillan-Dale, Meredith Mitchell	Mesa Verde Elementary - 116	0.5000	\$ 2,454.41
McMillan-Dale, Meredith Mitchell	Mesa Verde Elementary - 116	0.3000	\$ 1,472.65
Mcnew, Ann Frances	Keeling Elementary - 109	1.0000	\$ 4,810.16
Meisner, Kasey Lee	Cross Middle - 167	1.0000	\$ 4,908.83
Meitner, Nickolas Steven	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Menaugh, Jill Harris	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Mendez, Brenda Sotelo	Innovation Academy - 119	1.0000	\$ 4,908.83
Mendez, Melisa B	Amphitheater Middle - 166	1.0000	\$ 4,908.83
Menzies, Sophia Frances	Nash Elementary - 110	1.0000	\$ 4,889.10
Mercilliot, Christopher Lee	Amphitheater Middle - 166	0.1667	\$ 818.30
Mercilliot, Christopher Lee	Amphitheater Middle - 166	0.8333	\$ 4,090.53
Merendo, Erin Nicole	Ironwood Ridge High - 280	0.5000	\$ 2,434.68
Merendo, Erin Nicole	Ironwood Ridge High - 280	0.5000	\$ 2,434.68
Merry, Shannon Concannon	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Michaels, Christina Marie	La Cima Middle - 165	0.1667	\$ 818.30
Michaels, Christina Marie	La Cima Middle - 165	0.2500	\$ 1,227.21
Michaels, Christina Marie	La Cima Middle - 165	0.5833	\$ 2,863.32
Miller, Brianna Jo Claire	Amphitheater Middle - 166	0.1667	\$ 818.30
Miller, Brianna Jo Claire	Amphitheater Middle - 166	0.8333	\$ 4,090.53
Miller, Daina Suzana	WT - Student Services - 540	0.5000	\$ 2,439.61
Miller, Daina Suzana	WT - Student Services - 540	0.5000	\$ 2,439.61
Miller, Sally Aileen	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Miller, Vanessa Ann	Walker Elementary - 112	1.0000	\$ 4,908.83
Miller, Zane Donald	Ironwood Ridge High - 280	0.2000	\$ 925.27
Miller, Zane Donald	Ironwood Ridge High - 280	0.4000	\$ 1,850.55
Miller, Zane Donald	Ironwood Ridge High - 280	0.2000	\$ 925.27
Miller, Zane Donald	Ironwood Ridge High - 280	0.2000	\$ 925.27
Minson, Bryan Coaklee	La Cima Middle - 165	1.0000	\$ 4,908.83
Miranda, Jennifer Trimble	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Moes, John David Scott	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Montero Morales, Priscilla Adriana	WT - Community Pre-Schools - 511	1.0000	\$ 4,889.10
Mooney, Becky Renee	Keeling Elementary - 109	1.0000	\$ 4,810.16
Morabito, Rachel Ann	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Morales, Andres J	Rio Vista Elementary - 117	0.1000	\$ 490.88
Morales, Andres J	Rio Vista Elementary - 117	0.8000	\$ 3,927.06
Morales, Jane D	Coronado K-8 - 115	0.8000	\$ 3,903.38
Morales, Maggie Rose	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Moreno, Elizabeth Holmes	Nash Elementary - 110	1.0000	\$ 4,889.10
Moreno, Kristin Andrea	Coronado K-8 - 115	1.0000	\$ 4,879.23
Morie, Robin Suzanne	WT - Student Services - 540	0.8000	\$ 3,848.13
Mounts, Brianna Elise	Keeling Elementary - 109	1.0000	\$ 4,810.16
Mounts, Deborah Elise	Prince Elementary - 111	1.0000	\$ 4,810.16
Multhup, January E	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Munoz, Joseph K	Keeling Elementary - 109	0.2000	\$ 962.03
Munoz, Joseph K	Nash Elementary - 110	0.2000	\$ 962.03
Munoz, Joseph K	Prince Elementary - 111	0.2000	\$ 962.03
Munoz, Joseph K	Nash Elementary - 110	0.2000	\$ 962.03
Munson, Kelly Maxine	Copper Creek Elementary - 118	0.1000	\$ 490.88
Munson, Kelly Maxine	Copper Creek Elementary - 118	0.2000	\$ 981.77
Munson, Kelly Maxine	Copper Creek Elementary - 118	0.6000	\$ 2,945.30
Murillo, Mindy Lynn	Harelson Elementary - 107	0.4000	\$ 1,963.53
Murillo, Mindy Lynn	Mesa Verde Elementary - 116	0.6000	\$ 2,945.30
Murphy, Shannon E	WT - Student Services - 540	0.6000	\$ 2,945.30
Musick, Michael Thomas Lane	Canyon del Oro High - 282	1.0000	\$ 4,908.83

Name	DAC	FTE	Payout Prorated by FTE
Natale, Sarah Theresa	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Nau, Camille Cecilia	Coronado K-8 - 115	1.0000	\$ 4,879.23
Nenadovich, Heather Beth	WT - Community Pre-Schools - 511	1.0000	\$ 4,908.83
Neubauer, Cristina Star	Amphitheater Middle - 166	1.0000	\$ 4,908.83
Nichols, Sarah Ann	Amphitheater Middle - 166	1.0000	\$ 4,908.83
Nicley, Camille Yeats Costello	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Niles, Melissa Gene	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Nissenbaum, Nicole	WT - Community Pre-Schools - 511	1.0000	\$ 4,879.23
Nixon, Taylor Lorraine	Holaway Elementary - 108	1.0000	\$ 4,820.03
Nordstrom, Sarah Terry	WT - Community Pre-Schools - 511	1.0000	\$ 4,908.83
Northam, Susan Elizabeth	Keeling Elementary - 109	0.3000	\$ 1,443.05
Northam, Susan Elizabeth	Nash Elementary - 110	0.3000	\$ 1,443.05
Northam, Susan Elizabeth	Rio Vista Elementary - 117	0.4000	\$ 1,924.06
Norton, Michelle Melissa	Innovation Academy - 119	1.0000	\$ 4,908.83
Novak, Kayleigh Michelle	WT - Community Pre-Schools - 511	1.0000	\$ 4,908.83
Novinski, Garrett Bradley	Wilson K-8 - 168	0.2000	\$ 975.85
Novinski, Garrett Bradley	Wilson K-8 - 168	0.2000	\$ 975.85
Novinski, Garrett Bradley	Wilson K-8 - 168	0.6000	\$ 2,927.54
Nystedt, Sarah Catherine	Harelson Elementary - 107	0.2000	\$ 981.77
Nystedt, Sarah Catherine	Harelson Elementary - 107	0.3000	\$ 1,472.65
Nystedt, Sarah Catherine	Harelson Elementary - 107	0.5000	\$ 2,454.41
Obregon, Jose J	Wilson K-8 - 168	1.0000	\$ 4,879.23
Ochoa, Joy Marie	Coronado K-8 - 115	0.4000	\$ 1,963.53
Ochoa, Joy Marie	Copper Creek Elementary - 118	0.6000	\$ 2,945.30
Oddo, Stephanie Rose	Innovation Academy - 119	1.0000	\$ 4,908.83
Ohlmaier, Hillary Gillanders	WT - Student Services - 540	1.0000	\$ 4,908.83
Okonya, Elizabeth Meso	Rillito Center - 125	1.0000	\$ 4,827.83
Oliver, Heather	Painted Sky Elementary - 114	0.5000	\$ 2,454.41
Olszewski, Cynthia Joanne Danusia	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Orr, Kristen Nicole	WT - Student Services - 540	0.1000	\$ 490.88
Orr, Kristen Nicole	WT - Student Services - 540	0.4500	\$ 2,208.97
Orr, Kristen Nicole	WT - Student Services - 540	0.4500	\$ 2,208.97
Ortiz, Chelsea	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Ortiz, Monica Cecelia	Amphitheater High - 281	1.0000	\$ 4,898.96
Ousley, Wendi L	Amphitheater High - 281	0.2000	\$ 979.79
Ousley, Wendi L	Amphitheater High - 281	0.8000	\$ 3,919.17
Padilla, Dee Ann	Harelson Elementary - 107	1.0000	\$ 4,908.83
Padilla, Lisa Rae	Amphitheater High - 281	1.0000	\$ 4,898.96
Pakkala, Sara Elizabeth	Wilson K-8 - 168	1.0000	\$ 4,879.23
Papajohn, Sarah Beth	WT - Community Pre-Schools - 511	1.0000	\$ 4,908.83
Parham, John Thomas	Amphitheater High - 281	1.0000	\$ 4,898.96
Parker, Ergis Zorba	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Parriott, Lisa Ann	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Patchin, Patricia Ann	Innovation Academy - 119	1.0000	\$ 4,908.83
Paulson-Midgley, Tamara Lynn	Amphitheater Middle - 166	0.3334	\$ 1,636.60
Paulson-Midgley, Tamara Lynn	Amphitheater Middle - 166	0.3333	\$ 1,636.11
Paulson-Midgley, Tamara Lynn	Amphitheater Middle - 166	0.3333	\$ 1,636.11
Peace, Dustin P	Innovation Academy - 119	0.1000	\$ 490.88
Peace, Dustin P	Innovation Academy - 119	0.3000	\$ 1,472.65
Peace, Dustin P	Innovation Academy - 119	0.6000	\$ 2,945.30
Pechuzal, Caroline L	Canyon del Oro High - 282	0.6000	\$ 2,945.30
Peck, Emily Elizabeth	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Penna, Kelli Suzanne	Keeling Elementary - 109	1.0000	\$ 4,810.16
Perez Pineda, Claudia Iris	Ironwood Ridge High - 280	1.0000	\$ 4,788.37

Name	DAC	FTE	Payout Prorated by FTE	
Perez, Katrina Monica	Mesa Verde Elementary - 116	1.0000	\$	4,908.83
Peru, Matthew J	Wilson K-8 - 168	0.3333	\$	1,599.25
Peru, Matthew J	Wilson K-8 - 168	0.6667	\$	3,198.98
Petersen, Christine Margaret	Harelson Elementary - 107	1.0000	\$	4,908.83
Peterson, Jane M	Walker Elementary - 112	0.3000	\$	1,472.65
Peterson, Jane M	Walker Elementary - 112	0.5000	\$	2,454.41
Petrass, Lisa Lynne	WT - Student Services - 540	1.0000	\$	4,908.83
Piazza, Elizabeth Leigh	Canyon del Oro High - 282	1.0000	\$	4,908.83
Pickard Vazquez, Emma Gabriela	Wilson K-8 - 168	1.0000	\$	4,879.23
Pierce, Abigail Kathleen	Prince Elementary - 111	1.0000	\$	4,810.16
Pierce, Stacey B	Nash Elementary - 110	0.5000	\$	2,444.55
Pierce, Stacey B	Nash Elementary - 110	0.5000	\$	2,444.55
Pierson, John Byron	WT - Student Services - 540	1.0000	\$	4,889.10
Pingry, Bonnie Levine	Holaway Elementary - 108	0.5000	\$	2,410.01
Plank-Bowman, Dorothy Carmella	Rio Vista Elementary - 117	1.0000	\$	4,908.83
Polcyn, Dawn Marie	WT - Student Services - 540	0.5000	\$	2,454.41
Polcyn, Dawn Marie	WT - Student Services - 540	0.5000	\$	2,454.41
Post, Brian R	Cross Middle - 167	1.0000	\$	4,908.83
Post, Trina Kay	Keeling Elementary - 109	1.0000	\$	4,810.16
Potter, Elizabeth Hill	WT - Student Services - 540	1.0000	\$	4,908.83
Powell, Matthew W	Canyon del Oro High - 282	1.0000	\$	4,908.83
Powers, Jennifer Lee Bennett	Walker Elementary - 112	1.0000	\$	4,908.83
Powers, Karlie A	Rio Vista Elementary - 117	1.0000	\$	4,827.83
Pratt, Megan Mee Joo	Mesa Verde Elementary - 116	1.0000	\$	4,908.83
Prentis, Peggy Ann	Coronado K-8 - 115	0.6667	\$	3,252.98
Prentis, Peggy Ann	Coronado K-8 - 115	0.3333	\$	1,626.25
Quevedo, Shelley L	Coronado K-8 - 115	1.0000	\$	4,879.23
Quinn, Catherine C	Copper Creek Elementary - 118	1.0000	\$	4,908.83
Ralbovsky, Jessica	WT - Student Services - 540	1.0000	\$	4,879.23
Ramos, Kristine Karen	Amphitheater Middle - 166	0.1667	\$	818.30
Ramos, Kristine Karen	Amphitheater Middle - 166	0.8333	\$	4,090.53
Ramos, Lacey Elaine	WT - Student Services - 540	1.0000	\$	4,879.23
Randall, Lesa Beth	Amphitheater High - 281	0.8000	\$	3,919.17
Randall, Lesa Beth	Amphitheater High - 281	0.2000	\$	979.79
Randall, Louisa Maria	Canyon del Oro High - 282	1.0000	\$	4,908.83
Randall, Melanie Lynne	WT - Student Services - 540	0.6000	\$	2,945.30
Randolph, Rusti Lynn	Coronado K-8 - 115	1.0000	\$	4,879.23
Raney, Heather Renee	WT - Student Services - 540	1.0000	\$	4,908.83
Rankin, Sophia Osuna	Nash Elementary - 110	0.5000	\$	2,444.55
Rankin, Sophia Osuna	Nash Elementary - 110	0.3000	\$	1,466.73
Rascon-Valdez, Liliana	Amphitheater High - 281	0.8000	\$	3,919.17
Ratliff, Katherine K	Walker Elementary - 112	1.0000	\$	4,908.83
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.0500	\$	245.44
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.1500	\$	736.32
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.1500	\$	736.32
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.4500	\$	2,208.97
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.1000	\$	490.88
Rea, Veronica Marie	Ironwood Ridge High - 280	1.0000	\$	4,869.36
Reardon, Patricia Sara	Cross Middle - 167	0.0834	\$	409.40
Reardon, Patricia Sara	Cross Middle - 167	0.2500	\$	1,227.21
Reardon, Patricia Sara	Cross Middle - 167	0.5000	\$	2,454.41
Reddoch, Laura Ann	Wilson K-8 - 168	1.0000	\$	4,879.23
Resley, Robin N	Ironwood Ridge High - 280	1.0000	\$	4,879.23
Rice, Christel Rae	Amphitheater Middle - 166	1.0000	\$	4,665.84

Name	DAC	FTE	Payout Prorated by FTE
Richards, David Timothy	Cross Middle - 167	0.1667	\$ 804.80
Richards, David Timothy	Cross Middle - 167	0.6667	\$ 3,218.72
Richards, David Timothy	Cross Middle - 167	0.1666	\$ 804.32
Richards, Monet Celeste	La Cima Middle - 165	1.0000	\$ 4,908.83
Richardson, Jonelle Nicole	Wilson K-8 - 168	1.0000	\$ 4,879.23
Richmond, Kay Dee	Coronado K-8 - 115	1.0000	\$ 4,879.23
Ricker, Matthew D	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Riggs, Jennifer L	Harelson Elementary - 107	1.0000	\$ 4,908.83
Rincon, Christina Marie	WT - Student Services - 540	1.0000	\$ 4,889.10
Rini, Kaitlyn Marie	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Rischar, Bertha Alicia	Cross Middle - 167	1.0000	\$ 4,908.83
Rivas, Bianca G	Rio Vista Elementary - 117	0.1700	\$ 834.50
Rivas, Bianca G	Rio Vista Elementary - 117	0.8300	\$ 4,074.33
Roark, Landi Denise	Innovation Academy - 119	1.0000	\$ 4,908.83
Roberts, Coral Christine	WT - Community Pre-Schools - 511	0.5000	\$ 2,444.55
Roberts, Michelle D	Nash Elementary - 110	1.0000	\$ 4,889.10
Robles, Erin Elizabeth	Coronado K-8 - 115	1.0000	\$ 4,879.23
Robles, Nickolas Reynaldo	Prince Elementary - 111	1.0000	\$ 4,810.16
Roche, Christine Ann	Canyon del Oro High - 282	1.0000	\$ 2,454.41
Rodgers, H Morgan	Amphitheater High - 281	1.0000	\$ 4,898.96
Rodrigues, Michaela Oxuzidis	Innovation Academy - 119	1.0000	\$ 4,908.83
Rodriguez, Emilio Cipriano	Nash Elementary - 110	0.6000	\$ 2,933.46
Rodriguez, Emilio Cipriano	Nash Elementary - 110	0.4000	\$ 1,955.64
Roe, Tori Jean	Harelson Elementary - 107	1.0000	\$ 4,908.83
Rogers, Alison	Canyon del Oro High - 282	0.4000	\$ 1,963.53
Rogers, Alison	Canyon del Oro High - 282	0.6000	\$ 2,945.30
Rohrer, Christopher W	Cross Middle - 167	1.0000	\$ 4,908.83
Rondeau, Caroline A	Walker Elementary - 112	1.0000	\$ 4,908.83
Rondeau, Hana	Keeling Elementary - 109	0.3000	\$ 1,443.05
Rondeau, Hana	Keeling Elementary - 109	0.5000	\$ 2,405.08
Rondeau, Hana	Keeling Elementary - 109	0.2000	\$ 962.03
Ronstadt, Joshua Robert	Canyon del Oro High - 282	0.4000	\$ 1,963.53
Ronstadt, Joshua Robert	Canyon del Oro High - 282	0.6000	\$ 2,945.30
Roop, Lee	Ironwood Ridge High - 280	0.5000	\$ 2,434.68
Roop-Rosales, Sarah Elizabeth	Amphitheater Middle - 166	1.0000	\$ 4,908.83
Rose, Stileda Patrice	Amphitheater High - 281	0.5000	\$ 2,449.48
Rose, Stileda Patrice	Amphitheater High - 281	0.5000	\$ 2,449.48
Roseman, Ronny Michael	Canyon del Oro High - 282	0.2000	\$ 981.77
Roseman, Ronny Michael	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Rossi, Eric C	Canyon del Oro High - 282	1.0000	\$ 4,827.83
Rosson, Karen Chiles	Amphitheater High - 281	1.0000	\$ 4,898.96
Roth, Rachel Madison	Coronado K-8 - 115	1.0000	\$ 4,879.23
Rountree, Abigail Conant Woodard	Wilson K-8 - 168	1.0000	\$ 4,879.23
Rowe, Darlene	Nash Elementary - 110	1.0000	\$ 4,889.10
Roy, Stephanie Maree	La Cima Middle - 165	1.0000	\$ 4,908.83
Ruboyanes, Amy Marie	Rillito Center - 125	1.0000	\$ 4,908.83
Rudd, Amy Ann	Holaway Elementary - 108	0.5000	\$ 2,369.52
Ruiz, Jamie Jo	Keeling Elementary - 109	1.0000	\$ 4,810.16
Ruiz, Judith Madrid	Holaway Elementary - 108	1.0000	\$ 4,820.03
Ryan, Frank G	WT - Student Services - 540	0.1000	\$ 490.88
Ryan, Frank G	WT - Student Services - 540	0.1000	\$ 490.88
Ryan, Frank G	WT - Student Services - 540	0.5000	\$ 2,454.41
Sadowl, Cyra Mechelle	La Cima Middle - 165	0.5000	\$ 2,454.41
Samsel, Melissa Ann	Innovation Academy - 119	0.6000	\$ 2,945.30

Name	DAC	FTE	Payout Prorated by FTE
Samsel, Melissa Ann	Innovation Academy - 119	0.3000	\$ 1,472.65
Sanchez, Tenaya J	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Sandman, Heidi Ann	Rio Vista Elementary - 117	0.8000	\$ 3,927.06
Santoyo, Michelle Christa	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Sapyta, Brittany Renee	Holaway Elementary - 108	1.0000	\$ 4,820.03
Sawyer, Kathryn Eileen	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Schagel, Erica Velluti	Rillito Center - 125	1.0000	\$ 4,908.83
Scheel, Christopher N	Amphitheater High - 281	0.2000	\$ 979.79
Scheel, Christopher N	Amphitheater High - 281	0.8000	\$ 3,919.17
Scheffel, Liesl Mitchell	Coronado K-8 - 115	0.5000	\$ 2,439.61
Scheffel, Liesl Mitchell	Coronado K-8 - 115	0.5000	\$ 2,439.61
Schickling, Martha Dee	Prince Elementary - 111	1.0000	\$ 4,810.16
Schleicher, Katrina Annemarie	Mesa Verde Elementary - 116	0.2000	\$ 981.77
Schleicher, Katrina Annemarie	Mesa Verde Elementary - 116	0.8000	\$ 3,927.06
Schmuker, Ranee Tanner	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Schultz, Amy Corrin	Cross Middle - 167	1.0000	\$ 4,908.83
Schwingbeck, Michael J	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Scolman, Melissa Darnell	Wilson K-8 - 168	1.0000	\$ 4,879.23
Scrivner, Matthew Allen	Amphitheater High - 281	1.0000	\$ 4,898.96
Seegmiller, Carrie Ann	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Selvy, Susan Margaret	Wilson K-8 - 168	1.0000	\$ 4,798.23
Semon, Sarah Ann	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Severson, Alisha G	WT - Student Services - 540	1.0000	\$ 4,908.83
Shaheen, John Michael	Coronado K-8 - 115	0.3333	\$ 1,636.11
Shaheen, John Michael	Copper Creek Elementary - 118	0.2000	\$ 981.77
Shaheen, John Michael	Cross Middle - 167	0.1334	\$ 654.84
Shaheen, John Michael	Coronado K-8 - 115	0.3333	\$ 1,636.11
Sheldon, Lisa Christine Carter	Nash Elementary - 110	1.0000	\$ 4,889.10
Shepard, Andrea Jill	Wilson K-8 - 168	1.0000	\$ 4,879.23
Sherman, Stacey Ann	Coronado K-8 - 115	0.8000	\$ 3,903.38
Shiba, Robert P	Cross Middle - 167	1.0000	\$ 4,908.83
Sicignano, Sydney Rose	Harelson Elementary - 107	1.0000	\$ 4,908.83
Sieminski, Angela Marie	Harelson Elementary - 107	0.8000	\$ 3,927.06
Silvas, Sharon Marie	Wilson K-8 - 168	1.0000	\$ 4,879.23
Singer, Sharon R	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Skarsfeldt, Kristian Martin	Holaway Elementary - 108	1.0000	\$ 2,413.92
Slade, Jessica L	Canyon del Oro High - 282	1.0000	\$ 4,827.83
Slaton, Stephanie R	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Slingerland, Janet C	Holaway Elementary - 108	0.5000	\$ 2,410.01
Smalley, Stephanie Francis	Rillito Center - 125	1.0000	\$ 4,908.83
Smerz, Hans Brett	Wilson K-8 - 168	0.5000	\$ 2,439.61
Smerz, Hans Brett	Wilson K-8 - 168	0.5000	\$ 2,439.61
Smith, Alexander C	Wilson K-8 - 168	1.0000	\$ 4,879.23
Smith, Emiko Jo	WT - Student Services - 540	1.0000	\$ 4,820.03
Smith, Kimberly L	Holaway Elementary - 108	0.5000	\$ 2,410.01
Smith, Kimberly L	Holaway Elementary - 108	0.5000	\$ 2,410.01
Smith, Michael B	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Smith, Seneca Scarborough	Canyon del Oro High - 282	1.0000	\$ 4,665.84
Smith, Shawn M	Amphitheater High - 281	0.2000	\$ 979.79
Smith, Shawn M	Amphitheater High - 281	0.8000	\$ 3,919.17
Snedigar, Talitha J	WT - Student Services - 540	1.0000	\$ 4,908.83
Snyder, Jamie Lynn	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Soto, Jamie Liane	Prince Elementary - 111	1.0000	\$ 4,810.16
Sova, Ashley Nicole	Cross Middle - 167	0.2000	\$ 981.77

Name	DAC	FTE	Payout Prorated by FTE
Sova, Ashley Nicole	Canyon del Oro High - 282	0.6000	\$ 2,945.30
Sova, Ashley Nicole	Canyon del Oro High - 282	0.2000	\$ 981.77
Sparlin, Erika Christine	Coronado K-8 - 115	1.0000	\$ 4,879.23
Spencer, Dawna Michelle	Donaldson Elementary - 106	1.0000	\$ 4,827.83
Springetti, Margaret Marie	Harelson Elementary - 107	0.5000	\$ 2,454.41
Steiner, Emily Joy	Wilson K-8 - 168	1.0000	\$ 4,879.23
Steiner, Jake Trenton	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Steiniger, Andreli	Amphitheater High - 281	1.0000	\$ 4,898.96
Stewart, Eric George	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Stewart, Patricia Kathleen	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Stewart, Roy M	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Stine, Laura Mary	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Stuetze, Christen Erik	Amphitheater High - 281	0.4000	\$ 1,959.58
Suazo, Javier Martin	Amphitheater High - 281	1.0000	\$ 4,817.97
Sullivan, Jenna Nicole	Prince Elementary - 111	0.1000	\$ 481.02
Sullivan, Jenna Nicole	Prince Elementary - 111	0.3000	\$ 1,443.05
Sullivan, Jenna Nicole	Prince Elementary - 111	0.6000	\$ 2,886.10
Summons, Sjana Lee	Amphitheater High - 281	1.0000	\$ 4,898.96
Sutton, Kyle Wayne	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Swartz, Danielle Anastasia	Innovation Academy - 119	0.5000	\$ 2,454.41
Swazey, Hunter James	Prince Elementary - 111	0.1000	\$ 472.92
Swazey, Hunter James	Prince Elementary - 111	0.2000	\$ 945.83
Swazey, Hunter James	Prince Elementary - 111	0.7000	\$ 3,310.42
Swisher, Danielle Milot	Wilson K-8 - 168	1.0000	\$ 4,879.23
Tagawa, Toru	Harelson Elementary - 107	0.2000	\$ 981.77
Tagawa, Toru	Canyon del Oro High - 282	0.4000	\$ 1,963.53
Tagawa, Toru	Cross Middle - 167	0.4000	\$ 1,963.53
Tang, Hoa Thi	Keeling Elementary - 109	1.0000	\$ 4,810.16
Tanner, Jacqueline Wright	Coronado K-8 - 115	1.0000	\$ 3,259.32
Tarbet, Jeremy James	Canyon del Oro High - 282	0.4000	\$ 1,963.53
Tarbet, Jeremy James	Canyon del Oro High - 282	0.6000	\$ 2,945.30
Tarquin, Kathy	Rillito Center - 125	1.0000	\$ 4,908.83
Tate, Caryn Iman	Harelson Elementary - 107	1.0000	\$ 4,908.83
Taylor, Carrie Ann	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Taylor, Ethnee Nadine	Cross Middle - 167	1.0000	\$ 4,908.83
Taylor, Liza Renee	Ironwood Ridge High - 280	0.8000	\$ 3,895.49
Taylor, Liza Renee	Ironwood Ridge High - 280	0.2000	\$ 973.87
Teel, Kathleen Jane	Amphitheater Middle - 166	1.0000	\$ 4,908.83
Terrace, Tatum Bradley	Donaldson Elementary - 106	1.0000	\$ 4,908.83
Testerman, Nicole Gayle	Harelson Elementary - 107	1.0000	\$ 4,908.83
Thacker, Lynn Marie	Mesa Verde Elementary - 116	1.0000	\$ 4,908.83
Theisz, Michele J	Amphitheater High - 281	1.0000	\$ 4,898.96
Thomas, Kelley Marie	Coronado K-8 - 115	1.0000	\$ 4,879.23
Thomas, Kelsey Jordan	Nash Elementary - 110	1.0000	\$ 4,889.10
Thomas, Shauna L	Harelson Elementary - 107	1.0000	\$ 4,908.83
Thomure, Emery Diana	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Thornburg, Ryan E	Amphitheater High - 281	0.2000	\$ 979.79
Thornburg, Ryan E	Amphitheater High - 281	0.8000	\$ 3,919.17
Thornburgh, Alexandra Marie	Rillito Center - 125	1.0000	\$ 4,827.83
Tilicki, Nicole Bliss	Wilson K-8 - 168	1.0000	\$ 4,879.23
Todd, Cary B	La Cima Middle - 165	1.0000	\$ 4,908.83
Torres, Jennifer Jean	Harelson Elementary - 107	1.0000	\$ 4,908.83
Toto, China Ann	Prince Elementary - 111	1.0000	\$ 4,729.17
Transue, Kristina Bess	Copper Creek Elementary - 118	1.0000	\$ 4,827.83

Name	DAC	FTE	Payout Prorated by FTE
Traweek, Donna Lee	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Trelles, Pamela Elizabeth	Innovation Academy - 119	1.0000	\$ 4,908.83
Tretta, Heather Anne	Innovation Academy - 119	1.0000	\$ 4,908.83
Triphan, Stephanie Nicole	Walker Elementary - 112	1.0000	\$ 4,908.83
Tritz, Lacy Heather	Prince Elementary - 111	1.0000	\$ 4,729.17
Trotta, Marina Alice	Keeling Elementary - 109	1.0000	\$ 4,729.17
Tucker, Megan Renee	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Tuo, Alexis Marie	Walker Elementary - 112	0.8000	\$ 3,927.06
Turcios, Ruth Maria	Ironwood Ridge High - 280	1.0000	\$ 4,788.37
Upmann, Adam William	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Vandermyde, Sherri Rene	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Varma, Donna Marie	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Vasquez, Kassandra Alyssa	Rillito Center - 125	1.0000	\$ 4,908.83
Vaughn, Alexandria Lee	Cross Middle - 167	0.8333	\$ 4,090.53
Vaughn, Alexandria Lee	Cross Middle - 167	0.1667	\$ 818.30
Velasquez, Jeanne Kay	Amphitheater High - 281	1.0000	\$ 4,898.96
Veltre, Cassie Lee	Prince Elementary - 111	1.0000	\$ 4,729.17
Venhuizen, Aurora Del Carmen	Holaway Elementary - 108	1.0000	\$ 4,820.03
Veytia, Andrea	La Cima Middle - 165	0.3333	\$ 1,636.11
Veytia, Andrea	La Cima Middle - 165	0.6667	\$ 3,272.72
Vigil, Janice Teresa	Wilson K-8 - 168	1.0000	\$ 4,879.23
Vigil, Laura Yvonne	WT - Student Services - 540	0.1000	\$ 487.92
Vigil, Laura Yvonne	WT - Student Services - 540	0.4500	\$ 2,195.65
Vigil, Laura Yvonne	WT - Student Services - 540	0.4500	\$ 2,195.65
Vigil-Emerson, Maya Olivia	WT - Community Pre-Schools - 511	1.0000	\$ 4,729.17
Villegas, Veronica L	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Vissichelli, Joseph E	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Vo, Michael M	Amphitheater High - 281	1.0000	\$ 4,898.96
Vossler, Ryan T	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Wade, Jeffrey R	Donaldson Elementary - 106	1.0000	\$ 4,827.83
Wall, Caryn Elizabeth	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Wallach, Ted Abraam	Holaway Elementary - 108	0.2000	\$ 947.81
Wallach, Ted Abraam	Holaway Elementary - 108	0.4000	\$ 1,895.61
Wallach, Ted Abraam	Holaway Elementary - 108	0.4000	\$ 1,895.61
Walsh, Kellie Ann	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Warner, Meghan Ashley	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Watkins, Brent D	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Watkins, Jillian Dawn	Ironwood Ridge High - 280	1.0000	\$ 4,788.37
Watkins, Sean Michael	Ironwood Ridge High - 280	1.0000	\$ 4,788.37
Watson, Amy Janine	Painted Sky Elementary - 114	0.5000	\$ 2,454.41
Watson, Katherine Victoria	Copper Creek Elementary - 118	1.0000	\$ 4,827.83
Watson, Racheal	Nash Elementary - 110	1.0000	\$ 4,889.10
Weiler, Karissa Lyn	WT - Community Pre-Schools - 511	1.0000	\$ 4,908.83
Weiss, Allison Hailey	Cross Middle - 167	0.8333	\$ 4,090.53
Weiss, Allison Hailey	Cross Middle - 167	0.1667	\$ 818.30
Welsh, Adam V	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Wernert, Sarah Beth	Nash Elementary - 110	1.0000	\$ 4,808.10
Wexler, Douglas Adam	Rillito Center - 125	1.0000	\$ 4,908.83
Wey, Nellie Ann	Prince Elementary - 111	1.0000	\$ 4,810.16
Wheatley, Jessica Marie	Canyon del Oro High - 282	0.4000	\$ 1,963.53
Wheatley, Jessica Marie	Canyon del Oro High - 282	0.6000	\$ 2,945.30
Whetherhult, Stephen Kurt	Canyon del Oro High - 282	1.0000	\$ 4,827.83
White, Akeyla S	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
White, Janielle Dianne	Rillito Center - 125	1.0000	\$ 4,908.83

Name	DAC	FTE	Payout Prorated by FTE
White, Morgann Lynne	Copper Creek Elementary - 118	1.0000	\$ 4,908.83
Whitney, Asami	Amphitheater Middle - 166	1.0000	\$ 4,908.83
Wiechert, Hilary Katherine	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Williams, Catherine C	Walker Elementary - 112	1.0000	\$ 4,908.83
Willis, John L	Amphitheater High - 281	1.0000	\$ 4,898.96
Willis, Maria Angelica H	Amphitheater High - 281	1.0000	\$ 4,898.96
Wilson, Erin Michelle-Murphy	WT - Community Pre-Schools - 511	1.0000	\$ 4,879.23
Wilson, Sara Ellen	Cross Middle - 167	1.0000	\$ 4,908.83
Winter, Elizabeth Anne	Ironwood Ridge High - 280	1.0000	\$ 4,626.37
Wirth, Valerie Joy	Cross Middle - 167	0.8333	\$ 4,090.53
Wisdom, Rachel Joy	Donaldson Elementary - 106	1.0000	\$ 4,827.83
Wojdyla, Cheryl L	Cross Middle - 167	1.0000	\$ 4,908.83
Wolf, Amber Marie	Rio Vista Elementary - 117	1.0000	\$ 4,908.83
Wolf, Erik Ryan	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Wong, Lindsay Taylor	Harelson Elementary - 107	1.0000	\$ 4,908.83
Wong, Marina Joy	Donaldson Elementary - 106	1.0000	\$ 4,908.83
Wood, Brooke Jenay	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Woodard, Nicholas Bradley	La Cima Middle - 165	1.0000	\$ 4,908.83
Wray, Kathleen Jane	Rio Vista Elementary - 117	0.5000	\$ 2,454.41
Wright, Treva May	Walker Elementary - 112	1.0000	\$ 4,827.83
Wyckoff, Ashley Ann	Wilson K-8 - 168	1.0000	\$ 4,879.23
Yaffa, Chelsey Lynn	Painted Sky Elementary - 114	0.1000	\$ 490.88
Yaffa, Chelsey Lynn	Painted Sky Elementary - 114	0.8000	\$ 3,927.06
Yarbrough, Katrina Kai	Wilson K-8 - 168	1.0000	\$ 4,879.23
Yetman, Christopher S	Canyon del Oro High - 282	0.2000	\$ 981.77
Yetman, Christopher S	Canyon del Oro High - 282	0.8000	\$ 3,927.06
Yetman, Elethia Vinas	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Young, Amanda Lynn	Holaway Elementary - 108	1.0000	\$ 4,820.03
Young, Laurel C	Keeling Elementary - 109	1.0000	\$ 4,810.16
Young, Robin Teresa	Amphitheater High - 281	1.0000	\$ 4,898.96
Youtsey, Drew Randall	Keeling Elementary - 109	0.6000	\$ 2,837.50
Youtsey, Drew Randall	Keeling Elementary - 109	0.2000	\$ 945.83
Yrrizarry, Alexis Nicole	Prince Elementary - 111	0.1000	\$ 481.02
Yrrizarry, Alexis Nicole	Prince Elementary - 111	0.5000	\$ 2,405.08
Zolnowski, Jamie Renee	Painted Sky Elementary - 114	1.0000	\$ 4,908.83
Zolo, Tatiana	Amphitheater High - 281	0.8000	\$ 3,919.17
Zolo, Tatiana	Amphitheater High - 281	0.2000	\$ 979.79
Zuniga, Destiny Marie	Rio Vista Elementary - 117	1.0000	\$ 4,908.83

Name	DAC	FTE	Payout Prorated by FTE
Boyer, Lisa M	Wilson K-8 - 168	1.0000	\$ 4,879.23
Celaya, Luis E	Cross Middle - 167	1.0000	\$ 4,908.83
Eliopoulos-Haloftis, Helen	Wilson K-8 - 168	1.0000	\$ 4,879.23
Floyd, Katherine Suzanne	Amphitheater Middle - 166	0.1667	\$ 818.30
Floyd, Katherine Suzanne	Amphitheater Middle - 166	0.3333	\$ 1,636.11
Gipson, Lori Jean Rost	Ironwood Ridge High - 280	0.2000	\$ 973.87
Gipson, Lori Jean Rost	Ironwood Ridge High - 280	0.8000	\$ 3,895.49
Mccann-Smith, Sarina Rodriguez	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Mendivil, Jorge E	Amphitheater High - 281	1.0000	\$ 4,898.96
Oros, Lourdes E	Amphi Academy Online - 285	0.2500	\$ 1,227.21
Oros, Lourdes E	Walker Elementary - 112	0.7500	\$ 3,681.62
Owen, Lorraine Mary	Prince Elementary - 111	0.5000	\$ 2,405.08
Owen, Lorraine Mary	Prince Elementary - 111	0.5000	\$ 2,405.08
Pham, Phi H	Amphitheater Middle - 166	0.5000	\$ 2,454.41
Pike, Jennifer Callahan	Coronado K-8 - 115	0.6667	\$ 3,252.98
Porteous, M C	Coronado K-8 - 115	0.2000	\$ 975.85
Porteous, M C	Coronado K-8 - 115	0.3000	\$ 1,463.77
Porteous, M C	Coronado K-8 - 115	0.5000	\$ 2,439.61
Rouille, Doreen Lynn	Ironwood Ridge High - 280	1.0000	\$ 4,869.36
Slattery, Ruth Ann	Ironwood Ridge High - 280	1.0000	\$ 4,788.37
Windes, Jenny Ann	Canyon del Oro High - 282	1.0000	\$ 4,908.83
Camacho, Georgina S	Cross Middle - 167	1.0000	\$ 500.00
Reyes, Monica Lavinia	Nash Elementary - 110	0.9375	\$ 468.75



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

DATE OF MEETING: **June 9, 2026**

TITLE: **Approval of Summer Institute Teacher Stipends**

BACKGROUND:

The District may offer stipends to teachers and in-house trainers for attending or preparing professional development training sessions. Available M&O, Title II, and/or other professional development funds may be used for this purpose.

Teacher Training: \$175.00 per 6-hour training day for returning teachers who have signed contracts for the ensuing school year. The training session information will clearly indicate the intended audience for the training and whether participants are eligible for the stipend. Teachers who meet the intended audience criteria will be eligible to receive the stipend (e.g., third grade teachers responsible for reading instruction, sixth grade teachers responsible for science instruction, etc.).

Trainer Stipend: \$300.00 per six-hour training day (inclusive of any preparation time prior to the workshop). The District employs staff members with expertise in areas aligned to professional development needs. When appropriate, the District may utilize qualified employees as trainers in lieu of outside consultants. Employees serving as trainers will be eligible for the trainer stipend.

Summer Institute stipends will be available subject to the availability of designated funding sources and District approval.

RECOMMENDATION:

It is the recommendation of the Administration that the Summer Institute Teacher Stipends be approved and as presented.

INITIATED BY:

John Hastings, Director of Human Resources

Date: June 1, 2026

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **June 9, 2026**

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

BACKGROUND:

Attached is a list of new supplemental texts and materials.

RECOMMENDATION:

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

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: June 3, 2026

Todd A. Jaeger, J.D., Superintendent

Course	Level <i>Grade or Grade Range</i>	Title	Publisher	Copyright	ISBN# <i>Please use 10 digit # if available.</i>	Submitted by <i>School Name</i>
Business Management I / II	9th - 12th	Advanced Business Foundations: Student edition print and on-line and teacher edition	McGraw Hill	2025	978-1-26-6012123-7	J. Valenzuela



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 9, 2026**

TITLE: **Approval of Out of State Travel**

BACKGROUND:

STAFF

Beth Lake requests permission to attend National Assembly for Family Engagement in Education on October 28-30, 2026 in San Diego, CA. Approximate cost of travel is \$1,118.93 and will be paid using Title II funds. Three school days will be missed, and no substitute is required.

140.27.100.2579.6582.510.0000	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: May 5, 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): Beth Lake _____

SCHOOL: School / Site

Department (opt.): Office of Learning and Instruction

DATE(S): October 28-30, 2026

ACTIVITY/EVENT: National Assembly for Family Engagement in Education

LOCATION: Town and Country Resort, 500 Hotel Circle North, San Diego, CA

ABSENCE: # Days 3 Sub Required: ☐ Yes ☒ No # of School Days Missed 3

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
Registration	\$ <u>0.00</u>	<u>140.27.100.2579.6360.510.0000</u>
Transportation	\$ <u>382.00</u> Mode <u>car</u>	<u>140.27.100.2579.6582.510.0000</u>
Meals	\$ <u>141.00</u>	<u>140.27.100.2579.6582.510.0000</u>
Lodging	\$ <u>595.95</u>	<u>140.27.100.2579.6582.510.0000</u>
Substitutes	_____	_____
TOTAL	<u>\$1,118.95</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: Present and attend National Assembly for Family Engagement in Education Conference.

Outcomes and academic benefits to students and staff: Presenting a session on effective family engagement strategies. Will be able to connect with family engagement educators from across the nation to gain valuable insights & effective strategies to bring into the schools.

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

☐ Caring	☐ Citizenship	X Collaboration
X Communication	X Creative Thinking	X Critical Thinking
X Problem-Solving	X Scholarship	

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

Submitted by: Beth Lake 5/27/26
Signature Date

Principal/Supervisor

Associate Superintendent/Superintendent 296

Date

Date



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

DATE OF MEETING: **June 9, 2026**

TITLE: **Study Update on District Facility Rental Program Revisions**

BACKGROUND:

The Governing Board previously requested that District administration review and revise the District's current policies regarding the rental and community use of the District facilities, specifically with regards to District user groups.

The administration is presenting for review and discussion a proposed Facility Use Policy Manual & Fee Schedule for the 2026 – 2027 School Year. The manual provides detailed procedures for internal and external user groups to successfully navigate the District's Facility Rental Program and secure the use of District facilities under the program. The manual separates users into four distinct classification groups, defining any applicable fees for each user classification.

RECOMMENDATION:

This item is presented for study by the Board only at this time to allow Administration to present it to the advisory committee for feedback. It will be brought back to the Governing Board for approval at a later date.

INITIATED BY:

Richard C. La Nasa
Executive Manager, Operational Support

Date: June 3, 2026

Todd A. Jaeger, J.D., Superintendent



Facility Use Policy Manual & Fee Schedule

2026-2027



GOVERNING BOARD

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Matthew Munger, Associate Superintendent for Secondary Education

Scott Little, Chief Financial Officer

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DRAFT

INTRODUCTION

GOVERNING BOARD POLICY

The use of District facilities is permitted under Arizona Statute and Governing Board Policy, including Procedure 3-202.A, Requirements for Community Use of Equipment or Facilities, subject to specific rules and conditions.

This handbook represents the requirements of both Arizona law and the Governing Board of the Amphitheater Public Schools for the use of District property by groups, organizations, or persons for permitted purposes.

No school facility shall be used by any group or individual not in compliance with the requirements of all applicable federal or state statutes, regulations, and rules prohibiting discrimination on the basis of race, religion, color, sex, national origin, disabilities, age, or other classification.

When, in the opinion of the Chief Financial Officer (CFO), the benefit from the requested use of school facilities to the community or the District is questioned, the CFO will review the activity with the Superintendent.

LEGAL AUTHORITY AND COMPLIANCE

All rentals and leases shall be in compliance with A.R.S. § 15-1105. If any provision of this manual is deemed not to be in compliance with State statute or Governing Board Policy, statute and Policy shall govern.

The facility user affirms that no event will be held for the purpose of advancing any theories subversive to the constitutions or laws of the State of Arizona, or the United States, or for the purpose of advocating social or political change by violence.

No school facility shall be used by any group or individual not in compliance with the requirements of all applicable federal or state statutes, regulations, and rules, prohibiting discrimination on the basis of race, religion, color, sex, national origin, disabilities, age, or other classification.

The facility user of District facilities shall comply with all laws of the United States, the State of Arizona and applicable city ordinances, including any rules and regulations contained herein for the facilities owned and under the control of the District. Violations by the facility user may result in cancellation of a Facility Use Agreement and immediate discontinuance of the use of facilities.

GENERAL REQUIREMENTS

Any classification of group utilizing District resources shall enter a Facility Use request through the ML Schedules online application, District programs (student club, athletic team or club, content area event) do not need to provide a certificate of insurance as the District insurance provides coverage. All other groups shall provide a certificate of liability insurance that meets the District's minimum standard, and fees will be assessed based on classification.

District and community users alike will first submit their facility use request to the District for review. Once the activity and supporting documentation is reviewed and approved, the online request will be routed to the campuses for approval by the administrative support staff and the principal. If approved at the site level, the request will return to the District level to be reviewed at the final time before submitting to the CFO for activation of the Facility Use Request. Any District level approver can decline the request and will communicate the rationale to the requester.

The Governing Board has designated the CFO as the District agent to sign Facility Use Agreements to ensure their compliance with Arizona law and the terms of this Facility Use Policy Manual. A facility user may not use facilities unless the CFO on behalf of the District has activated the Facility Use Agreement.

Please review the following Sections of this handbook for procedures, fees and the terms and conditions for the use of facilities and equipment. If you have any questions, please contact the Facility Rental Department at (520) 696-5144.

FACILITY USER CLASSIFICATIONS AND FEE SCHEDULES

Classification of Rental Users: The facility user of a District school or facility shall be subject to a rental fee depending on the classification of the facility user. Fees for each classification are shown on the fee schedule. The four (4) classifications of rental fees are as follows:

CLASS I:

This category of users are school-related, student-centered groups that exist for the sole purpose of contributing to the success of our Amphitheater Public Schools students and governmental entities conducting official business within the District. Parent Teacher Organizations, Booster groups, student clubs, and school sanctioned non-AIA athletic teams are included in this classification.

This category of user is exempt from paying an hourly rental rate and any substantial direct expenses, such as custodial cleaning, security, and utilities, so long as **all** fees and proceeds collected by the user for an event are deposited into a District account (student club and booster organization accounts are not considered District accounts). If fees collected by the user are deposited into the user's account, the event is considered a fundraiser, and the user is subject to all direct expenses.

Examples:

1. Organizations directly associated with the District and conducting activities for District school-age children. Examples include staff and parent groups such as Site Council, PTO/FTO, booster clubs, etc., and student groups such as clubs and school teams. These organizations are exempt from custodial and utility surcharge fees except for:
 - a. **Fundraising events are subject to all direct expenses, such as utility and custodial cleaning fees.**
2. Units, or elected officials, of Federal, State, and local government, when conducting community or official business within the District. This includes all governmental entities for which reciprocal agreements have been executed.
3. Groups or District departments providing staff development, in-service or other job-related training classes primarily for District personnel and at the request of a District administrator. If the class was designed for District staff, but outside parties attend because of limited available openings, the function will still not be subject to rental fees if more than fifty-one percent (51%) of the participants are District staff.

CLASS II:

This category of user is for all non-profit organizations. Class II facility users that are non-profit organizations specified by law (must provide IRS 501(c)(3) Letter of Non-Profit Standing). This category would include, but not be limited to:

1. AIA, AMEA, ABODA, and all youth athletic/development programs.
2. Youth organizations such as Boys/Girls Clubs, Y.M.C.A., community sports leagues and National or State athletic organizations. (i.e.: Basketball Congress, Olympic training groups, etc.).
3. Non-profit performing arts groups.
4. Non-profit organizations providing before or after school daycare services.
5. Community organizations such as Rotary, Thunderbirds, Kiwanis, Jaycees, etc.
6. Units of Federal, State, and local government, when their use of the facility is not community or official business (i.e., fundraisers, fee activities, sponsoring another group where that group would be subject to a rental fee schedule, etc.).
7. Non-profit groups (including public schools, community colleges or universities) conducting any in-service or job training classes to the general public and the classes are not solely for District staff.
8. Political organizations or elected officials when their activities are not exclusively for

community information purposes.

9. Churches and religious groups. When using facilities for religious services.
10. National or State educational or employee organizations. If activity is to be hosted by District, and approved by responsible administrator, no rental fee will be charged.
11. Local civic and homeowner groups.
12. Non-profit colleges or universities.

CLASS III:

This category of facility user is for all commercial, profit-making organizations, regardless of the purpose for their use of facilities.

Any activity of a profit-making organization for the purpose of donating profits or proceeds to the District, or a public charity, does not change the rental fee rate from their Class III schedule.

CLASS IV:

This category of facility user is for those District and community organizations, with which the District has a reciprocal and long-standing relationship in support of the District's Missions and Values, including organizations where the District is a co-sponsor of an event or is working in direct partnership with the organization. These organizations are exempt from paying an hourly rental rate and any substantial direct expenses, such as custodial cleaning, opening & closing of facilities, security, and utilities. Governing Board approval is required on an annual basis.

Facility Usage Fee Waiver Schedule					
	Class I (District Entity)	Class I (District Entity)	Class II (Non-Profit)	Class III (Commercial)	Class IV (Governing Board Waiver)
	Non-Fundraiser	Fundraiser			
Custodian	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule	Waived
Security	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule	Waived
Technology Support	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule	Waived
Utility Fee	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule	Waived
Facility Room Rate	Waived	Waived	See Fee Schedule	See Fee Schedule	Waived
Athletics Field Rate	Waived	Waived	See Fee Schedule	See Fee Schedule	Waived

RENTAL FACILITY USE AGREEMENT PROCEDURES

Facility Use Agreement for Facility Use of School Property: This Facility Use Agreement includes all the required information and references to be considered a legal agreement with the District in connection with the facility use of property by third parties.

The Facility Use Agreement is initiated by the requester as a "requisition" to use rooms, facilities and/or equipment at a specified building. The requester will be provided with a link to the online process. The requester must provide all documentation required to support the use of a facility before a request can be fully authorized.

The process for online submission and a list of the required documentation per activity type are included on the District website under Departments - Facilities- Rentals.

The Facility Coordinator can review the facility use requirements through the ML Schedules calendar by going into the details of specific events. The information will be communicated to the individuals assigned to the event by the site, facility coordinator, or the supervisor.

COMPLETION OF FACILITY USE AGREEMENT FOR FACILITY

- Event Title
- Location – Name of the Site for the event.
- Rooms – Accessed via the binocular icon.
- Event Dates – singular, multiple, or recurring schedules are available.
- Event Times – Start time needs to reflect the time the organization will arrive at the location, and the end time must reflect the organizations' departure time from the location.
- School Employee – yes or no.
- Organization and Contact Information. If this is an individual, be sure to list any business name under which the individual is doing business. The name provided must match with the "insured" name on the certificate of insurance.
- Amount of Coverage: Must state no less than \$1,000,000 liability (Each Occurrence limit for bodily injury and property damage) and no less than \$100,000 Damage to Rented Premises (also known as property damage or fire damage coverage) on Certificate of Insurance.
- Required Maintenance Services: Custodial must be checked on all requests for notification to the site facility coordinator of an upcoming event. All other requested requirements will need to be checked, and a descriptor placed in the information box.
- Rental Classification: Classification will auto-populate based on submitted information. If a facility user is claiming non-profit status, a copy of the non-profit documentation, the I.R.S. Letter of Non- Profit Standing, must be provided as part of the organization's profile.
- Dates/Times of Facility Use: Exact dates and times of use must be recorded for scheduling and billing purposes.
- Personnel Requested: Record number, type of personnel, and total hours requested.
- Equipment Requested: Insert the number and descriptions of equipment.

Once a facility use request is fully authorized and activated, the facility user will be required to pay the invoiced amount prior to the use of the facility. Additional fees, if there are any, will be billed after use. For longer term periods, periodic payments advance payments may be required in accordance with Payment of Fees.

PROCESSING AND APPROVALS

A request for the use of facilities will be initiated by the requestor through the online registration available through the link on the website, under Facility Rentals. A calendar is available for checking availability per site. If the facilities are available, the request will first route through the Facility Rental for verification of fees, certificates of insurance, IRS Letter of Standing verifying non- profit 501(c)(3) status, concussion certificates for athletic users, Signed Track and Field Guidelines for stadium use, and scheduling of facility request requirements (personnel, HVAC, lighting, or equipment). The facility use requestor will electronically sign the rental Facility Use Agreement.

Once all pertinent information has been provided, fee schedule is completed, and Facility Use Agreement requirements scheduled, the information will be forwarded to the appropriate site staff (principal, assistant principal, administrative support staff) for site approval.

After obtaining all required electronic signatures of approval, the requester will receive a notice of active status and an invoice.

The facility request process should be completed no less than ten (10) working days prior to the facility use to allow time to sufficiently route through all approvers. All required documents must be submitted for the approval process to begin.

The requester shall be informed of the total amount due on the Facility Use Agreement and that it must be paid prior to the scheduled use of facilities.

PAYMENTS OF FEES

When submitting an extended time facility request, the requestor must pay facility, personnel, and equipment fees for at least the first 30 calendar days of scheduled facility use. When scheduled use will exceed 30 days, monthly payments must be received by the first of each month for the rental to continue.

Invoices will be sent electronically to the email indicated on the organization profile. Should payments not be made within times required, the facility user will be notified that facility use may not continue. Any past due amounts will be sent to Collections.

All checks must be made payable to the "Amphitheater Unified School District".

CANCELLATION, TERMINATION, MODIFICATION, AND LEASE

The District may cancel the use of the facility on the date or dates specified in the Facility Use Agreement by notifying facility user by telephone, letter, or email to the address given in the organization profile at any time prior to any scheduled use.

The Facility Use Agreement may be terminated immediately by the District if the facility user fails to comply with these provisions.

TERMINATION OF FACILITY USE AGREEMENT - LOSS OF FACILITIES

In case of fire, casualty or other unforeseen occurrence which render the District unable to provide Facility Use Agreement facilities, said Facility Use Agreement shall be immediately terminated, and District shall not be liable for any claims or damages resulting therefrom. The facility user shall be liable only for payments during the time the premises were used.

The District reserves the right to re-schedule any or all scheduled facility use. If re-scheduling is required, the District shall provide a notice to the requestor via phone call, email, or in writing at least one week in advance.

The District reserves the right to terminate, not renew, or refuse a Facility Use Agreement upon notice if the facility user has violated any of the terms and conditions contained herein or has in

any way abused the privilege granted in using school facilities.

MODIFYING A REQUEST

If you need to modify an already approved request, you must first CANCEL the original Facility Use Agreement and then submit a NEW REQUEST with the required changes. Requests must be submitted online a minimum of ten (10) work days prior to the date of your event.

LEASES

If a facility user seeks exclusive use of school property or seeks use for more than thirty (30) consecutive days, please contact the District's CFO for lease information.

INSURANCE CERTIFICATE OF USER

Any group, organization or individual facility user that is not itself a District program must provide a Certificate of Insurance that names the Amphitheater Unified School District as an "additional insured" when Facility Use Agreement for the use of District facilities. The Certificate must state no less than \$1,000,000 liability (Each Occurrence limit for bodily injury and property damage) and no less than \$100,000 Damage to Rented Premises (also known as property damage or fire damage coverage). A copy of the current insurance certificate must be attached to each Facility Use Agreement. Any vendors requested to participate during a Facility Use Agreement must also provide the required insurance certificate as stated above. Required by: A.R.S. §15-1105.

A sample insurance certificate will be provided upon request.

PERSONNEL FEES

When the use of District facilities and equipment requires supervision, cleaning, or technical assistance in connection with the intended purpose or timing of the rental, District staff will be assigned, and personnel fees charged to the facility user as part of the Facility Use Agreement in accordance with the attached schedule. These fees may apply to facility users who may otherwise be exempt from facility fees (Class I).

All wages earned by District-assigned staff in connection with a rental must be paid through District payroll to cover employees under State Workers Compensation laws. These wages may be paid only from fees collected in connection with the facility use that are deposited in the Civic Center Facility Fund and not paid directly by the facility user. Before staff are paid, all District staff must have an Electronic Personnel Action Report (EPAR) in place.

Before school, after school, and weekend facility use staffing must be assigned in connection with the Facility Use Agreement. See Appendix A for a schedule of chargeable fees for District personnel.

Requirements by personnel type are as follows:

CUSTODIAL/MAINTENANCE STAFF:

- A custodian, grounds keeper, or other maintenance personnel must be assigned to each

facility use Facility Use Agreement at all times that a regularly scheduled building custodian is not on duty. This includes weekends, holidays, and hours outside of the normal work schedule.

- At any time that the building Principal determines that custodial/maintenance assistance is required in addition to staff on duty at the time of facility use, custodial/maintenance staffing may be added to the Facility Use Agreement. This would normally occur when a facility use is expected to require additional supervision, assistance, or cleaning beyond the time available from custodians on duty.
- In any case that custodial/maintenance hours are required, hours beyond facility use times scheduled may be added to allow for cleanup after the facility user leaves. During the summer, requestors may incur Facility Use Agreement contracted cleaner charges instead of, or in addition to, the District custodial charge.
- When custodial/maintenance personnel are required in connection with a Facility Use Agreement, duties shall include the opening and closing of the facilities (including security systems), supervising the facility (not program), adjustment of lighting, heating and cooling systems, accommodation of facility user needs for authorized equipment and as a contact for emergency needs. The cleaning of the facilities, separate and apart from normal post-event cleaning, may occur during scheduled use as needed or requested by the user group.
- Custodians shall be provided through the building Principal who will determine the required staff hours. Hours worked are tracked through the time clock system. Final invoices will be adjusted to reflect actual hours worked. All facilities used outside of normal operating hours will require custodial staff. This charge ensures that the facilities are prepared for the next day of school.

FOOD SERVICE STAFF: For any rental Facility Use Agreement that includes the use of kitchen equipment, a food service worker must be assigned, and fees collected by Food Service. Food Service must review and electronically approve the facility request.

AUDIO-VISUAL/STAGE EQUIPMENT STAFF: District provided technical staff would be required at any time the building Principal determines that the operation of building equipment requires trained personnel. Hours assigned may include advance set-ups of equipment, operation during the rental times and disassembly and storage after rental use. The Fine Arts Coordinator, while not an approver, is included in electronic notification of auditorium use to assist with scheduling technicians and student workers, if needed.

SECURITY/SAFETY STAFF: Security staff may be required at any time, the Director of Security, or their designee, determines that a Facility Use Agreement warrants crowd control or other security measures. If District security is required, the cost shall be included in the rental Facility Use Agreement. If District Off – Duty police officers are part of the Facility Use Agreement, they are paid directly by the facility user.

It is required that, for any event, over 150 people, a District security person(s) be assigned and charged for, in the Facility Use Agreement. The Director of Security, or his designee, shall review and approve all emergency plans for rental events.

GROUNDSTAFF: Tournament events using athletic facilities will require custodian/grounds keepers. The new high school track and the stadium facilities require expert maintenance to maintain the warranties and the high-quality facility standard for our students. Baseball fields will require grounds staff to be present to maintain the field during facility use. Field prep charges will apply to ready the field(s) for the facility use and will be included in the Facility Use Agreement.

OTHER PERSONNEL FEES: Should a building Principal or facility manager require other staffing in connection with the approval of a Facility Use Agreement for which a fee is not provided on the following schedule, please contact the Operational Support office.

STUDENT STAFFING: Students are often used to function as assistants with parts of a production as "stage crew" which covers various functions (set design, lighting, sound, etc.). The costs of student workers will be charged to any auditorium facility request.

The District will process these payments through Payroll; therefore, each student would complete an application, W-4, I-9, and have a parental permission form completed. These forms would be sent to Human Resources and an EPAR would be generated enabling Payroll to pay the student.

This procedure is intended for students working on productions connected with Facility Use Requests only.

FEES FOR USE OF SPECIAL EQUIPMENT: When the use of District facilities includes a request by the FACILITY USER to use special equipment, a separate equipment use fee will be added to the facility use request.

TERMS AND CONDITIONS FOR RENTAL OF DISTRICT FACILITIES

GENERAL USE, SUPERVISION, AND CONDUCT

All activities must be under competent adult supervision supplied by facility users. The Principal or other facility manager shall have authority over facility user's activities, and facility users shall abide by all requests made by the principal or designee. Administrators or other authorized District staff are to have access to all facilities at any time. Premises are to be vacated at the times specified.

All District properties shall be left in as good condition as when received. The personal property of the facility user must be removed from the premises immediately upon completion of Facility Use Agreement term unless previous arrangements have been made, and the District shall not be responsible for the personal property of the facility user in any way during or after a rental period.

No smoking or alcoholic beverages are allowed anywhere on District premises. No refreshments are to be served or sold on school grounds, or in the buildings except in the appropriate facilities, and only with the prior approval of the building Principal.

Any facility user using Amphitheater Unified School District facilities for activities, which include school-age children, will ensure compliance with the District's Student Code of Conduct. Any illegal behavior will be referred to proper authorities for appropriate legal action.

REQUIRED PUBLIC NOTICE

As a condition of your Facility Use Agreement with Amphitheater, the facility user must provide the following notice in writing to all employees and participants involved in any program the facility user offers anywhere on Amphitheater property:

"PLEASE NOTE THAT [INSERT NAME OF PROGRAM] IS NOT A PROGRAM OF THE AMPHITHEATER UNIFIED SCHOOL DISTRICT (AMPHI). AMPHITHEATER NEITHER SPONSORS NOR ENDORSES THE PROGRAM. LIKEWISE, PARTICIPATION IN THIS PROGRAM IS NOT A PRECONDITION TO PARTICIPATION IN ANY PROGRAM OF AMPHITHEATER. ACCORDINGLY, AMPHITHEATER ASSUMES NO RESPONSIBILITY FOR ITEMS LOST OR STOLEN WHILE ON AMPHITHEATER PROPERTY, OR FOR ANY OTHER DAMAGES OR PERSONAL INJURY THAT YOU MAY SUSTAIN IN CONNECTION WITH YOUR PARTICIPATION IN THIS PROGRAM."

FACILITY RESTRICTIONS, ALTERATIONS, AND SAFETY

Sub-Facility Use Agreement: The facility user shall not assign a Facility Use Agreement for any facility, or area therein, nor any rights under a Facility Use Agreement to another party. Any party other than the FACILITY USER must execute a separate Facility Use Agreement with the District.

Alteration of Premises: The facility user shall take the premises in the condition in which they exist. Should any facility user remove or change the location of any equipment, such changes shall be made at their expense, and facility users shall return such equipment back to the condition and location in which it was originally found. The facility user shall make no changes or alterations without prior written approval of the building Principal. This includes athletic equipment such as soccer goals, pitching screens, etc. Soccer goals must be in locked position during use or stored.

Decorations: No decorative or other materials shall be attached to any part of the rental facilities so as to damage these facilities. All decorative or other materials shall be non-combustible or be suitably treated with a flame retardant approved by the City/County/Town.

Prohibited Items: No fireworks, explosives or outdoor cooking shall be used on the premises without the direct, separate written consent of the CFO.

Showing movies on campus: Any group showing a movie must provide a copyright license for the

movie. The process for acquiring a copyright license is available by contacting the relevant supervisor/District legal counsel.

Barbecue Equipment and Propane Tanks: Use of barbecue equipment or propane tanks must be preapproved by the CFO.

Obstruction of Passageways: No portion of entries, passageways, aisles, elevators, windows, ventilators, lighting fixtures or other ways of access to the facilities or their utilities shall be obstructed or cause to be used for any purpose other than ingress or egress.

EQUIPMENT AND SPECIALIZED USE

The District does not loan or rent out equipment to be taken off campus. Equipment set-up/tear down for rentals will include one-hour pre- and post- event by site personnel. The site must inspect the equipment post- event within 24 hours so any damage can be pursued with the renter.

Auditorium use requires one-hour pre-event charge for the auditorium tech to coordinate sound and lighting specific to renter's program requirements.

EMPLOYEE USE OF FACILITIES

Teaching private lessons for a fee by District staff shall be subject to all rental procedures and requirements under these Rules and Regulations for all other outside facility users. (See Governing Board Policy 4-209 – Tutoring.) District employees must adhere to District Policy including the prohibition from receiving payment for tutoring their own students.

Employees of the District will not be allowed to rent facilities, except if the employee (1) secures Facility Rental's permission, (2) is not running a program in competition with existing school programs, (3) has his/her own 3rd party company, (4) is not tutoring his/her own students, (5) pays the full rental price or (6) in partnership with his/her Amphitheater parent group with a 501(c)(3). In this case, facility rental fees are waived; however, personnel fees are not waived, and security is at the discretion of the Principal/program leader. Employees must work through Facility Rental to offer any out-of-school classes such as enrichment, tutoring, etc.

ATHLETIC FACILITY RENTALS REQUIREMENTS

Any rentals of a school's athletic facilities (gyms and fields) will require the facility user to provide a list of coaches and their complete Concussion Course certificates to the District office. This free, on-line, 30-minute course is entitled "Concussion in Sports - What you Need to Know." It is located at www.nfhslearn.com. This requirement applies to the following sports usages: football, flag football, baseball, softball, basketball, volleyball, soccer, lacrosse, rugby, and any others as deemed necessary by District officials. This requirement is pursuant to A.R.S. § 15-341(24)(b) and applies to in-state facility users only.

USE OF ATHLETIC FIELDS / OUTSIDE FACILITIES

General Conditions: The outdoor athletic fields and courts cannot be reserved by outside user groups.

However, Facility Use Agreements may be issued to city recreation and youth sports organization groups for organized activities during specific recreation seasons when fields or times do not conflict with District programs or commitments.

Priority in scheduling fields by the building Principal shall be given to programs and leagues which involve Amphitheater students.

VENDOR PROGRAMS, COURSES, AND CAMPS

Fee- based athletic and instructional based enrichment programs which occur during out of school time are required to be coordinated with the Amphitheater's Facility Rental Department and will be subject to vendor regulations to include:

- There are no high school, 9th through 12th grade, sports camps during the school year due to AIA year-round coaching allowances. High school sports camps in grades 9th – 12th can be run through Facility Rentals in the summer months. District run sports camps for students in Kindergarten through 8th grade can be conducted through Facility Rentals all year long and are not rental Facility Use Agreements.
- Requests to the Amphitheater's Facility Rental Department must be initiated at minimum ten (10) business days prior to the use date(s) requested.
- The Facility Rental Department will handle all student registration. No fees will be collected by sites or by the vendor. All fees and online registration will be handled by the District.
- All vendors must provide a Concussion Course certificate(s) prior to program operation.
- All marketing material may be distributed with written approval by the Facility Rental Department and District's legal counsel.
- Vendors must observe and comply with District standards of use, supervision, and conduct.
- Vendors must comply with all Arizona Interscholastic Association regulations, if applicable.
- Vendors must observe and comply with all cities, state, and federal regulations.
- The District reserves the right to cancel the vendor program at any time.

TERMS AND CONDITIONS – OUTSIDE FACILITIES

The facility requestor shall maintain playing fields and related facilities during the period of their use. The facility user shall return the fields and facilities at the end of the rental period in the same condition as when the facilities were assumed. It shall be the judgement of the building Principal and/or the CFO, and grounds lead, as to whether damages or maintenance was not completed by the facility user. The Track and Field Guidelines, signed by each facility user of the area, will be the standard for assessing the condition of the facility use. The cost to restore such facility shall be performed by the District and billed to the facility user.

Banners must be approved and face toward the playing field. Banners must be removed at the end date of the facility's use.

Banners for sports leagues require approval from the CFO and Principal of the site. Without both approvals, the banners may not be hung at the requested site. Banners must be removed at the facility use end date.

Five (5) days prior notice must be given to the Grounds Lead for installation of temporary fences, tents, or other items that require staking to properly mark sprinkler valves, heads, and hose locations. This will help in avoiding damage to the sprinkler system.

Mandatory requirements for baseball and softball fields:

- Must have home plate and the pitcher's mound raked flat.
- Bases removed and areas raked flat.
- Dugouts swept and garbage removed from can liners.
- New can liners installed.
- Cups and other garbage removed from the fields.
- No sunflower seeds are left in any area.

The facility user shall supervise both its own people and all other people in attendance and provide adequate adult leadership for children and adults in the areas used, as well as parking lots and immediately surrounding areas. The facility user shall monitor participants and attendees during the usage periods, and all areas shall be fully cleaned through the facility use Facility Use Agreement by District personnel paid to perform the function.

Preparation of fields for facility requests shall not interfere in any way with the school program at the site. No modification will be made to the school premises without the approval of the Governing Board. Any approved permanent modifications shall become the property of the District. Any modification required, and District approved, through the facility request will be performed by the appropriate District staff at the associated personnel rate.

The facility user shall have no authority or jurisdiction over District property, or improvements,

except to police these premises during the time of use.

All activities shall terminate at or before 10 p.m., and field lights shall be turned off not later than 10 p.m. No inning of a baseball game shall start after 9:30 p.m.

Only authorized adults shall be allowed in press boxes or on photography platforms, and their names shall be listed on the Facility Use Agreement when it is signed. Public address systems, when used, shall be operated at a volume low enough to avoid disturbance of households in areas adjacent to the premises used.

Concessions stand shall not be opened for operation other than at times and dates when games are played. No glass containers or other breakable articles shall be dispensed at concessions stands.

The District reserves the right to re-schedule any or all scheduled facility use. If re-scheduling is required, the District shall provide a notice to the requestor via phone call, email, or in writing at least one week in advance.

The District reserves the right to terminate, not renew, or refuse a Facility Use Agreement upon notice if the facility user has violated any of the terms and conditions contained herein or has in any way abused the privilege granted in using school facilities.

All other rules and regulations of the District pertaining to rental Facility Use Agreements for the use of school facilities as set forth in the Rules, Regulations and Fees for Rental of School Property shall apply to a Facility Use Agreement for outside facilities and are binding on the facility user.

COMMERCIAL USE OF GROUNDS

When commercial enterprises request to use school grounds other than facilities listed in rate schedule to film advertisements, or for other business or promotional purposes, a Facility Use Agreement must be written, and normal procedures followed, including insurance liability certificates. A location agreement (available from the Legal Department) must be signed as well.

SPECIAL INTEREST GROUPS

Special Interest Groups: Regular use of facilities by religious, political, or other special interest groups shall be limited. Rental facilities for church services will be renewed every six (6) months, with a maximum of four (4) renewals. Executing a new Facility Use Agreement after the two (2) year term is subject to District review. A renewal after the six (6) months is the responsibility of the Facility Use Agreement holder.

APPENDIX A – SCHEDULE OF FEES

('25 – '26 SY Rates for Reference Only – New Fee Schedule for '26 – '27 SY to be included in Final Document)



Amphitheater Public Schools
Facility Rental Rates
School Year 2025-2026
Revised 10/14/25

Room Rates/Hour (3 hour minimum on all rentals)		
High School-Community Non-Profit Rate	Utility Fee + Facility Fee	Total
Gymnasium	\$27 + \$63	\$90
Auditorium	\$30 + \$70	\$100
Cafeteria/LRC/Lecture Hall	\$16.50 + \$38.5	\$55
Classroom	\$7.50 + \$17.50	\$25
High School-Commercial Rate		
Gymnasium	\$36 + \$84	\$120
Auditorium	\$39 + \$91	\$130
Cafeteria/LRC/Lecture Hall	\$25.50 + \$59.50	\$85
Classroom	\$19.50 + \$45.50	\$65
Middle School-Community Non-Profit Rate		
Gymnasium	\$16.50 + \$38.50	\$55
Cafeteria/LRC/MPR	\$16.50 + \$38.50	\$55
Classroom	\$7.50 + \$17.50	\$25
Middle School-Commercial Rate		
Gymnasium	\$25.50 + \$59.50	\$85
Cafeteria/LRC/MPR	\$25.50 + \$59.50	\$85
Classroom	\$19.50 + \$45.50	\$65
Elementary School-Community Non-Profit Rate		
Multipurpose Room	\$13.50 + \$31.50	\$45
Cafeteria	\$13.50 + \$31.50	\$45
Classroom	\$6 + \$14	\$20
Elementary School-Commercial Rate		
Multipurpose Room	\$24 + \$56	\$80
Cafeteria	\$24 + \$56	\$80
Classroom	\$7.50 + \$17.50	\$25

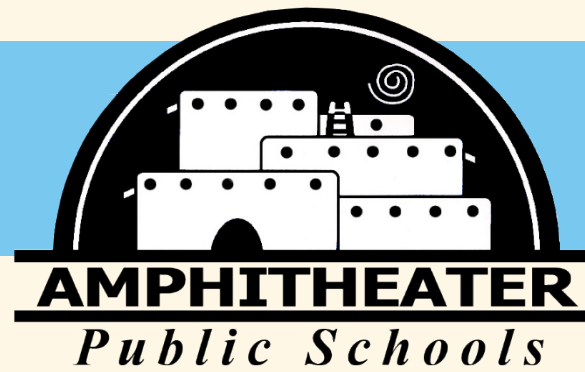


Athletics/Field Rates/Hour (3 hour minimum on all rentals)	
High School-Community Non-Profit Rate	
Football & Track with Lights	\$75
Football & Track without Lights	\$30
Baseball & Softball with Lights	\$75
Baseball & Softball without Lights	\$30
Sand Beach Volleyball Court with Lights	\$40
Sand Beach Volleyball Court without Lights	\$30
Tennis & Racquetball Court with Lights	\$25
Tennis & Racquetball Court without Lights	\$10
Practice Field	\$25
High School-Commercial Rate	
Football & Track with Lights	\$125
Football & Track without Lights	\$80
Baseball & Softball with Lights	\$85
Baseball & Softball without Lights	\$30
Sand Beach Volleyball Court with Lights	\$50
Sand Beach Volleyball Court without Lights	\$40
Tennis & Racquetball Court with Lights	\$35
Tennis & Racquetball Court without Lights	\$15
Practice Field	\$25
Middle School-Community Non-Profit Rate	
Football Field or Track	\$30
Baseball/Softball Field	\$30
Coronado Baseball/Softball Field with Lights (Pima County Subsidy)	\$10
Middle School-Commercial Rate	
Football Field or Track	\$35
Baseball/Softball Field	\$35
Coronado Baseball/Softball Field with Lights (Pima County Subsidy)	\$15
Elementary-Community Non-Profit Rate	
All Fields	\$25
Elementary-Commercial Rate	
All Fields	\$35



Amphitheater Public Schools
 Facility Rental Rates
 School Year 2025-2026
 Revised 10/14/25

All Sites Misc. Rates	
Community Non-Profit Rate	
Ramada	\$15 per use
Parking Lot	\$75 per use
Equipment	\$30 per use
Piano	\$25 per use
Grand Piano	\$25 per use
Portable Public Address System	\$30 per use
Fixed Public Address System/PA System	\$30 per use
Projector	\$10 per use
Stage Lighting	\$30 per use
Commercial Rate	
Ramada	\$25 per use
Parking Lot	\$75 per use
Equipment	\$30 per use
Piano	\$25 per use
Grand Piano	\$25 per use
Portable Public Address System	\$30 per use
Fixed Public Address System/PA System	\$30 per use
Projector	\$10 per use
Stage Lighting	\$30 per use
Late Payment Fee	\$30 per event
Returned Check Fee	\$40 per return
Application Fee	\$30 per event
Change Fee	\$50 per change
Audio Visual Support/Technology Support/Security/Set-up fees per hour/per person (Holiday \$60 per hour)	\$45 per hour
Student A/V Support	\$26 per hour
Custodial Flat Per hour (during regular shift hours)	\$26 per hour
Custodial Overtime Per hour (Holidays \$61 per hour) 3 hour minimum	\$46 per hour
Cancellation Fee less than 48 hour notice	10% Total Invoice



Update On Proposed District Facility Rental Program Revisions

June 9, 2026

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Tonight's Presentation

- The “Why?” – The Administration has been tasked by the Governing Board to complete a comprehensive review of the District Rental Program with a focus on District User Groups.
- Review of proposed Facilities Use Policy Manual & Fee Schedule for 2026 – 2027 School year.

Key Areas of Focus

- User Group Classifications
- Facility Usage Fee Waiver Schedule
- Proposed '26 – '27 SY Fee Schedule
- Next Steps
- Questions, Comments & Discussion



Facility Use Policy Manual & Fee Schedule

- Manual provides detailed procedures for District and external user groups to successfully navigate the rental program and secure the use of facilities.
- The focus tonight is on the four classifications of user groups and applicable fee structure for each user group.

Facility User Group Classifications

- Class I – School related, student-centered groups that exist for the sole purpose³²² of contributing to the success of Amphitheater students, governmental entities conducting community or official business within the District and District departments.
- Class II – Non-profit organizations
- Class III – Commercial, profit-making organizations
- Class IV – Organizations with which the District has a reciprocal and long-standing relationship, which support of the District's Missions and Values. These organizations require Governing Board Approval.



Class I User Group

- School related, student-centered groups that exist for the sole purpose of contributing to the success of Amphitheater students. Staff and parent groups such as PTOs, site councils, booster groups and student groups such as student clubs, school teams and school sanctioned non-AIA athletic teams are included in this classification.
 - User is exempt from paying an hourly facility rental rate and any direct expenses such as custodial, security and utility fees when no fees are charged or collected in connection with the event or if **all** fees and proceeds collected by the user for the event are deposited into a District account. Student club or booster organization accounts are not considered District accounts.
 - The event is considered a fundraiser if fees or proceeds collected by the user are deposited into a user account. The user is subject to all direct expenses for the event.



Class I User Group - Continued

- Governmental entities or units and elected officials of Federal, State and local government, when conducting community or official business within the District. This includes all governmental entities for which reciprocal agreements have been executed. User is exempt from paying an hourly facility rental rate and any direct expenses such as custodial, security and utility fees.
- District departments providing staff development, in-service or other job-related training classes primarily for District personnel at the request of a District administrator.
 - User is exempt from paying an hourly facility rental rate and any direct expenses such as custodial, security and utility fees.
 - If the class is designed for District staff, but outside parties attend because of availability, the event will not be subject to direct expenses if more than 51 % of the participants are District staff.



Class I User Group - Continued

Facility Usage Fee Wavier Schedule Class I User Group

	Class I (District Entity)	Class I (District Entity)
	Non-Fundraiser	Fundraiser
Custodian	Waived	See Fee Schedule
Security	Waived	See Fee Schedule
Technology Support	Waived	See Fee Schedule
Utility Fee	Waived	See Fee Schedule
Facility Room Rate	Waived	Waived
Athletics Field Rate	Waived	Waived



Class II User Group

- All non-profit organizations. User must provide an IRS 501(c)(3) Letter of Non-Profit Standing. User is subject to Non-Profit facility rental rates and direct expenses for the event. Some user examples (not limited to) are:
 - AIA, ABODA and youth athletic/development programs
 - Youth organizations such as Boys/Girls Clubs, Y.M.C.A. and National or State athletic organizations.
 - Non-profit performing arts groups
 - Non-profit organizations providing before or after school day care services
 - Community organizations such as Rotary, Kiwanis, etc.
 - Governmental entities or units and elected officials of Federal, State and local government, when not conducting community or official business within the District.
 - Churches and religious groups
 - Homeowner associations or groups



Class II User Group - Continued

Facility Usage Fee Wavier Schedule Class I & II User Groups

	Class I (District Entity)	Class I (District Entity)	Class II (Non-Profit)
	Non-Fundraiser	Fundraiser	
Custodian	Waived	See Fee Schedule	See Fee Schedule
Security	Waived	See Fee Schedule	See Fee Schedule
Technology Support	Waived	See Fee Schedule	See Fee Schedule
Utility Fee	Waived	See Fee Schedule	See Fee Schedule
Facility Room Rate	Waived	Waived	See Fee Schedule
Athletics Field Rate	Waived	Waived	See Fee Schedule



Class III User Group

- All commercial, profit-making organizations. User is subject to Commercial rental rates and direct expenses for the event.

Facility Usage Fee Wavier Schedule Class I, II & III User Groups

	Class I (District Entity)	Class I (District Entity)	Class II (Non-Profit)	Class III (Commercial)
	Non-Fundraiser	Fundraiser		
Custodian	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule
Security	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule
Technology Support	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule
Utility Fee	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule
Facility Room Rate	Waived	Waived	See Fee Schedule	See Fee Schedule
Athletics Field Rate	Waived	Waived	See Fee Schedule	See Fee Schedule



Class IV User Group



- Organizations with which the District has a reciprocal and long-standing relationship, which support of the District's Missions and Values.
- Organizations where the District is a co-sponsor of an event or is working in direct partnership with the organization.
- Some user examples (not limited to) are:
 - Academic Decathlon
 - Boy Scouts and Girl Scouts Local Troops
 - Odyssey of the Mind
 - Oro Valley Parks and Recreation
 - Oro Valley Police Department
 - Project Graduation
 - Town of Oro Valley
- User is exempt from facility rental rates and any substantial direct expense fees.
- All organizations require Governing Board Approval.



Class IV User Group - Continued

Facility Usage Fee Wavier Schedule Class I, II, III & IV User Groups

	Class I (District Entity)	Class I (District Entity)	Class II (Non-Profit)	Class III (Commercial)	Class IV (Governing Board Waiver)
	Non-Fundraiser	Fundraiser			
Custodian	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule	Waived
Security	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule	Waived
Technology Support	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule	Waived
Utility Fee	Waived	See Fee Schedule	See Fee Schedule	See Fee Schedule	Waived
Facility Room Rate	Waived	Waived	See Fee Schedule	See Fee Schedule	Waived
Athletics Field Rate	Waived	Waived	See Fee Schedule	See Fee Schedule	Waived



Proposed 2026 – 2027 SY Fee Schedule

No Increase From 2025 – 2026 SY Fee Schedule

Room Rates/Hour (3-Hour Minimum on All Rentals)							
High School	Class I	Class I Fund Raiser	Class II		Class III		Class IV
		Utility Fee	Utility Fee/Facility Fee	Total	Utility Fee/Facility Fee	Total	
Gymnasium	\$0	\$27	\$27/\$63	\$90	\$36/\$84	\$120	\$0
Auditorium	\$0	\$30	\$30/\$70	\$100	\$39/\$91	\$130	\$0
Cafeteria/LRC/Lecture Hall	\$0	\$16.50	\$16.50/\$38.50	\$55	\$25.50/\$59.50	\$85	\$0
Classroom	\$0	\$7.50	\$7.50/\$17.50	\$25	\$19.50/\$45.50	\$65	\$0
Middle School	Class I	Class I Fund Raiser	Class 2		Class 3		Class 4
		Utility Fee	Utility Fee/Facility Fee	Total	Utility Fee/Facility Fee	Total	
Gymnasium	\$0	\$16.50	\$16.50/\$38.50	\$55	\$25.50/\$59.50	\$85	\$0
Cafeteria/LRC/MPR	\$0	\$16.50	\$16.50/\$38.51	\$55	\$25.50/\$59.50	\$85	\$0
Classroom	\$0	\$7.50	\$7.50/\$17.50	\$25	\$19.50/\$45.50	\$65	\$0
Elementary School	Class I	Class I Fund Raiser	Class 2		Class 3		Class 4
		Utility Fee	Utility Fee/Facility Fee	Total	Utility Fee/Facility Fee	Total	
Multipurpose Room	\$0	\$13.50	\$13.50/\$31.50	\$45	\$24/\$56	\$80	\$0
Cafeteria	\$0	\$13.50	\$13.50/\$31.50	\$45	\$24/\$56	\$80	\$0
Classroom	\$0	\$6	\$6/\$14	\$20	\$7.50/\$17.50	\$25	\$0



Proposed 2026 – 2027 SY Fee Schedule - Continued

Athletic Rates/Hour (3-Hour Minimum on All Rentals)				
High School	Class I	Class II	Class III	Class IV
Football and Track With Lights	\$0	\$75	\$125	\$0
Football and Track Without Lights	\$0	\$30	\$80	\$0
Baseball and Softball With Lights	\$0	\$75	\$85	\$0
Baseball and Softball Without Lights	\$0	\$30	\$30	\$0
Sand Beach Volleyball Courts With Lights	\$0	\$40	\$50	\$0
Sand Beach Volleyball Court Without Lights	\$0	\$30	\$40	\$0
Tennis and Racquetball Court With Lights	\$0	\$25	\$35	\$0
Tennis and Racquetball Court Without Lights	\$0	\$10	\$15	\$0
Practice Field	\$0	\$25	\$25	\$0
Middle School	Class I	Class 2	Class 3	Class 4
Football Field or Track	\$0	\$30	\$35	\$0
Baseball/Football Field	\$0	\$30	\$35	\$0
Coronado Baseball/Softball Field With Lights (Pima County Subsidy)	\$0	\$10	\$15	\$0
Elementary School	Class I	Class 2	Class 3	Class 4
All Fields	\$0	\$25	\$35	\$0



Proposed 2026 – 2027 SY Fee Schedule - Continued

All Sites (Per Use)				
Rental Item	Class I	Class II	Class III	Class IV
Ramada	\$0	\$15	\$25	\$0
Parking Lot	\$0	\$75	\$75	\$0
Equipment	\$0	\$30	\$30	\$0
Piano	\$0	\$25	\$25	\$0
Grand Piano	\$0	\$25	\$25	\$0
Portable Public Address System	\$0	\$30	\$30	\$0
Fixed Public Address System/PA System	\$0	\$30	\$30	\$0
Projector	\$0	\$10	\$10	\$0
Stage Lighting	\$0	\$30	\$30	\$0
Miscellaneous Fees				
Type of Fee	Class I	Class 2	Class 3	Class 4
Late Payment Fee	\$0	\$30 per event	\$30 per event	\$0
Returned Check Fee	\$0	\$40 per return	\$40 per return	\$0
Application Fee	\$0	\$30 per event	\$30 per event	\$0
Data Entry or Change Fee	\$0	\$50 per change	\$50 per change	\$0
Audio Visual Support/Technology Support/Security/Setup Fees Per Hour/Per Person (Holiday, \$60 per hour)	\$0	\$45 per hour	\$45 per hour	\$0
Student A/V Support	\$0	\$26 per hour	\$26/hour	\$0
Custodial Flat Per Hour (During Regular Shift Hours)	\$0	\$26 per hour	\$26 per hour	\$0
Custodial Overtime Per Hour (Holidays, \$61 per hour), 3-Hour Minimum	\$0	\$46 per hour	\$46 per hour	\$0
Cancellation Fee Less Than 48-Hour Notice	\$0	10% total invoice	10% total invoice	\$0



Next Steps



- Gather input from Governing Board



- Update Facilities Use Policy Manual & Fee Schedule with Governing Board Input



- Administration to “Vet” the Facilities Use Policy Manual & Fee Schedule with user group committee to be comprised of individuals from District administration, school administration, District user groups and booster groups.



- Review committee comments and update the Facilities Use Policy Manual & Fee Schedule if necessary.



- Present Final Facilities Use Policy Manual & Fee Schedule for the 2026 – 2027 School Year and User Group IV organization list to the Governing Board for approval at July 14, 2026 Governing Board Meeting.





Questions?
Comments?
Discussion?