

**Flowing Wells Schools
Regular Agenda**

**6:00 PM
Doors Open at 5:30 PM**

May 27, 2025

**District Administration Center
1556 West Prince Road
Tucson, Arizona 85705**

- A. Opening of Meeting**
 - 1. Call to Order
 - 2. Pledge of Allegiance
- B. Superintendent's Report**
 - 1. Update on District Events and Activities 5
 - a. Superintendent Dr. Kevin Stoltzfus will provide an update on Flowing Wells School District Events and Activities.
- C. Public Comments** 6

Flowing Wells School District welcomes public comment. As outlined in A.R.S. §38-431.02, no action will be taken on issues raised in Public Comments unless items are found on agenda below. Other than this, the response to public comments will be limited to directing staff to study the matter or scheduling the matter as a future agenda item.
- D. Consent Agenda** 7

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

 - 1. Approval of Agenda for this Meeting
 - a. Request approval for the adoption of the agenda for this meeting, 8
 - 2. Approval of Minutes of Governing Board Meetings
 - a. The following Governing Board meeting minutes are presented for Governing Board approval: May 13, 2025 (Public Hearing Minutes and Open Session Minutes). 12
 - 3. Approval of District Expense and Payroll Vouchers
 - a. Sign Payroll vouchers #2631-2633 and 2701-2708 for upcoming check batches (to be reviewed at the next Board Meeting). Expense and payroll vouchers are presented for Board approval: Expense vouchers #7060-25 - 7061-25 and Payroll voucher #2623. 20
 - 4. Approval of Requests for Use of District Facilities
 - a. District facilities use requests are submitted for approval. 24
 - 5. Approval of Requests for Open Enrollment Students
 - a. No requests for this meeting.
 - 6. Approval of Requests for Student Trips
 - a. No requests for this meeting.
 - 7. Approval of Requests for Staff Travel
 - a. Staff travel requests are submitted for approval.

8.	Approval of Personnel Actions	
a.	Personnel Actions are submitted for approval.	28
9.	Approval of Asset Retirement and Disposals	
a.	Approval is requested for the retirement and disposal of assets no longer used by the district as of May 22, 2025	40
E.	Business and Finance	
1.	Recommend Approval to Purchase one Blue Bird School Bus from Canyon State Bus Sales	
a.	Recommend approval to purchase one 43-passenger Blue Bird special education school bus, equipped with air conditioning, camera system, and wheelchair lift from Canyon State Bus Sales. The purchase would utilize pricing through Mohave contract # 23D-CSBS-0905 and would be funded with District Additional Assistance/Unrestricted Capital. The estimated total cost is \$188,647.	42
2.	Recommend Approval of Change Order to Contract with Norcon Industries, Inc. to Replace the Flowing Wells High School Cafeteria Floor	
a.	District administration recommends approval of a change order to the contract with Norcon Industries, Inc. to replace the Flowing Wells High School cafeteria floor. Moisture testing determined that the foundation under the cafeteria serving lines would require additional flooring supplies and labor to properly support the new epoxy floor. The cost of the change order is \$45,144.83. This brings the total cost of the project to \$267,700.06. The district is utilizing pricing through the 1GPA Contract # 23-08PV-05. The project is funded with Food Service funds.	44
F.	Unfinished Business	
1.	Recommend Approval of New Policy GBCG Professional and Support Staff Voluntary Transfer of Accrued Sick Leave	
a.	District administration recommends approval of a new policy entitled GBCG Professional and Support Staff Voluntary Transfer of Accrued Sick Leave, which would replace the current version of Policy GCCG Professional Staff Voluntary Transfer of Accrued Sick Leave and GDCG Support Staff Voluntary Transfer of Accrued Sick Leave. This policy was presented as a discussion item during the May 13, 2025, Board Meeting.	45
2.	Recommend Approval of Revisions to Policy GBCA Merit / Performance Pay Programs (Experience Steps)	
a.	District administration recommends approval of a revision to Policy GBCA Merit / Performance Pay Programs (Experience Steps), to permanently change the experience step for non-exempt support staff after their fifteenth year of employment from the current amount of \$0.09/hour to the new amount of \$0.60/hour. This policy was presented as a discussion item during the May 13, 2025, Board Meeting.	49
3.	Recommend Approval to Adopt Textbooks for Spanish Courses	
a.	District administration recommends approval to adopt the Vista Higher Learning Senderos level one through four textbooks for use in our junior high level one Spanish class and our high school levels one through four Spanish courses. The Vista	51

Higher Learning textbooks have been tabled for public review for a sixty-day period and no public comments or concerns were submitted during this time.

- 4. Recommend Approval to Adopt Textbooks for French Courses
 - a. District administration recommends adopting the Vista Higher Learning D’Accord level one through three textbooks for use in our high school levels one and two French courses. The Vista Higher Learning textbooks have been tabled for public review for a sixty-day period and no public comments or concerns were submitted during this time. 53

G. New Business

- 1. Information and Discussion of First Year of New Structure for Elementary Gifted Program
 - a. District administration presents for review a summary and reflection on the first year of the new structure for the elementary gifted program. Associate Superintendent Dr. Audrey Reff and Elementary Gifted Teacher Mrs. Tiffany Camarena will be available to provide information and respond to questions. 55
- 2. Recommend Approval to Table Elementary Gifted Program Curriculum
 - a. District administration recommends approval to table the *Project Newsroom* curriculum, the first of four curriculum units for implementation in the elementary CATS gifted program. This curriculum was piloted throughout the 2024-2025 year and yielded interesting project-based learning outcomes from students. 56
- 3. Recommend Approval of Revisions to Flowing Wells School District Gifted Scope and Sequence
 - a. District administration recommends approval of revisions to Gifted Program Scope and Sequence for the 2025-2026 school year. Revisions in the attached document include an update to the identified curricular materials and an update to the testing schedule for identification of eligible students. 58
- 4. Recommend Approval of New Position Entitled HVAC - Senior Electrical Technician
 - a. District administration recommends approval to establish a new position entitled Senior HVAC Technician at the starting hourly rate of \$27.00/hour (to increase to \$27.50/hour effective July 1, 2025). This higher hourly rate is competitive with comparable positions in other districts. Our goal would be to attract an individual whose qualifications allowed us to complete a greater share of HVAC work in house, offsetting the increased compensation costs with savings from outsourcing fewer tasks to external vendors. 72
- 5. Recommend Approval of Revisions to Position of HVAC - Electrical Technician
 - a. District administration recommends approval of revisions to the current position of HVAC - Electrical Technician, bringing the position description in line with the skill set and experience possessed by typical candidates for this position and rate of pay. Going forward, the District would have flexibility to hire either an HVAC Electrical Technician or an HVAC Senior Electrical Technician, based on the qualification of available candidates. 75
- 6. Recommend Approval of Revision to Fiscal Year 2025-2026 Support Salary Schedule
 - a. District administration recommends approval of a revision to the Support Salary Schedule for 2025-2026 to include the new HVAC - Senior Electrical Technician position. 78

H. Adjourn

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

B-1	May 27, 2025
Agenda Item Number	Board Meeting Date
Item: <u>Update on District Events and Activities</u>	
Submitted By: <u>Dr. Kevin Stoltzfus</u>	Date: <u>May 21, 2025</u>
Will Be Presented By: <u>Dr. Kevin Stoltzfus</u>	

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

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

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

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

C	May 27, 2025
Agenda Item Number	Board Meeting Date
Item: <u>Public Comments</u>	
Submitted By: <u>Dr. Kevin Stoltzfus</u>	Date: <u>May 21, 2025</u>
Will Be Presented By: <u>Dr. Kevin Stoltzfus</u>	

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

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

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

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

D	May 27, 2025
Agenda Item Number	Board Meeting Date

Item: Consent Agenda for this Meeting

Submitted By: Dr. Kevin Stoltzfus Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus

Information for the Public:

Items of Board business that are addressed routinely at every meeting are presented as a Consent Agenda.

The Board may elect to take action on all items collectively in one motion or may individually consider any item(s) as separate agenda subjects for action.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

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

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

D-1	May 27, 2025
Agenda Item Number	Board Meeting Date

Item: Approval of Agenda for this Meeting

Submitted By: Dr. Kevin Stoltzfus Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus

Request approval for adoption of the agenda for this meeting, May 27, 2025.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

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

**Flowing Wells Schools
Regular Agenda**

**6:00 PM
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May 27, 2025

**District Administration Center
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Tucson, Arizona 85705**

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1. Call to Order
2. Pledge of Allegiance

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6. Recommend Approval of Revision to Fiscal Year 2025-2026 Support Salary Schedule
 - a. District administration recommends approval of a revision to the Support Salary Schedule for 2025-2026 to include the new HVAC - Senior Electrical Technician position.

H. Adjourn

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

D-2 Agenda Item Number	May 27, 2025 Board Meeting Date
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Item: Approval of Minutes of Governing Board Meetings

Submitted By: Dr. Kevin Stoltzfus Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus

The following Governing Board meeting minutes are presented for Governing Board approval: May 13, 2025 (Public Hearing Minutes and Open Session Minutes).

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

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

**Flowing Wells Unified School District
Governing Board Public Hearing Minutes**

6:00 p.m.

May 13, 2025

**District Administration Center
1556 West Prince Road
Tucson, Arizona 85705**

Attendance

Governing Board Members:
Kevin Daily, President
Wendy Effing, Clerk
Brianna Hamilton
Kristine Hammar
Stephanie Miller

Administrative Personnel:
Dr. Kevin Stoltzfus, Superintendent
Dr. Audrey Reff, Associate Superintendent
Dr. Tabetha Finchum, Assistant Superintendent
Stacy Trueblood, Chief Financial Officer

71 additional staff members and guests were in attendance.

A. Opening of Meeting

1. President Kevin Daily called the meeting to order at 6:00 p.m.
2. A Public Hearing was called pursuant to A.R.S. §15-905 for the purpose of presenting a budget revision for Fiscal Year 2024-2025. There were no public comments.

B. Adjourn

Public Hearing was adjourned at 6:04 p.m.

Motion Hammar; second by Effing; 5 ayes; motion carried.

Signatures:

Kevin Daily, President

Wendy Effing, Clerk

Brianna Hamilton

Kristine Hammar

Stephanie Miller

Flowing Wells Unified School District Governing Board Meeting Minutes

6:03 p.m.

May 13, 2025

**District Administration Center
1556 West Prince Road
Tucson, Arizona 85705**

Attendance

Governing Board Members:
Kevin Daily, President
Wendy Effing, Clerk
Brianna Hamilton
Kristine Hammar
Stephanie Miller

Administrative Personnel:
Dr. Kevin Stoltzfus, Superintendent
Dr. Audrey Reff, Associate Superintendent
Dr. Tabettha Finchum, Assistant Superintendent
Stacy Trueblood, Chief Financial Officer

71 additional staff members and guests were in attendance.

A. Opening of Meeting

- A-1. Governing Board President Kevin Daily called the meeting to order at 6:04 PM.
- A-2. Recommend Approval of Budget Revision for FY 2024-2025
Approved as recommended the Fiscal Year 2024-2025 Budget Revision.
Motion by Effing; second by Hammar; 5 ayes; motion carried.

B. Superintendent's Report

- B-1. Presentation of FWHS CTE Programs
Flowing Wells High School student representatives and teachers from Career and Technical Education presented information on the Graphic Design, Automotive Technology, Ed Professions, and Agriscience programs at FWHS.
Students answered questions from all Board members regarding significant learnings, competition participation, and post-high school plans.
- B-2. Presentation of Flowing Wells Junior High School Yearbook for 2024-2025
Flowing Wells Junior High student editors and assistant principal Thomas Alcaraz presented the *Be Bold Mustangs* 2025 FWJH yearbook and highlighted several features including the full-color design, family legacies section, and the 13 sets of twins attending FWJH.
All Governing Board members complimented the students on their work.
- B-3. Presentation of Flowing Wells High School Yearbook for 2024-2025
Flowing Wells High School student editors and teacher Daniel Gaona presented the *Never Going Out of Style* FWHS 2025 yearbook and highlighted several sections including extra-curricular activities, senior quotes, and the expanded

senior tribute section. They stated the yearbook is almost sold out. Students thanked retired FWHS principal Jim Brunenkant for working with the yearbook class throughout the year.

All Governing Board members complimented the students on their work.

B-4. Annual Report from Flowing Wells Education Foundation

Flowing Wells Educational Foundation (FWEF) President, Patrick Burns, introduced the FWEF members in attendance and gave an overview of the work being done by FWEF to support the district and Flowing Wells students. Proceeds from the annual Festival were up over \$3,000 from last year, \$15,000 in mini grants were awarded to teachers for their classrooms, and 40 scholarships totaling \$26,500 were awarded. New partnerships were formed with the FW Alumni Association, Old Pueblo Rotary Club, and the Phil and Carol Lyons Foundation. Mr. Burns thanked the district for their support.

President Kevin Daily stated he is inspired by the work being done to grow FWEF and by the great things they are doing. Member Stephanie Miller said she appreciates the mini grants awarded and the broader vision of the foundation board. Superintendent Dr. Kevin Stoltzfus expressed his appreciation for the ongoing partnership between the foundation and the school district and thanked them for their work.

B-5. Recognition of Support Staff Employee of the Year

Superintendent Dr. Kevin Stoltzfus recognized the Emily Meschter Early Learning Center Employee of the Year, Pilar Thomas.

B-6. Recognition of Outstanding Volunteer of the Year

Superintendent Dr. Kevin Stoltzfus recognized the Emily Meschter Early Learning Center Volunteer of the Year, Sue Shuck.

B-7. Update on District Events and Activities

Superintendent Dr. Kevin Stoltzfus gave an update on the following current events and activities:

- Summer meals will be provided at most district sites for ages 0 – 18 years;
- District Retirement Reception is May 15;
- Baccalaureate is May 18;
- Sentinel Peak High School and Flowing Wells Digital Campus graduation will take place May 19;
- Flowing Wells High School Alumni Hall of Fame and Graduation will take place May 21;
- A Governing Board Study Session will take place following the regular Governing Board meeting on May 27.

C. Public Comments

Cary Kelly, FWEA president and FWHS teacher, expressed gratitude to the Governing Board and administration for the meet and confer process, the compensation and contracts, and the paid leave option. He also thanked the site administrative assistants for their work to make teachers feel appreciated during Teacher Appreciation Week. FWEA recently sent nine representatives to the AEA Delegate Assembly.

D. Consent Agenda

The following items were reviewed and approved as recommended with one motion.

Motion by Hammar; second by Hamilton; 5 ayes; motion carried.

- D-1. Approval of Agenda for this Meeting
Approved as recommended May 13, 2025 meeting agenda.
- D-2. Approval of Minutes of Governing Board Meeting
Approved as recommended minutes of the Governing Board meeting: April 22, 2025 (Open Session Minutes and Executive Session Minutes).
- D-3. Approval of District Expense and Payroll Vouchers
Approved as recommended expense vouchers #7056-25 - 7059-25 and Payroll voucher #2622.
- D-4. Approval of Requests for Use of District Facilities
Approved as recommended district facilities requests.
- D-5. Approval of Requests for Student Trips
Approved as recommended student trip requests.
- D-6. Approval of Requests for Staff Travel
Approved as recommended staff travel requests.
- D-7. Approval of Personnel Actions
Approved as recommended personnel actions.
- D-8. Acceptance of Gifts and Donations
Accepted as recommended gifts and donations in the amount of \$96,322.17 for the period of April 1-30, 2025.
- D-9. Review of District Financial Statements
Reviewed Student Activity Balance Sheets and Auxiliary Operations Year-to-Date Budget as of April 30, 2025.
- D-10. Approval of Asset Retirement and Disposals
Approved as requested retirement and disposal of assets no longer used by the district as of May 8, 2025.

E. Business and Finance

- E-1. Recommend Approval of Compensation Increases for FY2025-2026
Approved as recommended to increase compensation for Fiscal Year 2025-2026.
Motion by Hammar; second by Effing; 5 ayes; motion carried.
Superintendent Dr. Kevin Stoltzfus stated his appreciation for the collaborative approach with meet and confer. In response to a question from Member Stephanie Miller, Dr. Stoltzfus stated it will be a challenge for some teachers to go from 30 to 10 hours of summer professional development hours due to ESSER funding cuts, but not all teachers used the full 30 hours.

- E-2. Recommend Approval of Increases to Proposition 301 and Special Proposition 301 Compensation Plan for FY2025-2026
Approved as recommended the increase to Proposition 301 (Classroom Site Fund) and Special Proposition 301 compensation for FY2025-2026.
Motion by Hammar; second by Effing; 5 ayes; motion carried.
- E-3. Recommend Approval of Certified Teacher Compensation Plan and Benefits for FY2025-2026, including New Teacher Compensation
Approved as recommended the certified teacher compensation plan and benefits for FY2025-2026.
Motion by Effing; second by Hammar; 5 ayes; motion carried.
- E-4. Recommend Approval of Professional Non-Teaching Compensation Plan for FY2025-2026
Approved as recommended the Professional Non-Teaching compensation plan and benefits for FY2025-2026.
Motion by Hamilton; second by Hammar; 5 ayes; motion carried.
- E-5. Recommend Approval of Fiscal Year 2025-2026 Support Salary Schedule
Approved as recommended the Support Salary Schedule for FY2025-2026.
Motion by Hamilton; second by Hammar; 5 ayes; motion carried.
- E-6. Recommend Approval of Revisions to Contract/Work Agreement Addendum List for FY2025-2026
Approved as recommended the revisions to the Contract/Work Agreement Addendum List for FY2025-2026.
Motion by Hammar; second by Hamilton; 5 ayes; motion carried.
- E-7. Recommend Approval of Revisions to Special Activities Compensation (SAC) Schedule for FY2025-2026
Approved as recommended the revisions to the SAC Schedule for FY2025-2026.
Motion by Hammar; second by Effing; 5 ayes; motion carried.
Superintendent Dr. Kevin Stoltzfus stated his appreciation for the work done by Assistant Superintendent Dr. Tabetha Finchum and the team to bring consistency to similar SAC assignments and create flexibility within some areas.

F. New Business

- F-1. Information and Discussion regarding Proposed New Policy GBCG Professional and Support Staff Voluntary Transfer of Accrued Sick Leave
Superintendent Dr. Kevin Stoltzfus, FWHS teachers Cary Kelly and Shane Holly, and Hendricks Elementary teacher Andrea Estolano, presented information on proposed Policy GBCG, which would replace current policies GCCG and GDCG to provide a way for employees to access additional sick leave under certain circumstances.
No action taken.

All Governing Board members participated in the discussion regarding the various aspects of the proposed policy. Superintendent Stoltzfus thanked the committee for their work in drafting the policy.

F-2. Recommend Table of AP Environmental Science Textbook

Approved to table as recommended the adoption of *Environmental Science for the AP Course, 4th Edition*, published by Bedford, Freeman, and Worth (BFW) for use in the FWHS AP Environmental Science classes for a sixty-day period for public review and comment.

Motion to Table by Hammar; second by Effing; 5 ayes; motion carried.

Associate Superintendent Dr. Audrey Reff and FWHS science teacher, Molly Trainor, presented information on the selected AP Science textbook. Ms. Trainor stated the text meets all the course requirements and will set students up for success, while following the AP course outline exactly. The curriculum includes labs, activities, flash cards in English and Spanish, and has a test question bank similar to The College Board. In response to a question from Member Wendy Effing, Ms. Trainor stated her favorite features are being able to set goals in the digital platform, the inclusion of the Spanish version, great tips and ideas, and it follows the AP curriculum exactly.

F-3. Recommend Table of Psychology Textbook

Approved to table as recommended *Essentials of Psychology Concepts and Applications, 6th Edition* published by Cengage for use in the high school psychology classes for a sixty-day period for public review and comment.

Motion to Table by Hammar; second by Hamilton; 5 ayes; motion carried.

Associate Superintendent Dr. Audrey Reff and FWHS psychology teacher, Rachel Lodge presented information on the selected psychology textbook. The textbook features vignettes in every section, tips on learning, and chapter summaries. In response to a question from President Kevin Daily, Ms. Lodge stated some updates from the current textbook include pillars, Covid, and social psychology.

F-4. Information and Discussion regarding Proposed Revisions to Policy GBCA Merit / Performance Pay Programs (Experience Steps)

Superintendent Dr. Kevin Stoltzfus presented information on the proposed revision to Policy GBCA to permanently change the experience step for non-exempt support staff after their fifteenth year to \$0.60/hour.

No action taken.

F-5. Recommend Approval of Revision to High School Fee Schedule for FY2025-2026

Approved as recommended the revision to the high school fee schedule for FY2025-2026 to include a fee of \$100.00 per course for all courses taken outside the regular school day to earn credit toward graduation.

Motion by Hammar; second by Hamilton; 5 ayes; motion carried.

F-6. Discussion and Possible Action regarding Arizona School Boards Association Policy Priorities

The Governing Board discussed items for the 2025-2026 ASBA Political Agenda to be shared with ASBA. Five (5) top priority items were approved to be submitted to ASBA.

1. Repeal the constitutional aggregate expenditure limit via legislative referral to the voters.
2. Fully fund full-day kindergarten and include k students in the override calculations.
3. Replace current year funding with a transparent, reliable system that provides districts stable annual budgeting ability and technical reliability.
4. Establish financial and academic transparency for all institutions and individuals who accept public funds. Enforce financial audit requirements and seek recovery of improperly received and/or expended funds by individuals, charter and public schools, private schools, and organizations.
5. Fully fund Individuals with Disabilities Education Act (IDEA).

Motion by Hammar; second by Hamilton; 5 ayes; motion carried.

G. Adjourn

Meeting was adjourned at 8:39 p.m.

Motion by Hamilton; second by Hammar; 5 ayes; motion carried.

Signatures:

Kevin Daily, President

Wendy Effing, Clerk

Brianna Hamilton

Kristine Hammar

Stephanie Miller

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

 D-3
Agenda Item Number

 May 27, 2025
Board Meeting Date

Item: Approval of District Expense and Payroll Vouchers

Submitted By: Patricia Forgach/Stacy Trueblood Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Stacy Trueblood

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

Expense Vouchers FY 2025 None for this meeting.
Payroll Vouchers FY2025 2631, 2632, 2633, 2701, 2702, 2703, 2704, 2705, 2706, 2707, 2708

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

Expense Voucher 7060-25 \$ 373,608.35
Expense Voucher 7061-25 \$ 85,842.11

Payroll Voucher 2623 \$1,913,759.23

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *Stacy Trueblood* Superintendent: *Kevin Stoltzfus*

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

5/15/2025

VOUCHER #7060-25

THREE HUNDRED SEVENTY THREE THOUSAND SIX HUNDRED EIGHT DOLLARS & 35/100

\$373,608.35

0010

\$218,271.67

FEDERAL AND STATE PROJECTS

0506 UNITED WAY CRADLE TO CAREER

\$2,388.00

1665 2025 21ST CENT Y1 CENT/DAV

\$7,152.67

1685 2025 21ST CENT Y3 DOUG

\$668.35

1915 2025 TITLE III

\$4,827.47

2910 MEDICAID PUBLIC SCHOOL DSC

\$3,610.02

3740 E RATE

\$8,744.58

4570 RESULTS-BASED FUNDING

\$86.72

OTHER

5100 FOOD SERVICE

\$103.35

5960 CTED

\$2,513.86

6100 UNRESTRICTED CAPITAL OUTLAY

\$116,383.44

9500 WAREHOUSE

\$8,858.22

5/13/2025

VOUCHER #7061-25

EIGHTY-FIVE THOUSAND EIGHT HUNDRED FORTY-TWO DOLLARS & 11/100

\$85,842.11

0010

\$12,358.48

FEDERAL AND STATE PROJECTS

0506 UNITED WAY CRADLE TO CAREER

\$198.00

1125 2025 TITLE I

\$24.96

1655 2025 21ST CENT LAGUNA YR 5

\$386.43

1665 2025 21ST CENT Y1 CENT/DAV

\$544.82

1685 2025 21ST CENT Y3 DOUG

\$95.44

4025 2025 CTE PRIORITY

\$179.06

OTHER

5100 FOOD SERVICE

\$43,572.46

5112 FS FRESH FRUITS/VEGETABLE P2

\$4,319.65

5200 COMMUNITY SERVICE-STAFF DEV

\$223.07

5300 GIFTS AND DONATIONS

\$14,928.09

5960 CTED

\$2,589.78

6100 UNRESTRICTED CAPITAL OUTLAY

\$6,421.87

5/14/2025

2623

One Million Nine Hundred Thirteen Thousand Seven Hundred Fifty Nine Dollars and Twenty Three Cents

1,913,759.23

4/27/2025

5/10/2025

00100	Regular Ed Programs	1,447,750.64
	301 FUNDS	
01100	301 Base Pay	136,531.34
01300	Prop 301 Menu	9,596.52
	FEDERAL AND STATE PROJECTS	
02000	Prop 202	6,813.11
07100	SEI Structured English ELD	2,033.73
11251	2025 Title I	80,386.20
16550	Regular Education	6,267.98
16650	21st Century Cont	7,311.63
16850	21st Century Cont	4,171.90
19150	TITLE III- Bilingual Education	1,124.34
22250	Special Education	52,910.07
22450	Special Education	810.75
26250	JTED	3,907.28
28250	Education for Homeless Children & Youth	2,322.53
29000	Medicaid Reimbursement	19,095.69
29100	Medicaid Special Education Admin	8,306.24
31000	JROTC Instruction	3,708.30
34150	Special Education	7,234.35
35050	CDBG	2,643.93
35550	Community Services	3,631.83
38420	Pima Early Education Program	19,990.29
45700	Bilingual Education	8,881.02
46250	School Safety Program Expansion [2024]	6,106.09
46850	Early Literacy Grant [2024]	8,266.45
	OTHER	
51000	Food Service	2,186.32
51500	Civic Center	472.76
52000	Community Services	26,899.17
53000	G&D PDG FY20	1,749.08
57000	Indirect Cost	22,884.22
59600	JTED	9,765.47

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

D-4 May 27, 2025

Agenda Item Number Board Meeting Date

Item: Approval of Requests for Use of District Facilities

Submitted By: Teressa Austin/Stacy Trueblood Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Stacy Trueblood

Requests for use of district facilities are submitted for approval.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *Stacy Trueblood* Superintendent: *Kevin Stoltzfus*

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

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

D-7	May 27, 2025
Agenda Item Number	Board Meeting Date

Item: Approval of Requests for Staff Travel

Submitted By: Teresa Austin/Stacy Trueblood Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Stacy Trueblood

Staff travel requests are submitted for approval.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *Stacy Trueblood* Superintendent: *Kevin Stoltzfus*

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

Flowing Wells School District

Request To Travel

Recommend approval of the following travel requests:

May 27, 2025

Name Last, First	School / Dept	Request for Travel / What	Travel to:	Dates
Haynes, Talia	FWHS/SPED	IDEA CONFERENCE	Phoenix, AZ	8/20/2025 - 8/22/2025
Saltrick, Danielle	FWHS/SPED IEP Coordinator	IDEA CONFERENCE	Phoenix, AZ	8/20/2025 - 8/22/2025
Maker, Amber	FWHS Transition Specialist	IDEA CONFERENCE	Phoenix, AZ	8/20/2025 - 8/22/2025
DeFilippis, Jennifer	Professional Development	ADE Arizona Writing Standards Symposium 2025	Phoenix, AZ	9/12/2025
Barber, Brie	Douglas Reading Lab Teacher	ADE Arizona Writing Standards Symposium 2025	Phoenix, AZ	9/12/2025
Brenton, Jesse	HS/CTE/Auto Shop	2025 ASE Instructor Conference	St Louis, MO	7/20/2025 - 7/24/2025
Trainor, Molly	FWHS Teacher	ASTA Next Gen Science Seminar	Thatcher, AZ	6/02/2025 - 6/03/2025 ²⁷ 6/09/2025 - 6/10/2025
Terpning, Cheryl	FWHS Teacher	ASTA Next Gen Science Seminar	Thatcher, AZ	6/02/2025 - 6/03/2025 6/09/2025 - 6/10/2025
Caramella, Jessica	EMELC Teacher	Teacher Leadership Institute Conf	Phoenix, AZ	Conference: 6/09/2025 - 6/10/2025 Personal Days: 6/08/25 & 6/11/25
Pina, Laura	Davis/ELD	HISEP Training	Phoenix, AZ	6/4/2025-6/6/2025

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

D-8
Agenda Item Number

May 27, 2025
Board Meeting Date

Item: Approval of District Personnel Actions

Submitted By: Stacie Stuart/KaraLynn Miller Date: May 21, 2025

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

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

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head:  Superintendent: 

Board Action: M: _____ S: _____ 28 A: _____ N: _____ C: _____

Flowing Wells School District

Personnel Action Summary

Certified Staff

May 27, 2025

Name	Location	Action to Approve	Pay	FTE/ hrs	Contract Days	Effective Date	Additional Comments
Abeytia, Jule	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Abeytia, Jule	Davis	Curriculum Work - Professional Development	\$20.00/hr	NTE 42 hrs	N/A	07/14/2025 - 07/25/2025	Social Studies Curriculum
Abeytia, Jule	Davis	Professional Development Existing 2 Day Workshop or Online Facilitator	\$500.00	N/A	N/A	2025-2026	Social Studies Curriculum Training Facilitator
Aguirre, Shalina	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Alcaraz, Thomas	FWJH	Vacation Buy Back - 7 days	Current Rate	N/A	N/A	5/16/2025	
Amarillas, Rosa	Laguna	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Ambuehl, Kiley	Hendricks	Grade Level Chair - Intensive Resource	\$815.00	N/A	N/A	2025-2026	
Ambuehl, Stephen	Hendricks	Elementary Coach - Boys Basketball	\$1,000.00	N/A	N/A	2025-2026	
Ambuehl, Stephen	Hendricks	Elementary Coach - Football	\$1,000.00	N/A	N/A	2025-2026	
Ambuehl, Stephen	Hendricks	Elementary Intramural Coordinator Fall	\$837.00	N/A	N/A	2025-2026	
Ambuehl, Stephen	Hendricks	Elementary Intramural Coordinator Spring	\$837.00	N/A	N/A	2025-2026	
Ambuehl, Stephen	Hendricks	District Elementary Sport Coordinator - Football	\$336.00	N/A	N/A	2025-2026	
Anderson, Paige	Davis	Class Coverage	\$25.00/hr	1.0 hrs	N/A	5/16/2025	
Anderson, Paige	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Ascencio, Eva	Centennial	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Barber, Brie	Douglas	Love of Reading Week Coordinator	\$300.00	N/A	N/A	2025-2026	Split with another teacher 29
Borboa, Sabrina	Hendricks	Elementary Coach - Girls Basketball	\$1,000.00	N/A	N/A	2025-2026	
Camero, Jaime	Douglas	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Campa, Elizabeth	Hendricks	Probationary Teacher Instructional Coaching Stipend Year 3	\$350.00	N/A	N/A	2024-2025	
Campa, Elizabeth	Hendricks	Elementary Coach - Cross County	\$1,000.00	N/A	N/A	2025-2026	
Capas, Kaitlyn	Hendricks	TAT Coordinator (Up to 25 Meetings)	\$814.00	N/A	N/A	2025-2026	
Cline, Samantha	Douglas	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Cline, Samantha	Douglas	Curriculum Work - Professional Development	\$20.00/hr	NTE 42 hrs	N/A	07/14/2025 - 07/25/2025	Social Studies Curriculum
Cline, Samantha	Douglas	Professional Development Existing 2 Day Workshop or Online Facilitator	\$500.00	N/A	N/A	2025-2026	Social Studies Curriculum Training Facilitator
Courtney, Benjamin	FWJH	Probationary Teacher Instructional Coaching Stipend Year 2	\$500.00	N/A	N/A	2024-2025	
Creager, Cherie	Hendricks	Curriculum Work - Professional Development	\$20.00/hr	NTE 24 hrs	N/A	06/10/2025, 06/16/2025, & 06/18/2025	Social Studies Curriculum
Creager, Cherie	Hendricks	Curriculum Work - Professional Development	\$20.00/hr	NTE 18 hrs	N/A	07/01/2025 - 07/25/2025	Social Studies Curriculum
Dalton, Emily	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Davey, Demitria	Hendricks	Grade Level Chair - Resource	\$815.00	N/A	N/A	2025-2026	
DeVries, Brandi	Laguna	Mentor Teacher	\$500.00	N/A	N/A	2024-2025	
Dietrich, Jessica	FWHS	Facilitate Healthcare Camp	\$25.00/hr	NTE 40 hrs	N/A	05/26/2025 - 05/30/2025	
Duffy, Carmen	FWHS	Probationary Teacher Instructional Coaching Stipend Year 2	\$500.00	N/A	N/A	2024-2025	
Estolano, Andrea	Hendricks	Elementary Coach - Girls Volleyball	\$1,000.00	N/A	N/A	2025-2026	
Fishman, Tristan	FWHS	AP Proctoring	\$20.00/hr	NTE 1.0 hrs	N/A	5/14/2025	
Fishman, Tristan	FWHS	Probationary Teacher Instructional Coaching Stipend Year 3	\$350.00	N/A	N/A	2024-2025	
Godlove, Emily	FWJH	Professional Development Existing 2 Day Workshop or Online Facilitator	\$500.00	N/A	N/A	2/25/2025	EI Revisited
Godwin, Tiffany	Hendricks	Special Olympics - Assistant	\$739.00	N/A	N/A	2025-2026	

Flowing Wells School District

Personnel Action Summary

Certified Staff

May 27, 2025

Gossett, Bradley	Laguna	Mentor Teacher	\$500.00	N/A	N/A	2024-2025	
Groom, Jasmin	Centennial	Class Coverage	\$75.00/day	1 day	N/A	4/16/2025	Class divided with another teacher
Hayes, Ashley-Marie	FWHS	Facilitate Healthcare Camp	\$25.00/hr	NTE 40 hrs	N/A	05/26/2025 - 05/30/2025	
Haynes, Talia	FWHS	Additional Hours - Summer School Enrollment Verification/F Letters/Credit Checks	Hrly Rate	NTE 40 hrs	N/A	05/27/2025 - 06/02/2025	
Haynes, Talia	FWHS	Post Outcome Grad Checks	Hrly Rate	NTE 40 hrs/week	N/A	06/03/2025 - 06/27/2025	
Heinzel, Madisen	Hendricks	Grant Funded Site Supervision	\$27.50/hr	NTE 7.0 hrs/week	N/A	2025-2026	
Herrera, Marta	Laguna	Curriculum Work - Professional Development	\$20.00/hr	NTE 42 hrs	N/A	07/14/2025 - 07/25/2025	Social Studies Curriculum
Herrera, Marta	Laguna	Professional Development Existing 2 Day Workshop or Online Facilitator	\$500.00	N/A	N/A	2025-2026	Social Studies Curriculum Training Facilitator
Hester, Carrie	FWHS	Probationary Teacher Instructional Coaching Stipend Year 2	\$500.00	N/A	N/A	2024-2025	
Higgs, Trinity	FWJH	Probationary Teacher Instructional Coaching Stipend Year 2	\$500.00	N/A	N/A	2024-2025	
Hinrichs, Taylor	Douglas	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Hitchings, Sarah	Hendricks	Elementary Coach - Boys Volleyball	\$500.00	N/A	N/A	2025-2026	Split with another teacher
Hitchings, Sarah	Hendricks	Grade Level Chair - 2nd Grade	\$815.00	N/A	N/A	2025-2026	
Hook, Brian	FWHS	Probationary Teacher Instructional Coaching Stipend Year 3	\$350.00	N/A	N/A	2024-2025	
Howell, Jessica	Hendricks	National Board Certified Teacher	\$2,500.00	N/A	N/A	2025-2026	
Howell, Jessica	Hendricks	Head Teacher	\$1,396.00	N/A	N/A	2025-2026	
Howell, Jessica	Hendricks	School Improvement Team Co-Chairs	\$1,642.00	N/A	N/A	2025-2026	
Jatczak, Samantha	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Jungbluth, Eric	Hendricks	Grade Level Chair - 6th Grade	\$815.00	N/A	N/A	2025-2026	
Jungbluth, Eric	Hendricks	Science Fair Coordinator	\$600.00	N/A	N/A	2025-2026	
Kiyama, Arturo	ESS	Summer Evaluations	Hrly Rate	NTE 80 hrs	N/A	06/16/2025 - 06/30/2025	Summer SKILLS Teacher
Laguna, Jasmyne	Douglas	Grant Funded Program Supervision	\$27.50/hr	NTE 20 hrs/week	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Coordinator
Laguna, Jasmyne	Douglas	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Lawson, Lisa	Davis	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Lawson, Lisa	Davis	Grant Funded Program Supervision	\$27.50/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS
Lawson, Lisa	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Health Office
Lee, Kristina	FWJH	IEPPro Coordinator	\$1,500.00	N/A	N/A	2024-2025	
Lovio, Jesus	Davis	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Lovio, Jesus	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Lovio, Jesus	Davis	Professional Growth	\$750.00	N/A	N/A	2025-2026	
Maroney, Lukas	Richardson	Curriculum Work - Professional Development	\$20.00/hr	NTE 1.5 hrs	N/A	5/14/2025	Social Studies Curriculum
Mc Aloney, Emma	Laguna	Probationary Teacher Instructional Coaching Stipend Year 2	\$500.00	N/A	N/A	2024-2025	
McArthur, Alexandra	FWHS	Mentor Teacher	\$500.00	N/A	N/A	2024-2025	
McCarthy, Lori	Hendricks	Choir	\$1,224.00	N/A	N/A	2025-2026	
McCarthy, Lori	Hendricks	Band	\$2,237.00	N/A	N/A	2025-2026	
McCarthy, Lori	Hendricks	District Choir Coordinator	\$1,346.00	N/A	N/A	2025-2026	
McCreery, Brienne	ESS	Summer Evaluations	Hrly Rate	NTE 80 hrs	N/A	06/16/2025 - 06/30/2025	Summer SKILLS Teacher
Miranda, Natalia	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Substitute
Mitchell, MacKenzie	Centennial	Probationary Teacher Instructional Coaching Stipend Year 3	\$350.00	N/A	N/A	2024-2025	
Molina, Angela	Laguna	Mentor Teacher	\$500.00	N/A	N/A	2024-2025	

Flowing Wells School District

Personnel Action Summary

Certified Staff

May 27, 2025

Monarrez, Federica	FWHS	State Playoffs - Track	\$359.25	N/A	N/A	5/9/2025	
Morgan, Troy	Douglas	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Murray, Caitlin	Laguna	Probationary Teacher Instructional Coaching Stipend Year 2	\$500.00	N/A	N/A	2024-2025	
Navarro, Karla	Centennial	Class Coverage	\$75.00/day	1 day	N/A	4/16/2025	Class divided with another teacher
Navarro, Karla	Centennial	Class Coverage	\$75.00/day	0.5 day	N/A	5/9/2025	Class divided with another teacher
Neria, Sophia	Douglas	Probationary Teacher Instructional Coaching Stipend Year 3	\$350.00	N/A	N/A	2024-2025	
Noriega, Lorena	Davis	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Noriega, Lorena	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Noriega, Lorena	Davis	Grant Funded Program Supervision	\$27.50/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS
Oquendo, Kaitlyn	Laguna	U of A Fellows Completion Stipend - Spring	\$400.00	N/A	N/A	5/7/2025	
Peterson, Claire	Douglas	Love of Reading Week Coordinator	\$300.00	N/A	N/A	2025-2026	Split with another teacher
Piekarski, Sara	ESS	Speech - Language Pathologist Assistant Supervisor	\$7,000.00	N/A	N/A	2024-2025	
Porchas, Isabella	District	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Powers, Jillian	Douglas	Grant Funded Program Supervision	\$27.50/hr	NTE 20 hrs/week	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Coordinator
Powers, Jillian	Douglas	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Powers, Michelle	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Ramos, Kristine	Centennial	Probationary Teacher Instructional Coaching Stipend Year 2	\$500.00	N/A	N/A	2024-2025	
Rehbein, Amanda	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Rios, Veronica	Douglas	Curriculum Work - Professional Development	\$20.00/hr	NTE 24 hrs	N/A	06/10/2025, 06/16/2025, & 06/18/2025	31 Social Studies Curriculum
Rios, Veronica	Douglas	Curriculum Work - Professional Development	\$20.00/hr	NTE 18 hrs	N/A	07/01/2025 - 07/25/2025	Social Studies Curriculum
Rodriguez, Ginger	Hendricks	Student Council	\$612.00	N/A	N/A	2025-2026	Split with another teacher
Rodriguez, Isabella	FWJH	U of A Fellows Completion Stipend - Spring	\$400.00	N/A	N/A	5/7/2025	
Romero, Melissa	Davis	Curriculum Work - Professional Development	\$20.00/hr	NTE 42 hrs	N/A	07/14/2025 - 07/25/2025	Social Studies Curriculum
Romero, Melissa	Davis	Professional Development Existing 2 Day Workshop or Online Facilitator	\$500.00	N/A	N/A	2025-2026	Social Studies Curriculum Training Facilitator
Russell, Jennifer	EMELC	Summer Screenings and Evaluations	Hrly Rate	NTE 80 hrs	N/A	06/16/2025 - 06/30/2025	
Salazar, Isabela	Davis	Class Coverage	\$25.00/hr	1.0 hrs	N/A	5/16/2025	
Salazar, Isabela	Davis	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Schiess, Vanessa	Hendricks	Grade Level Chair - Kindergarten	\$815.00	N/A	N/A	2025-2026	
Siegel, Melissa	Hendricks	Elementary Coach - Boys Volleyball	\$500.00	N/A	N/A	2025-2026	Split with another teacher
Siegel, Melissa	Hendricks	School Improvement Team Co-Chairs	\$1,642.00	N/A	N/A	2025-2026	
Siegel, Melissa	Hendricks	Grade Level Chair - 5th Grade	\$815.00	N/A	N/A	2025-2026	
Skie, Taylor	FWHS	Probationary Teacher Instructional Coaching Stipend Year 2	\$500.00	N/A	N/A	2024-2025	
Smith, Christy	FWHS	Rescind Action on May 13, 2025 Personnel Actions - ESY - Certified Instruction with Students	N/A	N/A	N/A	6/2/2025	Incorrect name was listed
Smith, Stephanie	ESS	ESY - Certified Instruction with Students	\$30.00/hr	NTE 16 hrs/week	N/A	06/02/2025 - 06/26/2025	Speech Services
Stiff, Kathrine	FWHS	U of A Fellows Completion Stipend - Year 3	\$1,000.00	N/A	N/A	2025-2026	
Strickland, Kelsi	Hendricks	Elementary Coach - Cross Country	\$1,000.00	N/A	N/A	2025-2026	
Strickland, Kelsi	Hendricks	Grade Level Chair - 3rd Grade	\$815.00	N/A	N/A	2025-2026	
Strickland, Kelsi	Hendricks	Student Council	\$612.00	N/A	N/A	2025-2026	
Thomson, Arianna	Douglas	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher

Flowing Wells School District

Personnel Action Summary

Certified Staff

May 27, 2025

Tovar, Martha	Douglas	Grade Level Chair - Kindergarten	\$815.00	N/A	N/A	2025-2026	
Turner, Lucy	Douglas	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Kinder Camp
Urdahl, Kenneth	Centennial	Class Coverage	\$75.00/day	0.5 day	N/A	5/9/2025	Class divided with another teacher
Urquidez, Maricela	Douglas	Grant Funded Tutoring - Certified Instruction with Students	\$25.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Teacher
Urquidez, Maricela	Douglas	Probationary Teacher Instructional Coaching Stipend Year 3	\$350.00	N/A	N/A	2024-2025	
Valdez, Monica	Hendricks	Special Olympics Coach	\$1,224.00	N/A	N/A	2025-2026	
Valencia, Alycia	Douglas	U of A Fellows Completion Stipend - Spring	\$400.00	N/A	N/A	5/7/2025	
Valencia, Judith	Laguna	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Van Derlaske, Danielle	Davis	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Van Derlaske, Matthew	Davis	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Verdiguil Gillet, Anna	FWHS	Facilitate Healthcare Camp	\$25.00/hr	NTE 40 hrs	N/A	05/26/2025 - 05/30/2025	
Villalobos, Ellen	Douglas	ADE High Intensity Summer English Program	\$65.625/hr	NTE 6.0 hrs/day	N/A	06/02/2025 - 06/26/2025	16 days total
Warner, Laura	FWHS	Probationary Teacher Instructional Coaching Stipend Year 3	\$350.00	N/A	N/A	2024-2025	
Wendt, Jessica	Hendricks	Curriculum Work - Professional Development	\$20.00/hr	NTE 18 hrs	N/A	07/01/2025 - 07/25/2025	Social Studies Curriculum
Wendt, Jessica	Hendricks	Grade Level Chair - 4th Grade	\$815.00	N/A	N/A	2025-2026	
Wendt, Jessica	Hendricks	Professional Development Existing 2 Day Workshop or Online Facilitator	\$500.00	N/A	N/A	2025-2026	Social Studies Curriculum Training Facilitator
Wendt, Jessica	Hendricks	Curriculum Work - Professional Development	\$20.00/hr	NTE 6.0 hrs	N/A	4/15/2025 - 5/23/2025	Social Studies Curriculum
Wenneborg, Gregory	FWJH	Track Invitational Tournament Director	\$250.00	N/A	N/A	5/5/2025	32
Wofford, Erica	Hendricks	Curriculum Work - Professional Development	\$20.00/hr	NTE 42 hrs	N/A	07/14/2025 - 07/25/2025	Social Studies Curriculum
Young, Roxanna	Hendricks	Grade Level Chair - 1st Grade	\$815.00	N/A	N/A	2025-2026	

LEGEND:

Pay: Total compensation minus Performance Pay

The Additional Comments section detail additional compensation.

NTE: Not To Exceed

BOY: Balance of Year

FTE: Full Time Equivalent

YOE: Years of Experience (\$350.00 per year for certified/professional; \$0.20 per hour for classified)

(P): Prorated due to date of hire and/or less than 1.0 FTE

CEIP: College Credit by Exam Incentive Program

Flowing Wells School District
Personnel Action Summary

Support Staff

May 27, 2025

Name	Location	Action to Approve	Pay	FTE/ hrs	Contract Days	Effective Date	Additional Comments
Abril, Gina	Davis	Summer Administrative Hours	Hrly Rate	NTE 10 hrs	N/A	06/02/2025 - 06/30/2025	
Agraan, Phyllis	Hendricks	Support Staff - Translating	Hrly Rate	As Needed	N/A	2025-2026	
Allison, Madelyn	Centennial	Resign - Library Technician	N/A	N/A	N/A	6/5/2025	
Allison, Madelyn	Community Schools	Community Schools Instructional Assistant Substitute	\$15.88/hr	As Needed	N/A	2025-2026	
Alvarado, Manuel	FWHS	State Playoffs - Volleyball	\$185.00	N/A	N/A	5/12/2025	
Bailey, Jessica	EMELC	Class Coverage	\$12.50/hr added to hourly rate	8.0 hrs	N/A	5/9/2025	
Barzar, Lorrie	Business Office	Transfer from Payroll Services Associate to Payroll Services Manager	\$63,518.26	1.0 FTE	261	7/1/2025	
Bell, Mariah	FWJH	Resign - English Language Learner (ELL) Instructional Assistant	N/A	N/A	N/A	5/21/2025	
Borboa, Sabrina	Hendricks	Class Coverage	\$12.50/hr added to hourly rate	1.0 hrs	N/A	5/6/2025	
Borboa, Sabrina	Hendricks	Class Coverage	\$12.50/hr added to hourly rate	7.0 hrs	N/A	5/16/2025	
Borboa, Sabrina	Hendricks	Social Media Coordinator	\$489.00	N/A	N/A	2025-2026	Split with another teacher
Bratka, Twila	Hendricks	Class Coverage	\$12.50/hr added to hourly rate	7.0 hrs	N/A	5/6/2025	
Bravin, Dylan	FWJH	Class Coverage	\$12.50/hr added to hourly rate	0.75 hrs	N/A	5/7/2025	
Brindley, Susan	FWJH	Class Coverage	\$12.50/hr added to hourly rate	0.75 hrs	N/A	5/7/2025	
Bush, Kimberly	FWJH	Class Coverage	\$12.50/hr added to hourly rate	1.50 hrs	N/A	5/7/2025	
Cruz, Juan	FWHS	Additional Hours - Light and Sound for Civic Event	Hrly Rate	NTE 2.5 hrs	N/A	5/16/2025	
Cruz, Juan	FWHS	Additional Hours - Light and Sound for Civic Event	Hrly Rate	NTE 6.0 hrs	N/A	5/18/2025	
Cruz, Juan	FWHS	Additional Hours - Light and Sound for Civic Event	Hrly Rate	NTE 6.0 hrs	N/A	5/19/2025	
Cruz, Juan	FWHS	Additional Hours - Light and Sound for Civic Event	Hrly Rate	NTE 32 hrs	N/A	5/26/2025 - 5/31/2025	
Davis, Vanessa	FWJH	Class Coverage	\$12.50/hr added to hourly rate	1.5 hrs	N/A	5/7/2025	
Desgagne, Martina	Hendricks	Translator	Hrly Rate	As Needed	N/A	2025-2026	33
Dorame, Mariana	FWHS	Additional Hours - Assist with Baccalaureate	Hrly Rate	NTE 6.0 hrs	N/A	5/18/2025	
Downing, Kasey	Douglas	Grant Funded Tutoring - Classified Instruction with Students	\$17.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Aide
Duncan, Thomas	FWHS	State Playoffs - Track	\$178.95	N/A	N/A	5/9/2025	
Dunn, Amy	Community Schools	Temporary Community Schools Site Supervisor During Supervisor Maternity Leave	\$18.09/hr	4.5 hrs/day	N/A	10/15/2025-11/26/2025	
Duran, Patricia	District	Additional Hours - Registrar Transition Support	Hrly Rate	NTE 10 hrs/week	N/A	05/08/2025 - 06/30/2025	
Escalante, Jackeline	SPHS	Transfer from Math Instructional Assistant to Special Education Teaching Assistant I	\$18.49/hr	7.5 hrs/day	195	2025-2026	No pay differential
Exiga, Lydia	Davis	Summer Administrative Hours	Hrly Rate	NTE 10 hrs	N/A	06/02/2025 - 06/30/2025	
Ford, Kayley	Hendricks	Class Coverage	\$12.50/hr added to hourly rate	7.0 hrs	N/A	5/16/2025	
Galligan, Ethan	Community Schools	Grant Funded Tutoring - Classified Instruction with Students	Minimum Wage	NTE 4.0 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Aide-Student Worker
Gilmore, April	FWJH	Class Coverage	\$12.50/hr added to hourly rate	0.75 hrs	N/A	5/7/2025	
Gilmore, April	FWJH	Transfer from Special Education Teaching Assistant I to Special Education Teaching Assistant II	\$16.47/hr	7.50 hrs/day	196	2025-2026	Differential increase of \$0.28/hr
Godwin, Tiffany	Hendricks	Class Coverage	\$12.50/hr added to hourly rate	7.0 hrs	N/A	5/9/2025	
Godwin, Tiffany	Hendricks	Additional Hours - Assist Student Extracurricular Activities	Hrly Rate	NTE 5.0 hrs	N/A	05/12/2025 - 05/16/2025	
Hales, David	FWHS	State Playoffs - Volleyball	\$239.00	N/A	N/A	5/12/2025	
Hatlevig, Claudia	SPHS	Additional Hours - Graduation Support	Hrly Rate	NTE 4.0 hrs	N/A	05/16/2025 & 05/19/2025	
Hejl, Shannon	SPHS	Additional Hours - Graduation Support	Hrly Rate	NTE 8.0 hrs	N/A	05/16/2025 & 05/19/2025	
Huss, Cecelia	Douglas	Grant Funded Tutoring - Classified Instruction with Students	\$17.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Aide
Jones, Darlene	Hendricks	Summer Administrative Hours	Hrly Rate	NTE 14 hrs	N/A	06/02/2025 - 06/30/2025	
Knickerbocker, Michael	Transportation	Additional Hours - Field Trip Driver	Hrly Rate	NTE 24 hrs	N/A	05/27/2025 - 05/30/2025	Health Care Awareness Week
Luna De Flores, Nancy	Hendricks	Support Staff - Translating	Hrly Rate	As Needed	N/A	2025-2026	
Madrid-Sharff, Matthew	FWHS	Resign - Registrar (High School)	N/A	N/A	N/A	5/7/2025	
Maker, Amber	FWHS	Additional Hours - Post School Outcome Grad Checks	Hrly Rate	NTE 40 hrs/week	N/A	06/02/2025 - 06/27/2025	
Martinez, Carissa	FWHS	State Playoffs - Track	\$178.95	N/A	N/A	5/9/2025	
McAuley, Isaiah	FWJH	Class Coverage	\$12.50/hr added to hourly rate	0.75 hrs	N/A	5/7/2025	

Flowing Wells School District
Personnel Action Summary

Support Staff

May 27, 2025

Miller, KaraLynn	District	Additional Hours - Facilitate Retirement Open House	Hrly Rate	NTE 3.5 hrs	N/A	5/15/2025	
Munoz, Jolene	Community Schools	Grant Funded Tutoring - Classified Instruction with Students	Minimum Wage	NTE 4.0 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Aide -Student Worker
Nielsen, Laura	FWJH	Class Coverage	\$12.50/hr added to hourly rate	1.0 hrs	N/A	5/8/2025	
O'Keefe, Spencer	FWHS	Resign - Marching Band Assistant Director	N/A	N/A	N/A	5/19/2025	
Ortiz, Madison	Community Schools	Grant Funded Tutoring - Classified Instruction with Students	Minimum Wage	NTE 4.0 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Aide -Student Worker
Oswald, Jennifer	Davis	Class Coverage	\$12.50/hr added to hourly rate	1.0 hrs	N/A	5/5/2025	
Pacheco, Erica	Business Office	Transfer from Administrative Assistant to Elementary School Principal to Payroll Services Associate	\$18.88/hr	8.0 hrs/day	261	6/23/2025	Pay definitely increase of \$0.07/hr
Pacheco, Erica	Laguna	Summer Administrative Hours	Hrly Rate	NTE 23.14 hrs	N/A	06/02/2025 - 06/26/2025	
Palacios-Cadena, Miriam	Davis	Grant Funded Tutoring - Classified Instruction with Students	\$17.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Aide Substitute
Parga, Jose	Transportation	Additional Hours - Field Trip Driver	Hrly Rate	NTE 48 hrs	N/A	05/27/2025 - 05/30/2025	Health Care Awareness Week
Parsons, Charles	FWHS	State Playoffs - Softball	\$185.00	N/A	N/A	5/12/2025	
Pasoz, Marlo	FWHS	New Hire - Special Education Teaching Assistant I	\$15.99/hr	7.50 hrs/day	195 (P)	5/12/2025	Returned to FW within 1 month of resigning - retained 1 year experience step increase
Preza Valdez, Luz Del Carmen	FWHS	Additional Hours - Custodial Support for Civic Event	Hrly Rate	NTE 3.0 hrs	N/A	5/18/2025	
Preza Valdez, Luz Del Carmen	FWHS	Additional Hours - Custodial Support for Civic Event	Hrly Rate	NTE 32 hrs	N/A	5/26/2025 - 5/31/2025	
Rath, Ashly	Hendricks	Class Coverage	\$12.50/hr added to hourly rate	7.0 hrs	N/A	5/15/2025	
Rath, Ashly	Hendricks	Class Coverage	\$12.50/hr added to hourly rate	7.0 hrs	N/A	5/16/2025	
Rios Torres, Anayely	Maintenance	Transfer from Substitute Night Custodian to Custodian - Night	\$15.90/hr	8.00 hrs/day	261 (P)	5/27/2025	YOE granted: 2 years
Rios Torres, Anayely	Maintenance	Additional Compensation	\$200.00 (P)	N/A	N/A	2024-2025	SA-2: Shoe Allowance
Salazar Rubio, Marycarmen	Davis	Grant Funded Tutoring - Classified Instruction with Students	\$17.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Aide
Scott, Joshua	FWHS	State Playoffs - Softball	\$245.00	N/A	N/A	5/9/2025	
Sullivan, Melissa	Maintenance	New Hire - Custodial Manager at Centennial	\$16.96/hr	8.0 hrs/day	261 (P)	5/12/2025	YOE granted: 2 years
Sullivan, Melissa	Maintenance	Additional Compensation	\$200.00 (P)	N/A	N/A	2024-2025	SA-2: Shoe Allowance
Sweepe, Elizabeth	Hendricks	Yearbook	\$815.00	N/A	N/A	2025-2026	
Terrones, James	Davis	Grant Funded Tutoring - Classified Instruction with Students	\$17.00/hr	NTE 4.5 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Aide
Tomaine, Maria	Davis	Additional Hours - Health Office Sub End of Year Tasks	Hrly Rate	NTE 7.0 hrs	N/A	5/23/2025	
Vuke Fernandez, Dante	FWJH	Class Coverage	\$12.50/hr added to hourly rate	4.0 hrs	N/A	5/5/2025	
Washington, Suriah	FWHS	State Playoffs - Track	\$178.95	N/A	N/A	5/9/2025	
Wilkinson, Theodore	Hendricks	Class Coverage	\$12.50/hr added to hourly rate	2.0 hrs	N/A	5/9/2025	
Yubeta, Tatiana	Community Schools	Grant Funded Tutoring - Classified Instruction with Students	Minimum Wage	NTE 4.0 hrs/day	N/A	06/02/2025 - 06/26/2025	Summer SKILLS Aide -Student Worker
Zapien, Blanca	FWHS	Additional Hours - Help with Student Physicals	\$17.00/hr	NTE 4.0 hrs	N/A	5/15/2025	

LEGEND:

Pay: Total compensation minus Performance Pay

The Additional Comments section detail additional compensation.

NTE: Not To Exceed

BOY: Balance of Year

FTE: Full Time Equivalent

YOE: Years of Experience (\$350.00 per year for certified/professional; \$0.20 per hour for classified)

(P): Prorated due to date of hire and/or less than 1.0 FTE

CEIP: College Credit by Exam Incentive Program

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

D-9	May 27, 2025
Agenda Item Number	Board Meeting Date

Item: Approval of Asset Retirement and Disposals

Submitted By: Monique Mata Date: May 22, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Stacy Trueblood

Approval is requested for the retirement and disposal of assets no longer used by the district as of May 22, 2025.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *Stacy Trueblood* Superintendent: *Kevin Stoltzfus*

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

Board Agenda 05/27/25

ASSET	DESCRIPTION	SERIAL/PARCEL	SITE	ACQUIRE	ACQ COST	CODE	PURCHASING ACCT 1	Auction Lot	Listing date
1004225	IPAD 2 W/ WI-FI 16 GB-BLACK 233058	DYTK2DQ3DFHW	210A	2/27/2013	427.33	5	1693.100.1000.6737.210.0000.000.	3777952	5/28/2025
1007224	HP CHROMEBOOK 11 G5 392021	5CD835341J	110A	11/1/2018	205.21	5	5300.100.1000.6737.110.8367.000.	3777952	5/28/2025
1007226	HP CHROMEBOOK 11 G5 392021	5CD8353447	110A	11/1/2018	205.21	5	5300.100.1000.6737.110.8367.000.	3777952	5/28/2025
1008735	HP CHROMEBOOK 11 G7 11.6" 302631	5CD9388Q75	110A	12/16/2019	226.97	5	3050.100.1000.6737.110.0000.000.	3777952	5/28/2025
1009251	HP CHROMEBOOK 11G8 304425	5CD0165QJS	110A	6/1/2020	239.08	5	3260.100.1000.6737.110.0000.000.	3777952	5/28/2025
1011194	HP CHROMEBOOK 11 G8 312231	5CD105D2W2	130A	2/19/2021	265.64	5	1121.100.1000.6737.130.0000.000.	3777952	5/28/2025
1003897	GELAIR OVEN/DRYING SYSTEM 222242	271BR04697	210A	1/20/2012	1,380.52	5	2622.270.1000.6731.210.8235.000.	3777952	5/28/2025
1003930	IPAD 2 W/WI-FI 16 GB W/PROTECTION 222381	DN6GV08LDFHW	210A	12/8/2011	610.93	5	2622.270.1000.6737.210.8239.000.	3777952	5/28/2025
1004342	MACBOOK PRO 13" LAPTOP 240575	CO2KX4KZDTY3	575A	8/15/2013	1,059.94	5	5300.100.1000.6737.170.0319.000.	3777952	5/28/2025
1004412	IPAD W/RETINA DISP WI-FI 32G 241615	DMPL7GXUF183	140A	11/5/2013	614.32	5	1694.100.1000.6737.140.0000.000.	3777952	5/28/2025
1004729	IPAD WI-FI 32GB SPACE GRAY - 251725	DLXN19V9FK11	140A	11/4/2014	603.71	5	1695.100.1000.6737.140.0000.000.	3777952	5/28/2025
N/A	Apple tv MD199LL/A		575A			5		3777952	5/28/2025
N/A	Cisco 2602 AP (2)		575A			5		3777952	5/28/2025
N/A	Cisco 2702 AP		575A			5		3777952	5/28/2025
N/A	Cisco 7811 phone		575A			5		3777952	5/28/2025
N/A	HP laser jet color CP2025 printer NO AOT #	CNG5372327	575A			5		3777952	5/28/2025
N/A	Dell monitors (2)		575A			5		3777952	5/28/2025
N/A	LG monitor		575A			5		3777952	5/28/2025
N/A	Spectrophotometer02 (5)		210A			B		N/A	N/A
N/A	Swivi robot C series w/floor (7)		210A			B		N/A	N/A
N/A	EPSON 83c 2200 Lumen XGA projector		210A			5		3777952	5/28/2025
N/A	Samsung white digital camera		210A			5		3777952	5/28/2025
41									
N/A	S Bermina 1008 sewing machine (5)		210A			5		3777961	5/28/2025
N/A	Bermina sewing machine 1010		210A			5		3777961	5/28/2025
N/A	Attachble camera flashes (17)		210A			B		N/A	N/A
N/A	Green meter Saw		210A			5		3777965	5/28/2025
N/A	Refrigerator	GR35510056	220A			5		3777965	5/28/2025

Disposal	DESCRIPTION	Disposal	DESCRIPTION
S	AUCTION/OBSOLETE	M	MISPLACED
A	ADMINISTRATIVE ADJUSTMENT	N	NOT COST EFFECTIVE, NEEDED, SR
B	PHYSICAL DAMAGE/BROKEN	O	OTHER
C	CASUALTY LOSS	P	PARTED OUT
D	<\$1000 SO DELETED	R	RETURNED MERCHANDISE
DM	DEMOLITION	S	SOLD/SALVAGED
E	EXCHANGED MERCHANDISE	T	TRADE IN
I	INSURANCE COMPENSATED	V	VANDALISM OR THEFT
J	TRANFER TO OTHER CTED	W	WARRANTY/REPLACEMENT
L	LOAN RECALLED	Y	RECYCLE / SCRAPPED

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

E-1	May 27, 2025
Agenda Item Number	Board Meeting Date

Item: Recommend Approval to Purchase one Blue Bird School Bus from Canyon State Bus Sales

Submitted By: Dr. Kevin Stoltzfus/Stacy Trueblood Date: May 15, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Stacy Trueblood

Recommend approval to purchase one 43-passenger Blue Bird special education school bus, equipped with air conditioning, camera system, and wheelchair lift from Canyon State Bus Sales. The purchase would utilize pricing through Mohave contract # 23D-CSBS-0905 and would be funded with District Additional Assistance/Unrestricted Capital. The estimated total cost is \$188,647.

Estimated Cost \$ 188,647 See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *Stacy Trueblood* Superintendent: *Kevin Stoltzfus*

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



Customer: FLOWING WELLS UNIFIED DISTRICT
 Address: 1556 W PRINCE RD
 TUCSON AZ 85705
 Attention: MR. LUIS GREER

Quote Date: 05/08/2025
 Quote Expire: 07/07/2025
 BOSS Quote ID #: 238401-5
 MESD Contract #: 23D-CSBS-0905

QUOTE SUMMARY

BLUE BIRD VISION SPED SCHOOL BUS WITH AIR CONDITIONING

43 PASSENGER - OPTION FOR (5) WHEELCHAIR POSITIONS - PLEASE REVIEW SEATING CHART
 1000# BRAUN WHEELCHAIR LIFT - 5YR LIMITED WARRANTY
 (3) QSTRAINT KITS
 DRIVERS OVERHEAD STORAGE - AIR RIDE SEAT - AMFMMMP3 STEREO - ADJUSTABLE PEDALS - TINTED GLASS
 FRONT/REAR CAMERA
 REAR MOTORIST ALERT - L.E.D. INTERIOR/EXTERIOR LIGHTING
 L.E.D LIGHTED CROSSVIEW MIRRORS
 L.E.D HEADLIGHTS
 REAR AIR RIDE SUSPENSION
 ELECTRONIC STABILITY CONTROL
 CAMERA INSTALLATION- 2WAY INSTALL
BLUE BIRD GOLD 5YR WARRANTY TO INCLUDE A/C

****NOTE: INCOMING STOCK BUS EXPECTED MAY/JUNE 2025 - SUBJECT TO PRIOR SALE - PLEASE CONFIRM AVAILABILITY****

MODEL	BASE BUS DESCRIPTION	QTY	MOHAVE BUS PRICE
BBCV-2610SN DSL		1	\$143,456.69
	ADDITIONAL OPTIONS BBCV:		\$28,214.75
TOTAL ORDER FROM CUSTOMER 1-5	VOLUME DISCOUNT:		\$0.00
	BUS PREPARATIONS, SERVICE & PARTS:		\$2,100.00
	SUB TOTAL:		\$173,771.44
	FORD / GM CHASSIS INCENTIVES:		\$0.00
	OTHER INCENTIVES:		\$0.00
	TRADES:		\$0.00
MOHAVE FEE INCLUDED	ARIZONA 8.5% SALES TAX :		\$14,624.34
	LOCAL DELIVERY CHARGE:		\$251.37
	TOTAL PRICE INCLUDING SALES TAX AND DELIVERY:		\$188,647.15

***BY SIGNING BELOW THE CUSTOMER AGREES THAT ALL PRICING AND SPECIFICATIONS INCLUDED IN THIS QUOTE ARE CORRECT AND MEETS THE CUSTOMERS SATISFACTION.**

**** QUOTATION VALID FOR 60 DAYS / STOCK BUSES SUBJECT TO PRIOR SALE**

**** Quote is Subject to Any Manufacturer's Price Increases Beyond 60 Days**

PLEASE SIGN AND SUBMIT THIS QUOTE WITH YOUR PURCHASE ORDER TO MOHAVE EDUCATIONAL SERVICES

_____ / _____ / _____ Customer Signature	_____ Date of Acceptance (mm/dd/yyyy)
Quoted By: Bud Countryman	
Telephone: 520-591-5882	
Email: bud@canyonstatebus.com	



FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

E-2	May 27, 2025
Agenda Item Number	Board Meeting Date

Item: Recommend Approval of Change Order to Contract with Norcon Industries, Inc. to Replace the Flowing Wells High School Cafeteria Floor

Submitted By: Dr. Kevin Stoltzfus/Stacy Trueblood Date: May 15, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Stacy Trueblood

District administration recommends approval of a change order to the contract with Norcon Industries, Inc. to replace the Flowing Wells High School cafeteria floor. Moisture testing determined that the foundation under the cafeteria serving lines would require additional flooring supplies and labor to properly support the new epoxy floor. The cost of the change order is \$45,144.83. This brings the total cost of the project to \$267,700.06. The district is utilizing pricing through the 1GPA Contract # 23-08PV-05. The project is funded with Food Service funds.

Estimated Cost \$ 267,700 See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *Stacy Trueblood* Superintendent: *Kevin Stoltzfus*

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

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

F-1	May 27, 2025
Agenda Item Number	Board Meeting Date

Item: Recommend Approval of New Policy GBCG Professional and Support Staff
Voluntary Transfer of Accrued Sick Leave

Submitted By: Dr. Kevin Stoltzfus Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus

District administration recommends approval of a new policy entitled GBCG Professional and Support Staff Voluntary Transfer of Accrued Sick Leave, which would replace the current version of Policy GCCG Professional Staff Voluntary Transfer of Accrued Sick Leave and GDCG Support Staff Voluntary Transfer of Accrued Sick Leave. This policy was presented as a discussion item during the May 13, 2025, Board Meeting.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

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

DRAFT Proposed:

GBCG

PROFESSIONAL / SUPPORT STAFF VOLUNTARY TRANSFER OF ACCRUED SICK LEAVE

The District recognizes circumstances in which employees (or family members) who suffer a “medical emergency” as defined herein and are otherwise eligible for FMLA would benefit from access to additional paid leave beyond that which they had accrued. In such cases, defined in detail below and including childbirth, serious illness or injury of self, and serious illness or injury of immediate family, eligible employees who are actively enrolled in the Flowing Wells Leave Assistance Program (hereafter referred to as FWLAP) may apply for and receive an additional allocation of leave time from a pool of donated sick leave (hereafter referred to as the Pool).

Throughout this policy, a day of leave is defined as the employee’s standard work day as established by the employee’s contract, work agreement, or SPAR; i.e., eight hours for a full-time employee, or six hours for a thirty-hour-per-week employee. All contributions to and disbursements from the Pool will be in terms of whole days as defined by each eligible employee’s contract, work agreement, or SPAR.

Oversight of FWLAP

A committee will be established and maintained to oversee FWLAP in the current year and provide recommendations for future years. The FWLAP Oversight Committee will seek to maximize disbursement days available for each applicant while ensuring the sustainability and relative consistency of the Pool within each year and from year to year. Sustainability is defined as maintaining a reserve of days in the Pool to accommodate a greater number of disbursement requests than expected for a given year. Consistency is defined as maintaining a relatively similar number of disbursement days per request from the Pool from one year to the next, although some level of variance will be unavoidable.

The Oversight Committee will consist of the Assistant/Associate Superintendent for Human Resources, a representative from the Business Office, at least one teacher, and at least one non-exempt support staff employee. At least one of the members will be a member of the Flowing Wells Education Association. The Oversight Committee will meet as needed throughout the year, at least once per semester, to evaluate membership, available days, and disbursements, and to make recommendations regarding future policy revisions. Administration will discuss policy revisions with representatives from the Flowing Wells Education Association during Meet and Confer prior to requesting Governing Board approval. The Governing Board retains final decision-making authority regarding revisions to this policy.

Enrollment in FWLAP

Enrollment in FWLAP is available to all current Flowing Wells employees as provided herein. Independent contractors are not eligible, nor are substitute teachers. Employees who hold the position of “Permanent Substitute” are eligible. Enrollment is voluntary. By enrolling, the employee agrees to donate one day of current year sick/personal leave to the Pool each year. Enrolled employees will receive their standard allocation of sick/personal leave at the start of their employment term and then, over the duration of their employment term, will receive one day less than their annual allotment.

In the first year of the program, the FWLAP open enrollment period for employees hired by Monday, July 28, 2025, will close on Friday, August 28, 2025; for employees hired after July 28, 2025, the open enrollment period will extend to 5:00 PM on the thirtieth calendar day following their first day of employment in the District.

In future years of the program, the FWLAP open enrollment period for current/returning employees will align with the open enrollment period for health benefits in the spring of the prior year.

Enrollment will automatically roll forward into future years. Employees who are enrolled in FWLAP and wish to unenroll for the following year must do so during the open enrollment period.

Contributions to the Pool

Each member of FWLAP will contribute one day of leave to the Pool each year. Employees voluntarily may donate additional days at any time during the year. The District will promote the opportunity for donations periodically throughout each year, particularly if the available days in the Pool drop to a level that is below twenty percent of the Pool's total days at the start of the enrollment year. There is no maximum amount of total days in the Pool. All contributions to the Pool are "blind," meaning they are not allocated to a specific employee at the time of contribution but rather are available for any employee granted a disbursement from the Pool. Unused contributions to the Pool carry forward to the following year. The Oversight Committee may decide to reserve a portion of contributions for future years in the interest of maintaining relatively consistent maximum disbursements from one year to the next.

Requests and Eligibility Criteria

Members of FWLAP who meet the eligibility criteria may request, in writing, a disbursement of additional leave from the Pool. Eligibility criteria include the following:

- The employee must be an active member in FWLAP in the year of the request.
- Employees become eligible to receive a disbursement on or after their 366th day of continuous employment with the District. Summer break, winter break, spring break, and fall break are counted toward continuous employment. For example, a school-year employee whose first day of employment was August 1, 2025, and who is a member of FWLAP would be eligible to receive a disbursement from the Pool on or after August 1, 2026.
- The employee must have worked sufficient hours in the prior 12 months to qualify for FMLA leave.
- FMLA-eligible employees will be contacted by the Human Resources Office regarding procedures to apply for a disbursement from the Pool.
- The employee must have a "medical emergency", defined as a medical condition of the employee (or immediate family member of the employee) that would require the prolonged absence of the employee from duty and would result in a substantial loss of income to the employee because the employee would have exhausted all paid leave available (apart from leave granted under this policy), including one or more of the following:
 - Serious illness or injury of self.
 - Serious illness or injury of immediate family member (spouse; child; step-child; parents; spouse's parents).
 - Childbirth

To request a disbursement from the Pool, the employee must submit a written request to the Human Resources Office. Requests and disbursements will remain private, with only key members of the Human Resources Office, Business Office, and Oversight Committee made aware of an individual employee's status.

Disbursements

Each year at the close of the open enrollment period, the Oversight Committee will determine the maximum disbursement of leave days per request (the "Maximum Disbursement"), based on a calculation of the total number of days in the Pool minus a minimum ten-percent reserve (as determined by the Oversight Committee) divided by the average number of requests made over a specified number of prior years (the "Lookback Period"). For the 2026-27 academic year, the Lookback Period will be one year. For the 2027-28 through the 2030-31 school years, the lookback period will be two years. Beginning with the 2031-32 school year, the Lookback Period will be five years. For this calculation, a day is considered eight hours.

- For example, if 4,800 hours have been donated to the Pool, this is equivalent to 600 days (4,800 hours divided by eight hours/day equals 600 days). A ten-percent reserve would be equivalent to 60 days. The Oversight Committee would subtract a minimum ten-percent reserve of 60 days from the 600-day Pool, resulting in 540 days available for disbursement in the given fiscal year.
- If the average number of leave requests per year is 30, then the Oversight Committee would divide 540 days by 30 requests, equaling a Maximum Disbursement of 18 days per request (540 days divided by 30 requests equals 18 days per request).
- Given that the Oversight Committee will not have access to average request data in the first year of the program, the Oversight Committee will assume 30 requests when calculating the Maximum Disbursement of leave days per request in the first year of the program.
- The Maximum Disbursement will be rounded down to the nearest whole day. For example, a calculated maximum disbursement of 18.4 days per request would be rounded down to 18 days per request.

Disbursements from the Pool will be awarded equally to all qualifying eligible employees in a given year. The District will award the Maximum Disbursement of leave days to every qualifying employee. If available days in the Pool are depleted or nearly depleted, the District will solicit additional contributions. If the Pool is depleted before all eligible requests have been granted, the District will assume the cost in order to honor the remaining disbursements in that fiscal year. In the event that the Pool is depleted, the Oversight Committee will recommend revisions to the disbursement formula for the following fiscal year. The disbursement formula may be changed at any time by the Governing Board.

Employees receiving a disbursement shall be paid at their regular rate of pay for any day of leave used under this policy, regardless of the rate of pay of the donating employee.

Disbursed leave must be used continuously by the qualifying employee with the exception of employees who are eligible for intermittent FMLA, in which case the employee may use the disbursed leave intermittently in parallel with FMLA. An employee who receives a disbursement of leave from the Pool will use one day of the disbursement on each regularly scheduled work day (not including paid holidays) until the leave is exhausted and/or the employee returns to work.

The Maximum Disbursement shall not exceed 60 days. A recipient will stop receiving disbursements once short-term disability coverage begins.

A member of FWLAP is eligible to receive the Maximum Disbursement once per calendar year. If an employee receives the Maximum Disbursement but does not use all the days in the given year, the employee may re-apply to use the remaining days of the original disbursement later in that same year. Any unused days shall remain in the Pool.

Other Conditions

An employee who receives a disbursement of days from the Pool in excess of the amount of days the employee has donated to the Pool shall have a number of days equal to such excess subtracted from his or her accrued leave at the time of resignation or retirement, and these days shall be added to the Pool.

- For example, if an employee receives a disbursement from the Pool of 20 days in her third year of employment, has accrued 40 days of leave by the time she resigns after her ninth year of employment, and only donated 12 days to the Pool, 8 of her 40 days of accrued leave will be transferred back to the Pool at the time of her resignation. Employees shall not be credited with additional days of accrued leave at resignation or retirement if they donated more leave to the Pool than they received from the Pool.

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

F-2	May 27, 2025
Agenda Item Number	Board Meeting Date

Item: Recommend Approval of Revisions to Policy GBCA Merit / Performance Pay Programs (Experience Steps)

Submitted By: Dr. Kevin Stoltzfus Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus

District administration recommends approval of a revision to Policy GBCA Merit / Performance Pay Programs (Experience Steps), to permanently change the experience step for non-exempt support staff after their fifteenth year of employment from the current amount of \$0.09/hour to the new amount of \$0.60/hour. This policy was presented as a discussion item during the May 13, 2025, Board Meeting.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: _____ Superintendent: Kevin Stoltzfus

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

**GBCA
MERIT / PERFORMANCE PAY PROGRAMS
(Experience Steps)**

Experience Steps for Certificated Teachers, Administrators, Professional Non-Teaching Staff, and Exempt Staff

Certificated teachers, administrators, professional non-teaching staff and exempt staff completing one (1) year in the District will receive an experience step of five hundred dollars (\$500) with the second (2nd) year contract and thereafter. Certificated teachers, administrators, professional, non-teaching staff and exempt staff completing three (3) years in the District will receive an experience step of one thousand five hundred dollars (\$1500) with the fourth (4th) year contract and thereafter. Certificated teachers, administrators, professional non-teaching staff and exempt staff completing six (6) years in the District will receive an experience step of fifteen hundred dollars (\$1500) with the seventh (7th) year contract and thereafter. Certificated teachers, administrators, professional non-teaching staff and exempt staff completing nine (9) years in the District will receive an experience step of fifteen hundred dollars (\$1500) with the tenth (10th) year contract and thereafter. Certificated teachers, administrators, professional non-teaching staff and exempt staff completing twelve (12) years in the District will receive an experience step of fifteen hundred dollars (\$1500) with the (13th) year contract and thereafter. Certificated teachers, administrators, professional non-teaching staff and exempt staff completing fifteen (15) years in the District will receive an experience step of fifteen hundred dollars (\$1500) with the sixteenth (16th) year contract and thereafter. Certificated teachers, administrators, professional non-teaching staff and exempt staff completing seventeen (17) years in the District will receive an experience step of one thousand dollars (\$1000) with the eighteenth (18th) year contract and thereafter. Certificated teachers, administrators, professional non-teaching staff and exempt staff completing twenty (20) years in the District will receive an experience step of fifteen hundred dollars (\$1500) with the twenty-first (21st) year contract and thereafter. Certificated teachers, administrators, professional and exempt staff completing twenty-three (23) years in the District will receive an experience step of fifteen hundred dollars (\$1500) with the twenty-fourth (24th) year contract and thereafter. Certificated teachers, administrators, professional and exempt staff completing twenty-six (26) years in the District will receive an experience step of fifteen hundred dollars (\$1500) with the twenty-seventh (27th) year contract and thereafter.

Experience Steps for Non-Exempt Support Staff

Non-exempt support staff members completing one (1) year in the District will receive an experience step of twenty cents (.20) per hour. Non-exempt support staff members completing three (3) years in the District will receive an experience step of sixty cents (.60) per hour. Non-exempt support staff members completing six (6) years in the District will receive an experience step of sixty cents (.60) per hour. Non-exempt support staff members completing nine (9) years in the District will receive an experience step of sixty cents (.60) per hour. Non-exempt support staff members completing twelve (12) years in the District will receive an experience step of sixty cents (.60) per hour. Non-exempt support staff members completing fifteen (15) years in the District will receive an experience step of ~~nine cents (.09)~~ sixty cents (.60) per hour. Non-exempt support staff members completing twenty (20) years in the District will receive an experience step of nine cents (.09) per hour. Based on the employee's hiring date, if the employee completes a benchmark year of employment between September 1st and January 31st, the hourly rate increase will begin with the first full pay period in February and will continue thereafter. If the employee completes a benchmark year of employment between February 1st and August 31st, the hourly rate increase will begin with the employee's first paycheck in the new fiscal year and will continue thereafter. For the purpose of this policy, the term "benchmark year of employment" refers to a specified year of experience that upon completion, would qualify the employee for an hourly rate increase.

Adopted: February 27, 2024

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

F-3
Agenda Item Number

May 27, 2025
Board Meeting Date

Item: Recommend Approval to Adopt Textbooks for Spanish Courses

Submitted By: Dr. Kevin Stoltzfus/Dr. Audrey Reff Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Dr. Audrey Reff

District administration recommends approval to adopt the Vista Higher Learning Senderos level one through four textbooks for use in our junior high level one Spanish class and our high school levels one through four Spanish courses. The Vista Higher Learning textbooks have been tabled for public review for a sixty-day period and no public comments or concerns were submitted during this time.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *A. Reff* Superintendent: *Kevin Stoltzfus*

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

FLOWING WELLS SCHOOL DISTRICT
District Administration Center

MEMORANDUM

TO: Governing Board Members
Dr. Kevin Stoltzfus, Superintendent

FROM: Dr. Audrey Reff, Associate Superintendent

RE: Request Adoption of Vista Higher Learning Spanish Textbooks

DATE: May 27, 2025

The District administration recommends adopting the Vista Higher Learning *Senderos* level one through four textbooks for use in our junior high level one Spanish class and our high school levels one through four Spanish courses. The Vista Higher Learning textbooks have been tabled for public review for a sixty-day period and no public comments or concerns were submitted during this time. If the Governing Board approves this adoption request, the District would move forward with purchasing the resource for use in our high school Spanish classrooms beginning in the 2025-2026 school year.

The Vista Higher Learning *Senderos* textbook aligns with the Arizona World and Native Language Standards and emphasizes the American Council on Teaching Foreign Languages (ACTFL) five C goal areas: Communication, Cultures, Connections, Comparisons, and Communities. The curriculum is organized into six lessons per level and each lesson provides context for learning grammar and vocabulary which is applied as students listen, speak, read, and write to develop competencies in the five goal areas.

As students move through the complete *Senderos* program their Spanish proficiency will grow from being able to speak conversationally to greet new acquaintances, introduce themselves, and say goodbye in lesson one of level one to academic reading, writing, listening, and speaking across varied contexts. In lesson six of level four, students will use academic language to discuss the environment, natural resources, and natural phenomena around the world, such as coral reefs in the Caribbean; an underwater national park in the Dominican Republic; and rain forests in Puerto Rico.

According to the committee, their top reasons for selecting the Vista Higher Learning *Senderos* textbook include: the deep cultural integration throughout; engaging features such as fotonovelas, audios, maps, vocabulary tutorials, videos, and grammar tutorials; systematic and explicit approach to grammar and vocabulary; and the accessibility of the online platform. The textbooks are engaging for both students and teachers and support students' progression from beginning to advanced Spanish language proficiency.

The adoption committee included: Mario Ruiz, Flowing Wells Junior High School teacher and Mayra Duran, Federica Monarrez, Jeffrey Owens, and Alberto Urquidez, Flowing Wells High School Spanish teachers. I led the process and worked closely with the committee throughout. The committee also reviewed resources by Carnegie Learning and Wayside Publishing before choosing the Vista Higher Learning textbook.

I will be available to provide additional information and answer questions during the regularly scheduled Governing Board Meeting. Thank you for your consideration.

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

F-4
Agenda Item Number

May 27, 2025
Board Meeting Date

Item: Recommend Approval to Adopt Textbooks for French Courses

Submitted By: Dr. Kevin Stoltzfus/Dr. Audrey Reff Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Dr. Audrey Reff

District administration recommends adopting the Vista Higher Learning D'Accord level one through three textbooks for use in our high school levels one and two French courses. The Vista Higher Learning textbooks have been tabled for public review for a sixty-day period and no public comments or concerns were submitted during this time.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *Audrey Reff* Superintendent: *Kevin Stoltzfus*

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

FLOWING WELLS SCHOOL DISTRICT
District Administration Center

MEMORANDUM

TO: Governing Board Members
Dr. Kevin Stoltzfus, Superintendent

FROM: Dr. Audrey Reff, Associate Superintendent

RE: Request Adoption of Vista Higher Learning French Textbooks

DATE: May 27, 2025

The District administration recommends adopting the Vista Higher Learning *D'Accord* level one through three textbooks for use in our high school levels one and two French courses. The Vista Higher Learning textbooks have been tabled for public review for a sixty-day period and no public comments or concerns were submitted during this time. If the Governing Board approves this adoption request, the District would move forward with purchasing the resource for use in our high school French classrooms beginning in the 2025-2026 school year.

The Vista Higher Learning *D'Accord* textbook aligns with the Arizona World and Native Language Standards and emphasizes the American Council on Teaching Foreign Languages (ACTFL) five C goal areas: Communication, Cultures, Connections, Comparisons, and Communities. The curriculum is organized into eight units in level one and seven units in level two. Each unit provides context for learning grammar and vocabulary which is applied as students listen, speak, read, and write to develop competencies in the five goal areas.

As students progress through the *D'Accord* program their French proficiency will grow from being able to speak conversationally to greet new acquaintances, introduce themselves, and say goodbye in lesson one of level one to academic reading, writing, listening, and speaking across varied contexts. In lesson seven of level two, for example, students will use academic language to discuss theatre and the performing arts, film, and television throughout the French speaking world. By the end of level three, students will discuss preservation and destruction of the natural world.

According to the committee, the top reasons for selecting the Vista Higher Learning *D'Accord* textbook include: the many and varied multimodal learning features; opportunities for differentiation; systematic and explicit grammar and vocabulary progressions; and access to multiple practice and assessment resources. The textbooks are engaging for both students and teachers and support students' progression from beginning to more advanced French language proficiency.

The adoption committee included: Jeffrey Owens, Flowing Wells High School French and Spanish teacher; Mayra Duran, Federica Monarrez, and Alberto Urquidez, Flowing Wells High School Spanish teachers; and Mario Ruiz, Flowing Wells Junior High School teacher. I led the process and worked closely with the committee throughout. The committee also reviewed resources by Carnegie Learning and Wayside Publishing before choosing the Vista Higher Learning textbook.

I will be available to provide additional information and answer questions during the regularly scheduled Governing Board Meeting. Thank you for your consideration.

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

G-1	May 27, 2025
Agenda Item Number	Board Meeting Date

Item: Information and Discussion of First Year of New Structure for Elementary Gifted Program

Submitted By: Dr. Kevin Stoltzfus/Dr. Audrey Reff Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Dr. Audrey Reff

District administration presents for review a summary and reflection on the first year of the new structure for the elementary gifted program. Associate Superintendent Dr. Audrey Reff and Elementary Gifted Teacher Mrs. Tiffany Camarena will be available to provide information and respond to questions.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *A. Reff* Superintendent: *Kevin Stoltzfus*

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

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

G-2
Agenda Item Number

May 27, 2025
Board Meeting Date

Item: Recommend Approval to Table Elementary Gifted Program Curriculum

Submitted By: Dr. Kevin Stoltzfus/Dr. Audrey Reff Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Dr. Audrey Reff

District administration recommends approval to table the Project Newsroom curriculum, the first of four curriculum units for implementation in the elementary CATS gifted program. This curriculum was piloted throughout the 2024-2025 year and yielded interesting project-based learning outcomes from students.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *A. Reff* Superintendent: *Kevin Stoltzfus*

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

FLOWING WELLS SCHOOL DISTRICT
District Administration Center

MEMORANDUM

TO: Governing Board Members
Dr. Kevin Stoltzfus, Superintendent

FROM: Dr. Audrey Reff, Associate Superintendent

RE: Elementary CATS Program Curriculum – Request to Table

DATE: May 19, 2025

District administration recommends approval to table the first of four curricular units, *Project Newsroom*, to be implemented in the Center for Academically Talented Students (CATS) program for gifted students in grades three through six. Tabling the curriculum will allow for public review and comment prior to requesting adoption of the curriculum.

Project Newsroom, which was piloted this year at all six elementary schools, was built by applying the core elements of the Project Based Learning (PBL) curriculum development framework. Specifically, each Project must meet the following criteria: begin with a challenging problem or questions; provide opportunity for and sustain authentic inquiry; include ample student voice and choice; require student reflection, critique and revision throughout; and culminate with a final public product.

With *Project Newsroom*, students explore the question, “How can we tell the untold stories of our school?” Through a student-driven inquiry approach, students learn research techniques; learn and apply interview skills and strategies; explore photography as a means to capture school stories; build narrative and informational writing skills; engage in the prototype and refine process to design museum type displays; and present their final project publicly. Highlights of *Project Newsroom* include a visit by guest speaker, current Board member, and author, Mr. Kevin Daily; field trip to Flowing Wells High School to learn about photography and videography from Mr. Josh Nistas and his Digital Photo students; and navigating through virtual tours of the Musee du Louvre; National Air and Space Museum; and Museum of the American Revolution.

This curricular unit was developed and implemented by District Gifted Specialist, Ms. Tiffany Camarena. Ms. Camarena and I will be available to provide additional information and answer questions during the regularly scheduled Governing Board Meeting. Thank you for your consideration.

Attachment: Project Newsroom Project Overview

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

G-3
Agenda Item Number

May 27, 2025
Board Meeting Date

Item: Recommend Approval of Revisions to Flowing Wells School District Gifted Scope and Sequence

Submitted By: Dr. Kevin Stoltzfus/Dr. Audrey Reff Date: May 21, 2025

Will Be Presented By: Dr. Kevin Stoltzfus/Dr. Audrey Reff

District administration recommends approval of revisions to Gifted Program Scope and Sequence for the 2025-2026 school year. Revisions in the attached document include an update to the identified curricular materials and an update to the testing schedule for identification of eligible students.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head: *A. Reff* Superintendent: *Kevin Stoltzfus*

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

FLOWING WELLS SCHOOLS
District Administration Center

MEMORANDUM

TO: Governing Board Members
Dr. Kevin Stoltzfus, Superintendent

FROM: Dr. Audrey Reff, Associate Superintendent

RE: Gifted Program Scope and Sequence

DATE: May 27, 2025

The district administration recommends approval of the 2025-2026 Gifted Program Scope and Sequence; this annual submission and approval is required by the Arizona Department of Education.

The 2025-2026 Gifted Program Scope and Sequence includes the following update:

- Page 5: Update on curricular materials to include Project Based Learning units under development and related unit resources.
- Page 6: Stipulates that testing for gifted identification of students in grades K-12 is available three times each school year in the Fall, Winter, and Spring.

I will be available to provide additional information and answer questions during the regularly scheduled Governing Board Meeting. Thank you.

Attachment: Flowing Wells Gifted Program Scope and Sequence

Flowing Wells Gifted Program Scope and Sequence



Kevin Stoltzfus, Ed.D.
Superintendent

Flowing Wells School District
1556 W. Prince Rd.
Tucson, AZ 85705

July 1, 2025

Program Design

Question: What is your district's definition of a gifted student and gifted education?

A gifted child is one who, due to advanced learning ability and/or special talents, does not have the opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction to achieve at levels equal to her/his intellect and ability. To be accepted into the gifted program, a student must score in the 97th percentile on at least one area of the Cognitive Abilities Test (CogAT); verbal, quantitative or non-verbal; or in the 93rd percentile or above in two areas on the CogAT. Raw scores are considered for borderline students who may have missed qualifying by one or two questions.

Students who had qualified for gifted education services in another school district or charter are eligible for participation in the Flowing Wells program upon verification of similar placement criteria in the other organization.

Question: Describe the Philosophy and Goals for your gifted program.

The education of gifted students differs from regular education in content, process, product and environment as follows:

- All learning styles are respected and students are encouraged to be independent learners and thinkers.
- Problem-solving, flexible grouping, unstructured periods of time, and unusual approaches to learning are encouraged and incorporated into individual, small group and large group learning activities.
- Learning extensions are available at multiple levels in a variety of subjects of interest and are supplemental to major units of study. There are numerous field trips and guest speakers.
- Real life applications of learning are enhanced through collaborations with community partners.

Question: How do you group and deliver services to your K-2 students?

Kindergarten, first, and second grade students are serviced within the mainstream classroom through differentiated instructional strategies in consultation and coordination with the gifted teacher. Classroom differentiation focuses on higher-level thinking questions, making interdisciplinary connections, alternative projects, and open-ended activities. Additionally, the gifted teacher coordinates a push-in rotation model for second grade. All second grade students participate in the rotation during which the gifted teacher works with students in small groups to complete tangram activities; sudoku-type puzzles; and other higher level thinking activities that do not require reading or English proficiency.

Question: How do you group and deliver services to your 3-6 students?

In addition to classroom differentiation provided in consultation with the elementary gifted specialist, grade 3-6 students are invited to participate in a pull-out program at their home school one morning or afternoon per week. By grouping all gifted students together, extensive opportunities are available for open-ended questions, in-depth analysis, collaboration, and creative projects.

Question: How do you group and deliver services to your 7-8 students?

Grade 7-8 students have multiple opportunities for accessing both accelerated and gifted courses. Accelerated courses in mathematics, science, and English are provided. The 7th and 8th grade Math and Science courses are specifically developed for gifted student placement. Additionally, Mathematics, Engineering & Science Achievement (MESA), is an after school club that allows gifted students to collaborate and pursue project-based activities together.

Question: How do you group and deliver services to your 9-12 students?

Grade 9-12 students have multiple opportunities for accessing Honors and Advanced Placement courses in Mathematics, Science, English, and Social Studies as well as Psychology, and Spanish. In addition, students are provided opportunities through student clubs including Academic Decathlon, Model UN, Writer's Club, and Mathematics Engineering Science Achievement (MESA).

Question: Describe how you integrate your program standards with the Arizona State Standards at each grade level.

In kindergarten and first and second grades, the Arizona State Standards form the basis for the curriculum with differentiated activities based upon the grade level standards. The grade 3-6 program is inter-disciplinary and supports State standards for ELA, Science, Social Studies, and Mathematics. The K-6 curriculum is developed based on the appropriate grade level and the needs of the gifted student. The students are allowed and encouraged to move beyond the grade level standards in both the processing and content level expectations. In grades 7-12, the Accelerated, Honors and AP content area courses have a curriculum map linked to the Arizona State Standards that expands the expectations and depth of knowledge of the performance objectives.

Question: How do you involve parents in your program?

Parents are involved in the program in the following ways:

- Annual Fall orientation meetings and open houses
- parent/teacher conferences
- monthly newsletters and course syllabi
- participation in classroom and field trip volunteer work
- participation on the Superintendent Parent Advisory Committee
- progress reporting including quarterly reports, mid-terms, and standardized assessments
- parent perception surveys
- counseling services related to post-secondary opportunities

Curriculum and Instruction

**Question: How do you differentiate instruction (pace and pedagogy) to K-2 students?
Please list several sample activities to illustrate your description.**

Kindergarten, first, and second grades have many opportunities to differentiate instruction including flexible small group reading within the comprehensive elementary reading program. Small group reading provides for regular differentiation within the overall reading program as teachers meet with clusters of students according to instructional reading levels. All teachers are trained in differentiating reading and provide intervention and acceleration as appropriate. In mathematics, the core series offers manipulative materials and enrichment activities to encourage more in-depth analysis and problem solving skills. Writing instruction includes writer's workshop strategies to allow for individual attention. Science and social studies focus on inquiry and sense-making with open-ended questioning and connections to other content areas. Students are encouraged to explore the world around them through observation and collaboration. Accommodations are in place to meet the needs of students who may be gifted and who also have a disability or who speak a primary language other than English. In addition to the special education services and/or ELD services provided to these students, the emphasis on differentiated instruction and multiple modalities within the general education classroom provides accommodations that allow these students to meet and exceed grade-level standards.

**Question: How do you differentiate instruction (pace and pedagogy) to 3-6 students?
Please list several sample activities to illustrate your description.**

In addition to differentiated instruction within each classroom, students in grades 3-6 are brought together for gifted instruction in a multi-grade classroom. During this time, students focus on project based learning for the purpose of making the most of their individual intellectual skills and talents. For example, when deciding on a project to demonstrate learning around a particular topic, students are given a list of possibilities from which to choose. These include possibilities such as making a poster, creating a book, doing an art project, researching a question on the subject, making an illustrated dictionary, making a game, or coming up with their own idea. Likewise, in day-to-day activities, students often are given the choice of writing, illustrating, modeling, presenting, or acting out to explain a concept. Interventions are initiated when needed in order to meet the needs of individual students, including students who are identified as gifted and who also have a disability or who speak a primary language other than English. In addition to the special education services and/or ELD services provided to these students, the emphasis on student choice, differentiated instruction, and multiple modalities within the gifted program provides accommodations that allow these students to meet and exceed grade-level standards. An example would be if a student is an excellent problem solver when doing logic puzzles, but not a good reader, a teacher or assistant would help the student read the clues that would allow the student to solve the puzzle. Similarly, students can substitute digital presentations and oral explanations for written projects. By developing their own learning plans in collaboration with the gifted teacher, students learn to maximize their strengths while also targeting specific areas of growth.

Question: How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.

By creating accelerated courses, the pace of the classroom activity is increased and expectations for intrinsic motivation realized. Students are exposed to increased amounts of literature in English, rigorous mathematics, and inquiry-based science. Classroom activities include multiple formats for presentations, personal investigations, and collaboration. In the 7th and 8th grade accelerated courses, students are presented real world problems and expected to design and conduct research to solve them. Students are encouraged to transfer classroom learning and join academic competitions sponsored by the University of Arizona, Math Counts, and other community partners. Interventions are initiated when needed in order to meet the needs of individual students, including students who are identified as gifted and who also have a disability or who speak a primary language other than English. In addition to the special education services and/or ELD services provided to these students, the emphasis on student choice, differentiated instruction, and project-based learning within accelerated courses provides accommodations that allow these students to meet and exceed grade-level standards.

Question: How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.

The 9-12 programmatic approach is similar to the 7-8 grade course formats. Students are encouraged to participate in rigorous Honors and Advanced Placement (AP) courses; CTE course sequences; or fine arts. Courses are designed to reflect rigor and in-depth study required for success. Each course develops collaborative structures and makes real world connections. In AP courses students explore national statistical studies; human consumption of resources; biotechnology and the implications in the treatment of disease; digital literacy and technology and society; and simulations of supply and demand. CTE courses include participation in student clubs which provide opportunities for engagement in service projects to help community members, competitions, and career exploration and internships. Students participating in Advanced Placement are expected to take the national exam and students who complete CTE course sequences are expected to take the appropriate Skills Assessment. Interventions are initiated when needed in order to meet the needs of individual students, including students who are identified as gifted and who also have a disability or who speak a primary language other than English. In addition to the special education services and/or ELD services provided to these students, the emphasis on student choice, differentiated instruction, and project-based learning within accelerated courses provides accommodations that allow these students to meet and exceed grade-level standards.

Question: What curricular materials do you use for grades K-2? Be specific.

Students use district adopted materials including Houghton Mifflin Harcourt's Into Reading and Pearson's Investigations Math. Additional resources are provided for individual students and teachers and may include logic puzzles, individual literature selections, and appropriate research projects.

Question: What curricular materials do you use for grades 3-6? Be specific.

The gifted program is an interdisciplinary, experiential, program. The following curriculum materials may be included for use in 3rd - 6th grades.

- Arizona Association for Gifted and Talented (AAGT) curriculum materials
- Project Based Learning
- Math Olympiad
- National Air & Space Museum
- Museum of the American Revolution
- Musee du Louvre
- Beast Academy

These materials are in addition to HMH Into Reading and Pearson Investigations Math.

Question: What curricular materials do you use for grades 7-8? Be specific.

Courses are designed to meet and exceed the Arizona State Standards. Materials are course and teacher specific but include: Mathematics Engineering Science Achievement (MESA) resources published by the University of Arizona, Prentice Hall and Full Option Science System (FOSS): Next Generation kits which include modules for the investigation of chemical interactions, earth history, waves, kinetic energy, motion and forces, weather and water, diversity of life, and heredity and adaptations; McGraw Hill's Illustrative Math; Big Ideas Algebra; McGraw Hill's Exploring Civics and Economics; McGraw Hill's US History: Voices and Perspectives; and selected English literature.

Question: What curricular materials do you use for grades 9-12? Be specific.

Courses are designed to meet and exceed the Arizona state standards. Materials are course and teacher specific and include: *Calculus for AP with Calc Chat and Calc View*; *The Practice of Statistics*; *History of Western Society Since 1300*; *Foundations of Economics*; *Environment: The Science Behind the Stories*; *Blitzer's Pre-Calculus*; *Psychology for the AP Classroom* by Myers; *Campbell Biology in Focus, AP Edition*, by Pearson; *Chemistry: The Central Science – AP Edition*; *American Government: Stories of a Nation, 1st Edition* by Bedford, Freeman, and Worth; *Fabric of a Nation: AP US History* by Bedford, Freeman, and Worth; *Temas: AP Spanish Language and Culture, 3rd Edition* by Vista Learning; *AP Human Geography: A Spatial Perspective*; *AP Cutnell & Johnson Physics, 11th Edition*; Code.org Computer Science A curriculum; and selected literature. Additional materials include the following: Academic Decathlon yearly materials and Mathematics Engineering Science Achievement resources published by the University of Arizona.

Identification

Question: Describe how your referral process for identification involves parents and staff.

Any staff or family member may nominate a student to be tested for the gifted program.

Question: Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.

Universal gifted screening with the Cognitive Abilities Test occurs with all second grade students participating in the Spring of second grade with additional testing opportunities available by teacher or parent referral three times annually each Fall, Winter, and Spring for students in grades kindergarten through twelve . Identification is made based on students' score on the Cognitive Abilities Test (CogAT). Students must score in the 97th percentile in at least one area of the CogAT (verbal, quantitative or non-verbal) or in the 93rd percentile or above in two areas on the CogAT. Students who had qualified for gifted education services in another school district or charter are eligible for participation in the Flowing Wells program immediately upon verification of similar placement criteria in the other organization. Flowing Wells accepts as valid, scores at or above the 97th percentile on other Arizona Department of Education approved instruments, as well as other organizations' similarly rigorous placement criteria.

Question: Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.

The Cognitive Abilities Test is used as a screener because it is a non-verbal test of general abilities, making it ideal for use with young students, students who are language learners, as well as students with disabilities. The Cognitive Abilities Test is used for placement determination because it tests in the three different areas of verbal, quantitative and non-verbal intelligence. This allows students who are gifted in different areas to qualify for the program. Alternative intelligence tests and/or non-verbal tests may be used when needed for students who have not tested well on the CogAT but seem to be gifted. Testing opportunities are available at a minimum of three times per year and students are eligible for annual testing, if referred. However, once a student is identified no further testing is needed.

Question: How do you inform parents and staff of your referral and identification process?

Parents learn of our referral and identification process from the regular classroom teacher, through school newsletters, parent conferences, open houses, site council meetings, and parent-teacher organization meetings.

Question: Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?

Parents are notified in writing to inform them of their child's eligibility to participate in the gifted program. If a student does not meet the criteria for placement, the child's parent, guardian, teachers or principal may appeal for further screening.

Social and Emotional Development

Question: How do you provide for the unique affective needs of your gifted students K-6?

Our differentiated instructional model, with gifted teacher support, provides developmental support for our youngest students. The strong relationship between the student-parent-teacher allows the child to grow in both academic and social confidence. Our interdisciplinary, project-based classroom lends itself well to an experiential approach to learning for students in grades 3-6. Students are pulled out one day a week, in the morning or afternoon, in order to work and interact with peers of a similar intelligence level. Character development and social-emotional learning lessons and activities and cooperative learning structures are frequently integrated in our gifted classrooms.

Question: How do you provide for the unique affective needs of your gifted students 7-8?

Gifted students are in both heterogeneous and homogenous courses. This provides students with the opportunity to interact with the diverse student body, while working closely with other gifted students. Courses are designed to engage students through activity-based projects and accelerated pacing. Individual classroom teachers create smaller learning communities to personalize instruction and the teacher-student relationship.

Question: How do you provide for the unique affective needs of your gifted students in grades 9-12?

In addition to the classroom experience, gifted students establish learning communities through student activity clubs. The club sponsors develop strong relationships to support students while providing opportunities for gifted students to work together in teams in both competitive and non-competitive environments. Counselors work with students to explain the goals and enrollment advantages of advanced placement courses, CTE and other project-based courses (newspaper, graphic design, yearbook, fine arts, etc.) and provide personalized support for career exploration.

Question: What specific orientation activities do you provide for parents and teachers regarding gifted students' affective needs?

In addition to open house and parent conferences, the gifted specialist maintains ongoing communication about students' progress. Two-way communication is promoted regarding students' cognitive and affective needs. Additionally, the gifted specialist maintains a library of books that may be checked out upon parent request. State and county gifted parent trainings, institutes, and conferences are shared as available.

Question: How do you monitor, identify and provide assistance to "at risk" gifted students?

We have created an open-ended referral process for parents, students and teachers. We also have discussions with individual classroom teachers and parent conferences for the purpose of providing assistance to "at risk" gifted students.

Professional Development

Question: How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?

Each year an on-going dialog is established by the elementary gifted teacher meeting with each school's faculty to review the characteristics of a gifted child. Teachers are provided commonly asked questions and misinformation about addressing the needs of gifted students. In addition, individual dialog between the gifted teacher and the mainstream teacher continues throughout the school year.

Question: Please list the titles of the training you conducted last year and those planned for the current year.

The gifted teacher attends the annual Arizona Association for Gifted and Talented (AAGT) conference and attends monthly regional meetings of the Southern Arizona Gifted Network (SAME). In addition, mainstream classroom teachers are trained in Essential Elements of Instruction, K-5 Reading, Mathematical Practices, STEMAZing 3-D Science, curriculum development, technology integration, and Advanced Placement Data Analysis and Planning.

Question: How have your training events targeted the needs of administrators, counselors, psychologists and support staff?

School administrators participate in teacher trainings and they also receive additional training during meetings with the assistant superintendent – which include program evaluation data and a review of the gifted scope and sequence.

Question: Do teachers who have primary responsibility of teaching gifted learners have or are they working towards earning an AZ Gifted Education K-12 Endorsement?

Yes, the elementary gifted teacher has or is working on an AZ Gifted Education K-12 Endorsement. Secondary staff are highly qualified and appropriately certified to teach accelerated and advanced placement courses.

Question: Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?

Feedback is collected in the form of perceptual surveys. Participants tend to be positive and see the value of differentiated activities. Differentiation is still demanding on the teacher with the myriad of other needs within the classroom. In addition, challenges are voiced in the elementary model with students being pulled-out of the mainstream classroom and at the secondary level for a small percentage of students not enrolling in challenging courses.

Parent and Community Involvement

Question: How do you make your program philosophy, goals and recruitment procedures available to all parents?

We have a yearly open house for parents, parent-teacher conferences twice a year, and a newsletter about what we are doing in the program that goes home monthly. A dedicated gifted page is maintained on the district website.

Question: How do you provide access to your scope and sequence for all parents?

The gifted scope and sequence is published on the district website. Additionally, at the elementary level, parents receive an overview of program structure and curriculum. At the secondary level, course syllabi are provided for each course for students and parents. Additional information is available upon request.

Question: Describe how you incorporate parents into a support or advisory group.

The district utilizes all parents, instead of an advisory group, for program review and evaluation. Parents participate through surveys, open houses, conferences, and direct involvement in the classroom.

Question: How do you involve parents and the gifted community in the evaluation of your program?

Teachers and parents of gifted students complete a survey in the spring. The results are tabulated and shared with key faculty and interested parents.

Program Assessment

Question: What data sources do you use to assess your program's effectiveness?

In addition to annual parent and teacher perception surveys, state assessment scores, advanced placement scores, CTE technical skills assessment scores, and graduation rates are also reviewed annually.

Question: Describe how you use test data, both norm-referenced and criterion-referenced in your evaluation process.

Norm-referenced and criterion-referenced State test scores are evaluated to measure student success in meeting the state academic expectations.

Question: How do you use informal measures like surveys, open forums and teacher interviews to gather data?

We look for trends, common strengths, weaknesses and areas for improvement in parent and teacher surveys. Data are collected at the high school via individual student Education and Career Action Plans (ECAP) and student conferences to evaluate perceptions, course enrollment trends, career and college education plans and outcomes, and academic success. We also use direct observation of the program in action.

Question: What are your key indicators that your program is positively affecting students?

The key indicators that our elementary program is positively affecting students are student interest and excitement in the program, positive feedback from parents, students staying with the program with few dropping out and regular attendance in class with few absences. Parents say that they have no problems getting their children up and ready on the day their children come to the gifted program. Key indicators at the secondary levels include high enrollment interest in advanced coursework (classes are not required) and high achievement levels (course grades and assessment scores).

Question: Describe the performance standards you have for all gifted students.

In addition to setting individual goals and conducting self-evaluations, it is expected that all students will pass State academic achievement tests and the goal is exceeding the standard. At the high school level, the goal is for all students in advanced placement to score a 3 or better on Advanced Placement exams and for students taking CTE coursework the goal is to pass the CTE Skills Assessment. In addition, Flowing Wells offers a differentiated diploma, and gifted students are expected to earn the Gold Diploma which meets entrance requirements for all major four-year universities.

Budgeting

Question: What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?

The Group B add-on weight is used to support capital purchases (90-95%), licensing for testing, classroom technology, and supplemental instructional materials. The remaining funds are spent on professional development for the Gifted Teacher as available. No dollars are spent on district coordination.

Question: Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of gifted students.

Pull Out (Elementary) = At the elementary level, we use one gifted specialist to provide services to multi-grade groups. The average teacher student ratio is 1:15.

Secondary (Course Specific) = Course sections address gifted students but are not exclusively gifted and although encouraged, staffing does not require gifted certification. The average teacher student course ratio is 1:24.

Question: To what extent does the district support the funding of your gifted program? Please elaborate. Be specific as to staff and financial resources.

The gifted program is given a supply budget with district funds at the beginning of each school year. It is also given a transportation budget for its numerous field trips. Classroom space and furniture is provided through the district funds. Additional resources like establishing a mini-computer lab for gifted student access are provided through a combination of district budget and grant funding.

The elementary gifted teacher's salary is funded 100% by the district. The secondary teachers are funded 100% by the district including testing and classroom supplies. The district funds all textbooks and district supported-curriculum to allow classroom teachers to purchase supplemental classroom supplies and provide enrichment activities.

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

G-4
Agenda Item Number

May 27, 2025
Board Meeting Date

Recommend Approval of New Position Entitled HVAC - Senior Electrical
Item: Technician

Submitted By: Dr. Kevin Stoltzfus/Dr. Tabettha Finchum Date: May 21, 2024

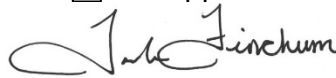

Will Be Presented By: Dr. Kevin Stoltzfus/Dr. Tabettha Finchum

District administration recommends approval to establish a new position entitled Senior HVAC Technician at the starting hourly rate of \$27.00/hour (to increase to \$27.50/hour effective July 1, 2025). This higher hourly rate is competitive with comparable positions in other districts. Our goal would be to attract an individual whose qualifications allowed us to complete a greater share of HVAC work in house, offsetting the increased compensation costs with savings from outsourcing fewer tasks to external vendors.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head:  Superintendent: 

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



FLOWING WELLS SCHOOL DISTRICT JOB DESCRIPTION

JOB TITLE:	HVAC – SENIOR ELECTRICAL TECHNICIAN
DEPARTMENT:	Maintenance
REPORTS TO:	Director of Maintenance
FLSA STATUS/CLASSIFICATION:	Non-Exempt
SUPERVISORY DUTIES:	None
APPROVED ON:	05/27/2025

SUMMARY:

Performs at the journeyman level maintaining conditional climates at all district buildings for the comfort of all students and school employees.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Installs, repairs, and maintains all heating, air conditioning, and refrigeration systems.
- Repairs all types of electrical and pneumatic controls.
- Installs, repairs, services all electrical systems from low voltage (12V - 24V) to high voltage (110V - 480V) single and three phase service.
- Performs test and repairs or replacement of all hermetic, semi-hermetic, and open type compressors.
- Repairs and maintains chilled and hot water equipment.
- Makes recommendations for purchases of supplies and equipment.
- Operates all equipment related to HVAC.
- Supervises the preventative maintenance service person.
- Suggests changes considered appropriate to improve operation efficiency.
- Complies with school Safety Manual Rules and Regulations and satisfies OSHA requirements.

KNOWLEDGE, SKILLS & ABILITIES:

- Ability to communicate effectively verbally and in writing.
- Knowledge and skills in the electrical and mechanical trades.
- Ability to weld and braze by method of oxygen and acetylene.
- Ability to read blueprints, electric schematics, and diagrams.
- Skills which conform to school Safety Manual Rules and Regulations and satisfies OSHA requirements.
- Knowledge in purchasing procedures.
- Ability to work effectively with a minimum of supervision.
- Ability to apply common sense understanding to solve practical problems and deal with a variety of situations.
- Ability to work cooperatively and courteously with staff, students, parents and community members.
- Knowledge of applicable Federal and State laws, district procedures and Board policies.
- Ability to handle confrontation and conflict without an emotional response.
- Skills in time management skills.

QUALIFICATIONS & REQUIREMENTS:

Education & Experience:

- A high school diploma or equivalent.
- A minimum of 5 years experience in the refrigeration and electrical trade, including 1 year as a journeyman.
- ~~Certified by an EPA-approved Technician's Certification Program.~~
- EPA certified technician
- Must possess a valid Arizona driver's license.



FLOWING WELLS SCHOOL DISTRICT JOB DESCRIPTION

Computer Proficiency: None

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to reach with hands and arms. The employee is frequently required to sit, stand, stoop, bend, climb (in excess of 40 feet), walk and work in confined spaces. The employee may be required to push, pull or lift weights in excess of 50 pounds.

WORK ENVIRONMENT:

Indoor and outdoor environments, in all types of weather. The noise level in the work environment is generally moderate and may become excessively noisy at times. Will have contact with employees, external agencies and the public.

Disclaimer: The duties and responsibilities identified in this position description are illustrative only and are in no way intended to be a complete list of activities that may be required of an incumbent. The information contained in this job description is for compliance with the American Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

G-5
Agenda Item Number

May 27, 2025
Board Meeting Date

Item: Recommend Approval of Revisions to Position of HVAC - Electrical Technician

Submitted By: Dr. Kevin Stoltzfus/Dr. Tabetha Finchum Date: May 21, 2024

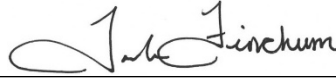

Will Be Presented By: Dr. Kevin Stoltzfus/Dr. Tabetha Finchum

District administration recommends approval of revisions to the current position of HVAC - Electrical Technician, bringing the position description in line with the skill set and experience possessed by typical candidates for this position and rate of pay. Going forward, the District would have flexibility to hire either an HVAC Electrical Technician or an HVAC Senior Electrical Technician, based on the qualification of available candidates.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head:  Superintendent: 

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



FLOWING WELLS SCHOOL DISTRICT JOB DESCRIPTION

JOB TITLE:	HVAC – ELECTRICAL TECHNICIAN
DEPARTMENT:	Maintenance
REPORTS TO:	Director of Maintenance
FLSA STATUS/CLASSIFICATION:	Non-Exempt
SUPERVISORY DUTIES:	None
APPROVED ON:	05/27/2025

SUMMARY:

~~Performs at the journeyman level maintaining conditional climates at all district buildings for the comfort of all students and school employees.~~

Performs at a technically competent level maintaining conditional climates at all district buildings for the comfort of all students and school employees.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Installs, repairs, and maintains all heating, air conditioning, and refrigeration systems.
- Repairs all types of electrical and pneumatic controls.
- ~~Installs, repairs, services all electrical systems from low voltage (12V – 24V) to high voltage (110V – 480V) single and three phase service.~~
- ~~Performs test and repairs or replacement of all hermetic, semi-hermetic, and open type compressors.~~
- ~~Repairs and maintains chilled and hot water equipment.~~
- Maintains chilled and hot water equipment.
- Makes recommendations for purchases of supplies and equipment.
- Operates all equipment related to HVAC.
- Supervises the preventative maintenance service person.
- Suggests changes considered appropriate to improve operation efficiency.
- Complies with school Safety Manual Rules and Regulations and satisfies OSHA requirements.

KNOWLEDGE, SKILLS & ABILITIES:

- Ability to communicate effectively verbally and in writing.
- Knowledge and skills in the electrical and mechanical trades.
- Ability to weld and braze by method of oxygen and acetylene.
- Ability to read blueprints, electric schematics, and diagrams.
- Skills which conform to school Safety Manual Rules and Regulations and satisfies OSHA requirements.
- Knowledge in purchasing procedures.
- Ability to work effectively with a minimum of supervision.
- Ability to apply common sense understanding to solve practical problems and deal with a variety of situations.
- Ability to work cooperatively and courteously with staff, students, parents and community members.
- Knowledge of applicable Federal and State laws, district procedures and Board policies.
- Ability to handle confrontation and conflict without an emotional response.
- Skills in time management skills.

QUALIFICATIONS & REQUIREMENTS:

Education & Experience:

- A high school diploma or equivalent.
- ~~A minimum of 5 years experience in the refrigeration and electrical trade, including 1 year as a journeyman.~~



FLOWING WELLS SCHOOL DISTRICT JOB DESCRIPTION

A minimum of 3 years' experience in refrigeration and electrical trade.

- ~~Certified by an EPA-approved Technician's Certification Program.~~
- Must possess a valid Arizona driver's license.

Computer Proficiency: None

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to reach with hands and arms. The employee is frequently required to sit, stand, stoop, bend, climb (in excess of 40 feet), walk and work in confined spaces. The employee may be required to push, pull or lift weights in excess of 50 pounds.

WORK ENVIRONMENT:

Indoor and outdoor environments, in all types of weather. The noise level in the work environment is generally moderate and may become excessively noisy at times. Will have contact with employees, external agencies and the public.

Disclaimer: The duties and responsibilities identified in this position description are illustrative only and are in no way intended to be a complete list of activities that may be required of an incumbent. The information contained in this job description is for compliance with the American Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

FLOWING WELLS SCHOOL DISTRICT
Board Agenda Item

G-6
Agenda Item Number

May 27, 2025
Board Meeting Date

Item: Recommend Approval of Revision to Fiscal Year 2025-2026 Support Salary Schedule

Submitted By: Dr. Kevin Stoltzfus/Dr. Tabetha Finchum Date: May 21, 2025

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

District administration recommends approval of a revision to the Support Salary Schedule for 2025-2026 to include the new HVAC - Senior Electrical Technician position.

Estimated Cost \$ _____ See Additional Information Attached

Recommended Action:

Approve Disapprove Table No Action Required

Division Head:  Superintendent: 

Board Action: M: _____ S: _____ ⁷⁸ A: _____ N: _____ C: _____



Flowing Wells Unified School District

2025-2026 Support Salary Schedule

Job Position Titles	FY2026 Base	FY2026 Override	FY2026 Base + Override
Accounts Payable (Student Accounts) / Purchasing Associate	\$ 17.13	\$ 0.60	\$ 17.73
Accounts Payable Associate	\$ 17.13	\$ 0.60	\$ 17.73
Administrative Assistant to Assistant Principal(s)	\$ 16.35	\$ 0.60	\$ 16.95
Administrative Assistant to Assistant Superintendent	\$ 16.87	\$ 0.60	\$ 17.47
Administrative Assistant to Associate Superintendent	\$ 16.87	\$ 0.60	\$ 17.47
Administrative Assistant to Director of Exceptional Student Services	\$ 16.35	\$ 0.60	\$ 16.95
Administrative Assistant to Director of Professional Development	\$ 15.90	\$ 0.60	\$ 16.50
Administrative Assistant to Directors of Transportation and Maintenance	\$ 16.86	\$ 0.60	\$ 17.46
Administrative Assistant to District Athletic Director	\$ 16.35	\$ 0.60	\$ 16.95
Administrative Assistant to Elementary School Principal	\$ 17.06	\$ 0.60	\$ 17.66
Administrative Assistant to Guidance Services	\$ 16.07	\$ 0.60	\$ 16.67
Administrative Assistant to High School Principal	\$ 16.61	\$ 0.60	\$ 17.21
Administrative Assistant to Junior High School Principal	\$ 16.61	\$ 0.60	\$ 17.21
Administrative Assistant to Superintendent and Governing Board	\$ 18.20	\$ 0.60	\$ 18.80
Athletic Equipment Manager	\$ 18.61	\$ 0.60	\$ 19.21
Athletic Trainer	\$ 26.27	\$ 0.60	\$ 26.87
Attendance Office Clerk (10 Month)	\$ 16.20	\$ 0.60	\$ 16.80
Attendance Office Clerk (12 Month)	\$ 16.20	\$ 0.60	\$ 16.80
Auditorium Lighting and Sound Technician	\$ 17.59	\$ 0.60	\$ 18.19
Automotive Lead Mechanic	\$ 20.35	\$ 0.60	\$ 20.95
Automotive Maintenance Assistant	\$ 17.41	\$ 0.60	\$ 18.01
Automotive Mechanic	\$ 19.82	\$ 0.60	\$ 20.42
Bilingual Support Assistant	\$ 16.35	\$ 0.60	\$ 16.95
Bookstore / Student Accounts / Instructional Media Center (IMC) Coordinator	\$ 16.57	\$ 0.60	\$ 17.17
Carpentry / Cabinetmaker Technician	\$ 19.47	\$ 0.60	\$ 20.07
Certified Occupational Therapist Assistant (COTA) / Assistive Technology Technician	\$ 27.90	\$ 0.60	\$ 28.50
Community Schools Instructional Assistant	\$ 15.28	\$ 0.60	\$ 15.88
Community Schools Program Manager	\$ 20.51	\$ 0.60	\$ 21.11
Community Schools Site Supervisor	\$ 17.99	\$ 0.60	\$ 18.59
Computer Lab Technician and STEAM Instructional Assistant	\$ 16.94	\$ 0.60	\$ 17.54
Computer Technician	\$ 17.85	\$ 0.60	\$ 18.45
Crossing Guard	\$ 17.78	\$ 0.60	\$ 18.38
Custodial Manager - Elementary School	\$ 16.46	\$ 0.60	\$ 17.06
Custodial Manager - High School / District	\$ 17.84	\$ 0.60	\$ 18.44
Custodial Manager - Junior High School	\$ 16.73	\$ 0.60	\$ 17.33
Custodial Supervisor - Night / Custodial Supply Warehouseman	\$ 18.11	\$ 0.60	\$ 18.71
Custodian - Night	\$ 15.40	\$ 0.60	\$ 16.00
Custodian - Night (Substitute) **	\$ 15.00	\$ -	\$ 15.00
Database Technician	\$ 18.85	\$ 0.60	\$ 19.45
District Substitute Coordinator	\$ 16.35	\$ 0.60	\$ 16.95
District Van Driver	\$ 16.96	\$ 0.60	\$ 17.56
Electrical Technician	\$ 18.87	\$ 0.60	\$ 19.47
Elementary Library Technician	\$ 16.84	\$ 0.60	\$ 17.44

Job Position Titles	FY2026 Base	FY2026 Override	FY2026 Base + Override
English Language Learner (ELL) Instructional Assistant	\$ 15.69	\$ 0.60	\$ 16.29
Facility Maintenance Technician Agriscience for JTED	\$ 16.25	\$ 0.60	\$ 16.85
Family Resource Center Assistant	\$ 15.98	\$ 0.60	\$ 16.58
Fitness Room Supervisor / Trainer	\$ 26.27	\$ 0.60	\$ 26.87
Food Services Application Specialist	\$ 16.57	\$ 0.60	\$ 17.17
Grounds Foreman	\$ 19.47	\$ 0.60	\$ 20.07
Groundskeeper (District)	\$ 15.98	\$ 0.60	\$ 16.58
Groundskeeper / Custodial Manager Assistant	\$ 15.71	\$ 0.60	\$ 16.31
Groundskeeper Sports Turf (High School)	\$ 16.25	\$ 0.60	\$ 16.85
Gymnasium Technician / Night Custodian	\$ 15.98	\$ 0.60	\$ 16.58
Health Office Assistant (Elementary)	\$ 16.55	\$ 0.60	\$ 17.15
Health Office Assistant (Secondary)	\$ 16.71	\$ 0.60	\$ 17.31
HVAC - Senior Electrical Technician	\$ 26.90	\$ 0.60	\$ 27.50
HVAC - Electrical Preventative Maintenance Technician	\$ 18.11	\$ 0.60	\$ 18.71
HVAC - Electrical Technician	\$ 18.87	\$ 0.60	\$ 19.47
Instructional Assistant	\$ 15.16	\$ 0.60	\$ 15.76
Instructional Media Center (IMC) Assistant (High School/Junior High)	\$ 15.77	\$ 0.60	\$ 16.37
Instructional Media Center (IMC) Coordinator (Elementary)	\$ 15.77	\$ 0.60	\$ 16.37
Inventory Control / Parts Runner	\$ 15.71	\$ 0.60	\$ 16.31
Locksmith Technician	\$ 18.87	\$ 0.60	\$ 19.47
Mail Courier / Warehouse Clerk	\$ 15.74	\$ 0.60	\$ 16.34
Mathematics Instructional Assistant	\$ 15.69	\$ 0.60	\$ 16.29
Medicaid in the Public School (MIPS) Coordinator	\$ 16.61	\$ 0.60	\$ 17.21
Music Technician	\$ 16.94	\$ 0.60	\$ 17.54
Operations Specialist (Business Services)	\$ 17.13	\$ 0.60	\$ 17.73
Operations Specialist (Alternative High School/Digital Campus)	\$ 16.61	\$ 0.60	\$ 17.21
Operations Specialist (Career and Technical Education)	\$ 16.61	\$ 0.60	\$ 17.21
Operations Specialist (Early Learning Programs)	\$ 16.61	\$ 0.60	\$ 17.21
Operations Specialist (Exceptional Student Services)	\$ 16.61	\$ 0.60	\$ 17.21
Operations Specialist (Family Resource Center)	\$ 16.61	\$ 0.60	\$ 17.21
Operations Specialist (Maintenance)	\$ 16.61	\$ 0.60	\$ 17.21
Operations Specialist (Technology)	\$ 16.78	\$ 0.60	\$ 17.38
Operations Specialist / Dispatcher (Transportation)	\$ 16.87	\$ 0.60	\$ 17.47
Painting Technician	\$ 18.87	\$ 0.60	\$ 19.47
Payroll Services Associate	\$ 17.13	\$ 0.60	\$ 17.73
Plumbing Technician	\$ 18.87	\$ 0.60	\$ 19.47
Plumbing Technician Assistant	\$ 16.77	\$ 0.60	\$ 17.37
Program Assistant - Specialized Programs	\$ 15.67	\$ 0.60	\$ 16.27
Reading Instructional Assistant	\$ 15.69	\$ 0.60	\$ 16.29
Recourse Supervisor	\$ 16.61	\$ 0.60	\$ 17.21
Registrar (High School)	\$ 16.57	\$ 0.60	\$ 17.17
Registrar (Junior High)	\$ 16.20	\$ 0.60	\$ 16.80
School Bus Driver	\$ 18.37	\$ 0.60	\$ 18.97
School Bus Driver (Special Needs)	\$ 18.90	\$ 0.60	\$ 19.50
School Bus Monitor (Special Needs)	\$ 16.96	\$ 0.60	\$ 17.56
School Nurse	80	\$ 26.88	\$ 27.48

Job Position Titles	FY2026 Base	FY2026 Override	FY2026 Base + Override
Secondary Library Technician	\$ 16.94	\$ 0.60	\$ 17.54
Special Education Early Childhood Teaching Assistant	\$ 15.97	\$ 0.60	\$ 16.57
Special Education Teaching Assistant I	\$ 15.69	\$ 0.60	\$ 16.29
Special Education Teaching Assistant II	\$ 15.97	\$ 0.60	\$ 16.57
Student Worker **	\$ 15.00	\$ -	\$ 15.00
Support Staff Substitute (All Positions Except Health Office and TA2)**	\$ 15.00	\$ -	\$ 15.00
Support Staff Substitute Health Office and TA2**	\$ 15.27	\$ -	\$ 15.27
Transportation Training and Safety Coordinator	\$ 19.14	\$ 0.60	\$ 19.74
Utility Maintenance Technician Assistant	\$ 17.33	\$ 0.60	\$ 17.93
Welding Technician	\$ 18.87	\$ 0.60	\$ 19.47

New Hires: Years of Experience granted = \$0.20/hour per year up to 8 years added to Base Rate

Associate Degree: \$0.20/hour added to Base Rate;

Bachelors Degree: \$0.40/hour added to Base Rate;

Masters Degree: \$0.60/hour added to Base Rate

** No Years of Experience or Degree credit granted for these positions.

Professional Growth: \$0.30 per hour added for every 6 credits earned per Governing Board approval.