



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

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**DATE OF MEETING:** April 9, 2024

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

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**BACKGROUND:**

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of April 8, 2024.

In addition, Administration presents the below candidates to the Governing Board for review and approval for hire into an administrative position for Fiscal Year (FY) 2024-2025. Pertinent information about the interview process for each position is set forth below.

**I. Assistant Director of Student Services**

The position of Assistant Director of Student Services was advertised as open for FY24-25 and qualified candidates reviewed. Kristin McGraw, Rob Wolf, and Kim Moran screened for the position. Seven candidates were selected to interview with the committee. All seven candidates accepted the invitation to interview. The interview committee consisted of:

- Kristin McGraw, Executive Director of Student Services
- Rob Wolf, Assistant Director of Student Services
- Kim Moran, Special Education Coordinator
- Chris Guitierrez, Principal at Cross Middle School
- Heidi Edmondson, Curriculum and Instruction Program Specialist
- Shannon Langley, EL District Coordinator
- Nicole Franzen, Records Specialist for Student Services
- Rebecca Gutierrez, Department Head Speech Language Pathologist

Based on the ratings of the interview committee, a second interview occurred on March 5, 2024, with the following individuals serving as the interview panel:

- Tassi Call, Associate Superintendent for Elementary Education
- Matt Munger, Associate Superintendent for Secondary Education
- Rich LaNasa, Executive Manager of Operational Support
- Michelle Valenzuela, Director of Communications
- Kristin McGraw, Executive Director of Student Services

Superintendent Todd Jaeger recommends **Willow Schroeder** for the position of Assistant Director of Student Services for FY 24-25.

## II. Principal of Walker Elementary School

The position of Walker Elementary School was advertised as open for FY24-25 and qualified candidates reviewed. Matt Munger, Elizabeth Jacome, Julie Valenzuela, Jessica Jarrett, Mamie Spillane, Sam Doyle, Andrew Szczepaniak and Kim Moran screened for the position. Six candidates were selected to interview on April 3, 2024 with the committee. All six candidates accepted the invitation to interview. The interview committee consisted of:

- Tassi Call, Associate Superintendent of Elementary Education
- Laurie Sheber, Principal at Prince Elementary School
- David Humphreys, Principal at La Cima Middle School
- Caroline Rondeau, Special Education Teacher
- Jamie Kasen, REACH Teacher
- Jennifer Powers, Kindergarten Teacher
- Brian Donahue, Physical Education Teacher
- Stephanie Lopez, School Improvement Specialist
- Jennifer Lee, School Administrative Assistant
- Mary Sierra, BIM
- Keri Pelphrey, Parent
- Samantha Blodgett, Parent
- Lindsay Morrill, Parent

Based on the ratings of the interview committee, a second interview occurred on April 5, 2024, with the following individuals serving as the interview panel:

- Tassi Call, Associate Superintendent for Elementary Education
- Matt Munger, Associate Superintendent for Secondary Education
- Scott Little, Chief Financial Officer
- Elizabeth Jacome, Director of Curriculum and Assessment
- Kristin McGraw, Executive Director of Student Services

Superintendent Todd Jaeger recommends **Leighann Reynolds** for the position of Principal at Walker Elementary School for FY 24-25.


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### RECOMMENDATION:


It is the recommendation of Administration that the Governing Board approve the above identified administrative appointments as presented.

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### INITIATED BY:

  
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John Hastings, Director of Human Resources

Date: April 8, 2024

  
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Todd A. Jaeger, J.D., Superintendent

4/9/2024

GOVERNING BOARD MEETING  
APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXP CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Mansouri	Darlene	Director of Federal Programs	CT-AD-RET	Federal/State Programs			Rehire		* \$95,848.25
Soto	Armando	Director of Interscholastic Activities	CT-AD-RET	Wetmore Center			Rehire		* \$115,457.45
Szczepaniak	Andrew	Principal	CT-AD-RET	Donaldson Elementary			Rehire		* \$53,505.97
Szczepaniak	Andrew	Principal - Amphi Academy Online	CT-AD-RET	Amphi Academy Online			Rehire		* \$53,505.97
Valenzuela	Julie	Director of 21st Century Education	CT-AD-RET	Wetmore Center			Rehire		* \$102,078.39
Reynolds	Leighann	Principal	CT-AD	Walker Elementary		+\$3,821.37	Promotion	Mr. Jaeger	*
Schroeder	Willow	Assistant Director of Student Services	CT-AD	Wetmore Center	ADD	5 years	Replacement	Ms. McGraw	*

*	2024-2025 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

# Willow Schroeder

## CHRONOLOGY OF EDUCATION

### **Institutions, Degrees and Dates Awarded:**

- August 2023     University of Arizona  
Ph.D DPS- Doctoral Candidate
- December, 2017     Northern Arizona University  
Masters in Educational Leadership K-12
- December, 2011     University of Arizona  
Bachelors of Science in Cross Categorical Education
- January 2012     Rio Salado Community College  
Associates in Art

**Recent Awards:** *CEC AZ: Early Career Special Education Administrator Award 2023*

## EMPLOYMENT

### **Program Specialist, Sunnyside Unified School District (2019 -Present)**

- Maintain and monitor compliance with state and federal law for effective implementation of IDEA and special education services for 13 schools and 2000 students with identified disabilities.
- Assist the Exceptional Education Director in delegating resources to the highest needs schools.
- Support families with concerns regarding their child's special education services or with implementation of the IEP.
- Guide special education practices within the district while incorporating extensive knowledge of legislation.
- Led special education team members through a year-long Office of Civil Rights Complaint which resulted in continued progress in our program implementation.
- Guide and support 13 school teams in developing high school transition planning, exceptional education program implementation, behavior interventions for schools who need structure and resources.
- Maximized opportunities for professional development around implementation of Specially Designed Instruction by assessing the needs of specific schools teams who were open to learning how to better their practice for students.
- Partnered with McKinney Vento (homeless educational assistance program) to support Best Interest Determinations for students who attend school in SUSD.
- Advocate for high needs students and families who require assistance with finding outside supports such as Department of Developmental Disabilities, Rehabilitation Services Administration, Mental Health Services, Raising Special Kids, and Arizona Youth Advocacy.
- Coordinate wrap around services for students who have outside support services and participate in Child and Family Team meetings to holistically support students in their integration or reintegration into school.
- Evaluate and coach 15 staff members (teachers and classified staff) .
- Restructured Alternative Pathways and Homebound instruction to meet students who need differentiated levels of support through trying times in their lives.

- Interview, screen, and hire staff (speech and language pathologists, school psychologists, teachers, and classified staff) to meet district programming needs.
- Build capacity with school teams to implement appropriate discipline, structure classes and school settings by meeting them where they are at and determine how to best support staff to handle difficult situations.
- Participate in manifestation and long-term suspension hearings to ensure the educational team abides by state and federal law regarding disciplining students with disabilities.
- Coordinate and implement district-wide training for Nonviolent Crisis Intervention (CPI). Currently, 12/22 district schools are training and scheduling for the following year to continue to build sustainability.
- Mentor new professionals by means of monthly meetings, and classroom observations. Supporting brand new case managers by facilitating IEP meetings with them.
- Provide guidance and training to school teams on implementing Multi-Tiered System of Supports.
- Guided schools on effective district-wide administration of testing for the Alternative English Language Proficiency Assessment, ACT, and ASPIRE. ACT and ACT Aspire are both considered statewide high school achievement tests within high schools in Arizona.
- Assisted in high poverty community resource gathering like food box distribution, health services, health clinics.
- Engaged in collaborative problem solving with families via home visits when students and families have difficulty with attendance and finding resources such as food stamps and transportation.
- Partner with community schools to build seamless transitions between districts.
- Ensure and compile accurate data and credentials for Medicaid billing.
- Liaison with residential treatment centers and private day school providers to ensure smooth transitioning between placements.
- Complete needs assessments and provide integrated parent engagement support and educational opportunities.
- Established and sustained a positive relationship with SUSD's Curriculum and Instruction Department in order to provide appropriate expectations for access to and for curriculum content for students who receive special education services.
- Identify and work effectively with key stakeholders to build a master schedule with each of the three SUSD high schools that supports Special Education Students' continuum of services and best interest. This was done by ensuring students have opportunities to be involved in career technical education (CTE) classes, electives and valuable transition courses that support post-secondary outcomes and student success.
- Advanced SUSD's Transition School to Work (TSW) programs by advocating for additional classroom space and diversifying types of internships available to students.
- Collaborate with the University of Arizona and Pima Community College to provide highly valuable educational training opportunities to student teachers, practicum students and counselor interns. In addition, structure effective integration and onboarding to the district to build capacity and set individuals up for success in the education setting.

**Behavior Intervention Team Specialist, Sunnyside Unified School District (2018-2019)**

- Built and maintained strong partnerships with 6 individuals to support schools district-wide who were struggling with supporting students with significant behaviors and needs.
- Created and implemented Functional Behavioral Assessments and Behavior Intervention Plans with a behavior team specialist and a school psychologist.
- Modeled effective teaching strategies, behavior management strategies, and taught teachers how to respond without reinforcing undesired behaviors.
- Trained personal care attendants in taking data to develop efficacious behavior plans and appropriate IEP goals.
- Partnered with families in determining appropriate levels of support both in school and at home for students with exceptional needs.

**Department Chair and Teacher, Sunnyside Unified School District (2017-2018 )**

- Co-taught English, Science, and taught English to freshman students with exceptional needs.
- Managed caseload sizes for special education teachers by holding IEP meetings for transfer students.
- Support new case managers by modeling effective facilitation of IEP meetings.
- Coordinated services with outside organizations for post-secondary transitions such as vocational rehabilitation and job internships or community ready jobs.
- Advocated for alternative disciplinary actions for students with disabilities to promote fair and equitable outcomes for students with disabilities.

#### **Special Education Teacher, Sunnyside Unified School District (2012-2018)**

- Co-taught English, Science and Resource
- Created grade-level lesson plans that included specially designed instruction for students with varying educational needs.
- Collaborated with general education teachers to provide inclusive classroom opportunities through highly effective co-teaching practices.. Built activities around general education lessons with appropriate scaffolding in order for students to effectively access the curriculum.
- Case-managed a minimum of 40 students with IEPs per year. In comparison, best practice guidelines suggest under 25 students for effective caseload management.
- Involved students in planning activities and created their own expectations around classroom culture.
- Encouraged and facilitated hands-on learning opportunities that promoted real world situations and problem solving.
- Won teacher of the quarter and the blue flame award for supporting colleagues and students.

### **ADDITIONAL RELATED EXPERIENCE**

**Lake Arthur Municipal School, New Mexico**  
**Educational Consultant**

**Fall 2021**

- Provided professional development to Lake Arthur Municipal School staff, Principal and Superintendent. Supported the team in mental health support, program implementation, student needs assessments, whole staff need assessment. Supported team in making obtainable goals for student engagement and retention, as well as addressed the seriousness surrounding social media and implications that have on post-secondary futures.

### **RESEARCH INTERESTS**

- Disproportionate discipline on specific populations of students with disabilities
  - For example, are LGBTQIA+ students more likely to be identified under the eligibility category of Emotional Disability label and have disproportionate discipline?
- Implications of LGBTQIA+ students within school communities that have laws against inclusivity.
- Inclusive practices and co-teaching outcomes with students with all varying categories of eligibility.
- Effectiveness on the implementation of MTSS work and the reductions of evaluations when the school wide system. .
- Professional Development for school-wide Staff in use of Functional Behavioral Supports and the Development of Behavioral Intervention Plans
- Discipline disparities between general education students and students who have been identified and qualified for special education services.

### **PROFESSIONAL PRESENTATIONS**

**Crisis Prevention Institute**

**2022-Present**

**CPI Verbal Deescalation/Non-Violent Crisis Intervention**

Sunnyside High School 25 staff 13 hour NCI  
Challenger Middle School 45 staff 4 hour verbal  
Santa Clara Elementary 25 staff 4 hour verbal  
SAPIC Psychologist Interns 5 staff 4 hour verbal  
School Psychologist 12 staff 4 hour verbal  
Apollo 5 staff 13 hour NCI  
Transition School To Work 20 staff 4 hour verbal

**University of Arizona****Arizona Teachers Academy New Teacher Presentation****2022**

Shared resources around case management  
Introduction letters to families and key basics around good classroom management

**Sunnyside Unified School District****2022****School Safety**

Crisis Nonviolent Prevention Overview  
Relational to school discipline

**Sunnyside Unified School District****2022****Co-Teaching Models**

How to effectively plan and create productive co-teaching relationships  
How to support ALL students in the classroom  
Roles and responsibilities

**Energize Pima County Superintendent PD Group****2021****Spotlight Educator**

Relationships and their importance in Co-teaching  
Behavioral Interventions

**QPR (Question Persuade Respond) Mental Health Training****2021**

Facilitate presentations to staff members and students  
Spoke about the myths in relation to suicide and suicide prevention

**Mental Health First Aid****2020**

Facilitation of MFHA to high school students  
Cover crisis information for students to access mental health support

**Handle With Care****2016-2021****Lead Trainer**

Facilitated training and de-escalation with school sites  
Shared board policy and best practice around restraint  
Supported staff retraining when necessary

**LEADERSHIP AND SERVICE**

- Participate in monthly Curriculum and Instruction meetings.
- Support the Language Acquisition Department in Dual Identification processes and procedures.
- Attend Program Specialist's Monthly Meetings with Exceptional Education Director.

- Interview students in the CTE Education Professions program which allows them employment opportunities in the district upon receiving their high school diploma.
- Meet weekly with the Social Emotional Program Lead to support students in self-contained settings who qualify for services under the category of Emotional Disturbance by identifying appropriate pathways to inclusion.
- Support inclusion and access to education and social opportunities such as attending prom and supported the creation of Best Buddies at Sunnyside High School.

### **PROFESSIONAL MEMBERSHIPS**

**Council for Exceptional Children 2018-Present**

**Crisis Prevention Institute Facilitator/Trainer 2021- Present**

**Special Education Directors Academy Participant 2020**

**Handle With Care 2016-2020**



# Leighann Reynolds

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*High-energy leader with excellent communication skills, strong mentorship expertise, and a passion for helping school communities learn and grow.*

## **SUMMARY OF QUALIFICATIONS**

- Resourceful problem solver who thrives on new challenges and is motivated by the desire to instill a love of teaching in teachers, and love of learning in students.
- Outstanding ability to build rapport, work cooperatively with others, and communicate effectively with parents, students, staff and community members.
- Extensive knowledge of effective teaching pedagogy and assessment methods, with a long history of working with diverse student populations.
- Effective coordinator with strong, working knowledge of special events and the planning necessary to orchestrate campus activities.

## **ADMINISTRATIVE EXPERIENCE**

Amphitheater High School, Tucson, AZ

July 2022 - Present

### **Assistant Principal**

- Communicates effectively with teachers, staff members, students, and parents regarding student concerns, school operations, and upcoming calendar events.
- Contributes to the Comprehensive Needs Assessment and the development of the Root Cause Analysis.
- Supervised teachers through regular classroom visits, providing positive feedback and timely suggestions.
- Promoted positive relationships with all stakeholders through an open-door policy and a willingness to invest in staff, students, and families alike.
- Maintained a safe learning and teaching environment through a constant presence on campus, as well as administering fair, appropriate consequences for behavior violations.
- Assists staff with the implementation of district approved curriculum.
- Evaluates 40+ employees, including certificated and classified staff.
- Oversees general facilities needs, communicates with maintenance staff, and coordinates repairs and building renovations with Facilities Support Services.
- Attends all required district administrative meetings, as well as representing Amphitheater High School at Governing Board Meetings as needed in the absence of the principal.
- Promotes school and community relationships through the school website and social media accounts.

Coronado K-8 School, Tucson, AZ

January 2022-June 2022

### **Assistant Principal**

- Coordinated and supervised Cougar Day, an event for incoming sixth graders that showcases the activities and clubs on campus.
- Oversaw all state mandated testing, including developing a testing schedule, communicating with all stakeholders, training proctors, and organizing materials.
- Made recommendations regarding the master schedule and staffing needs.
- Carried out a variety of activities to support the transition of various grade levels including Kinder Round-Up and 8<sup>th</sup> Grade Promotion.
- Conducted general supervision before school, after school, and during student lunches.

Amphitheater School District, Tucson, AZ

August 2020-December 2021

**Curriculum and Instructional Support Specialist**

- Mentored over 30 teachers in practice, giving feedback on observations, co-planning lessons, and reflecting on best practices.
- Designed and implemented professional development to enhance the understanding and utilization of AVID strategies across the district, working to make AVID part of the common practice in Amphi School District.
- Collaborated with district leadership and mentors to develop training for brand new teachers that is relevant and effective to the current needs of education.

Amphitheater High School, Tucson, AZ

June 2019-December 2019

**Administrative Intern**

- Representative for Amphi High School at the Superintendent's Teacher Advisory Council, 301 Committee, and College Pay Incentive Committee.
- Collaborated with members of the school leadership team to design a school strategic plan that aligns with the district goals, conduct annual needs assessments, and implement new programs as necessary.
- Facilitated an attendance intervention program to minimize excessive absences and increase student success and high school graduation.
- Established the Interscholastic Leadership Council for student athletes, building to 40 student leaders who serve at several local elementary schools, as well as contribute to events on the Amphi campus.

Amphitheater High School, Tucson, AZ

Aug 2018-May 2020

**Math Department Chair**

- Effectively communicated important information between department, site administration, and district leadership in a timely manner.
- Facilitated professional learning communities for teachers to develop common assessments, analyze data, and design interventions.
- Mentored new department members including two first year teachers through the Amphi Mentor Program, aligned with Amphi School District's teacher evaluation system.
- Demonstrated research-based instructional practices, and provided a positive classroom culture for them to develop these skills.

**TEACHING EXPERIENCE**

**Math Teacher**, Amphitheater High School, Tucson, AZ

Aug 2013-May 2019

**Math Teacher**, Palo Verde High Magnet School, Tucson, AZ

Aug 2011 – June 2013

**EDUCATION**

**Northern Arizona University-** *Masters of Education*, Educational Leadership

2017 - 2019

**University of Arizona-** *Bachelor of Arts*, Mathematics

2006- 2011

**CERTIFICATIONS**

Arizona Principal Certificate

Arizona Secondary Certificate – Expires 05/2025

Endorsement: Structured English Immersion

AZ Fingerprint Clearance Card - Issued 07/2018 – Expires 07/2024

\*References available upon request