



Reduction in Force Plan

2012

More than \$26,000,000 in cuts to the District's funding made by the Arizona Legislature over the last few years, as well as a continuing decline in student enrollment necessitate a reduction in the district's work force for the 2012 fiscal year. The staffing level reductions required will be minimized by attrition factors and will be guided by programmatic considerations as well as Governing Board policies and District regulations.

Updated: May 9, 2011

Amphitheater
Unified School
District

A Perfect Financial Storm

In just four years, the Arizona Legislature has cut more than \$25,000,000 from the Amphitheater budget, and the economic downturn in the state has accelerated a decline in student enrollment. Federal funds, which staved off effects of state budget cuts, are terminating or reducing next year, creating a funding “cliff”. These factors combine to necessitate a reduction in force for FY 2012.

For several years now, the District has experienced substantial legislative cuts and funding shortages that have dramatically impacted the District’s programs and services. Just this current fiscal year alone, even after passage of Prop 100, the District experienced funding cuts of nearly \$11,000,000. This year’s cuts, shown in Table 1, were made in various fund categories within the District’s budget.

| Budget Cut | Amphi Impact |
|---------------------------------|---------------------|
| 80% cut to soft capital | \$2,827,568 |
| All Day K funding loss | \$2,629,290 |
| Building Renewal | \$2,180,897 |
| Grant Reductions | \$ 942,000 |
| Career Ladder Cut | \$ 325,408 |
| Reduced 301 | \$1,934,000 |
| Total Reductions for 201 | \$10,839,163 |

Table 1

But, as has repeatedly been the case in recent years, the cuts detailed in Table 1 were not the “end of the story”. Only just days ago, the Arizona Legislature passed an additional cut of \$101,000,000 to K-12 public education *for the current fiscal year* with less than three months remaining in the year. Amphitheater’s portion of that cut approximates \$1.5 million, and with more than 75% of the fiscal year already past, the District must now absorb that cut in a matter of days. And, this most recent cut now brings the current year’s total budget cut for Amphitheater to \$12,347,243.

| Recent Budget Cut History for Amphitheater | |
|---|--------------------|
| 2008-2009 | |
| Maintenance and Operations | \$1,769,748 |
| Soft Capital (Textbooks, Computers) | \$ 364,276 |
| Building Renewal | \$2,180,897 |
| Total Cuts for 2008-2009 | \$4,314,921 |
| 2009-2010 | |
| Career Ladder (Teacher Pay) | \$ 340,416 |
| Soft Capital | \$2,686,862 |
| Building Renewal | \$2,180,897 |
| Total Cuts for 2009-2010 | \$5,208,175 |

Table 2

The extraordinary amount of funding lost this fiscal year follows reductions made in previous years – each of them also at astounding levels. Two years ago, for example, the legislature cut more than \$4 million dollars from the Amphitheater budget. And, just last year, it cut a total of \$7,846,333. (See Table 2) Thus, in the last three fiscal years (inclusive of the current fiscal year), the District has lost a total of \$21,870,339 in funding due to state budget cuts.

Last year, the impact of these tremendous accumulated state budget cuts – as well as the potential for increased cuts had Proposition 100 failed – compelled the first full scale reduction in force which the district has experienced in decades, reducing staffing for the current (2011) fiscal year. The FY2011 reduction in force eliminated approximately 60 FTE positions for the current fiscal year. The elimination of these positions combined with more than \$5,000,000 of other budget cuts and program modifications to help ensure the District could balance its budget this year on the funding received. Many additional reductions simply put off for yet another year many vital physical plant improvements that denial of building renewal funding again made impossible.

Two weeks ago, the Arizona legislature passed another set of sweeping and significant budget cuts for public schools for next fiscal year (2011-2012). Their bottom-line meaning for the District is detailed in Table 3. These reductions include:

1. Phase out of the Career Ladder Program over the next 5 years, reducing the formula percentage used by 1% per year (going to 4% for FY 2012, 3% for FY 2013, etc.);
2. Reduction of the Capital Outlay Revenue Limit by approximately \$62 per student;
3. Additional reduction in soft capital of \$23 million (added to the current \$165 reduction, this results in a total soft capital cut of \$188 million or roughly 85%);
4. No inflationary increase to the base level as provided for by Prop 301;
5. Continuation of suspended building renewal funding;
6. A FY 2012 reduction of \$35 million in state funding and budget reduction for districts using EduJobs Bill funds to cover the reduction;
7. Elimination of the 50/50 split in retirement contribution between districts and employees, with 3% of the total burden shifting from the District to employees, and the District’s “savings” from the shift being deducted from its budget and going to the state.
8. Prohibition of 9th Grade students from participation in JTED programs, resulting in a decrease in JTED funding.

| Budget Cut | Amphi Impact |
|---|--------------------|
| Soft capital | \$2,601,170 |
| Career Ladder | \$ 804,329 |
| Capital Outlay | \$ 954,125 |
| Shift of ASRS Expense | \$ 507,000 |
| Exclusion of 9 th Grade JTED | \$ 500,000 |
| Total Reductions for FY 2012 | \$5,366,624 |

Table 3

Many times, numbers involved in state budget matters are thrown about with little context or perspective, and their meaning and real impact can consequently be lost. To provide some perspective on the scale of cuts the District has been experiencing and continues to experience, one

might consider what just \$1,000,000 in District funding pays for. As Table 4 demonstrates, a budget cut on the order of \$1,000,000, let alone \$26,000,000, is no small matter.

| \$1,000,000 in District Funding is Equivalent to... |
|--|
| 25 employees with compensation of \$40,000 per year. |
| The district's electric bill for 1/6 th of the entire year. |
| An increase of class size of 1.5 students per classroom. |
| The basic costs for all athletic programs for an entire year. |

Table 4

The ongoing impact of these dramatic and enormous budget reductions will again combine with decreasing enrollment for the coming school year. A decline in enrollment holds significant implications for District funding because the District receives the bulk of its funding based upon the number of students which attend the District's schools, as determined by the Arizona Department of Education using strict and uniform rules applied across the state in all districts.

Each year, the District projects the number of students which will be attending each of the District's schools in the next school year. The projection is based upon the District's average daily membership from the current school year, current student cohort information, and other demographic information, such as expected property development in neighborhoods served by individual schools. Each site principal also reviews their school's enrollment projection and provides feedback before enrollment projections are finalized. These projections are then used to establish site staffing allocations for the next fiscal year.

For the past few years, enrollment has fallen short of expectations. While the District's most recent growth study (2007) predicted an overall decline in enrollment over the next decade, the economic downturn in the state and local economy has led to enrollment decreases which have eclipsed those predicted. Table 5 lists the average daily membership ("ADM") – a student count used by the state for funding which takes student attendance into account – for the last several years, including the current year.

| Fiscal Year | Student Membership (100 day ADM) |
|-------------|-------------------------------------|
| 2005-2006 | 16,680 |
| 2006-2007 | 15,870 |
| 2007-2008 | 15,644 |
| 2008-2009 | 15,301 |
| 2009-2010 | 14,564 |
| 2010-2011 | 13,847 |

Table 5

Increases in ADM lead to greater demand for programs and services and therefore typically require increased staffing to meet those needs. Similarly, declines in ADM result in less demand for programs and services and, consequently, result in a decreasing need for staffing required for support of those programs and services.

During last fiscal year and the current fiscal year, the additional federal funding received by the District greatly assisted the District in maintaining programs and services despite the growing impact of budgetary cuts and declining enrollment.

The federal “Stimulus Package allowed the District to support special education and Title I programs in ways that substantially augmented the District’s budgetary capacity. The Stimulus Package, for example, was able to pay for substantial special education program expenses, freeing some District maintenance and operations funding that could be committed to defraying other expenses. That same Stimulus Package permitted the District to create or maintain many teaching positions through intervention programs allowable under Title I, which operated to stave off many position reductions that would have otherwise been required by state budget cuts.

The Education Jobs Bill made it possible for the District to restore wage cuts and furlough days, and the budget capacity the EduJobs Bill and the Stimulus Package created despite state budget cuts will make it possible for the District to maintain the wage restoration for the coming year. These federal sources of budget support, however, are terminating, creating sharp and sudden drops in funding – often referred to as “funding cliffs”. The result is that the district will lose the ability to soften the programmatic effects of state budget cuts.

It is also important to note that the District’s override funding has also declined in recent years. The override funds, of course, are derived from a local property tax levy specifically approved by the voters of the District to be used for express purposes (class size reduction, enhanced/advanced programs, physical and technical plant support, and staff retention and recruitment. The override levy is tied to the District’s maintenance and operations budget and, generally, represents a 10% increase over the funding provided by state formulas. Thus, also generally, as the maintenance and operations funding provided by the state decreases, so too does the override funding. As a consequence, programs supported by the override – some of which are also dependent to some extent upon enrollment as well – should be expected to decline as well.

Efforts to Reduce the Impact of Budget Losses and Reduction in Force

Over the last few years, the District has implemented a variety of strategies to minimize the financial impact of state budget cuts and enrollment changes.

The District's funding, as clearly established in the preceding section, has seen recurring and significant reductions over the last few years. As these funding cuts occurred over time, the Governing Board and District administration implemented multiple strategies to minimize the impact upon school level programs and services.

During the 2009-2010 fiscal year, more than \$1.5 million in cost savings were implemented at the central office level – consisting of job reductions of 35.5 full time employees, reduction of contracted services, cessation of centralized programs, and a voluntary five-day furlough for the District's senior staff.

For the current fiscal year, more than \$7.8 million in program modifications were made. Some of these modifications directly absorbed the funding cuts imposed by the state. Others shifted expenses or savings to funds less impacted by state budget cuts. And some, frankly, were made to simply reflect the austere times. The program reductions and other budget actions for the current fiscal year are detailed in Table 6.

| Program Reductions Made in FY 2011 | |
|---|----------------|
| Elimination of Positions: Executive Director of Human Resources, Print Media Specialist, Lead Computer Repair Technician; Central Administration - Reorganization | \$183,200 |
| Reorganize Facilities – Eliminate 3 FTE/Out-Source Some Services; Replace 1 FTE With Energy/Efficiencies Coordinator | \$ 45,000 |
| Prince/AMS – K-8 Administrative Support (Reduce 1 FTE) | \$ 50,000 |
| Closure of San Joaquin Alternative High School | \$ 435,380 |
| Transportation Efficiencies | \$ 100,000 |
| Convert To Electronic Paystubs W/Direct Deposit | \$ 7,000 |
| Convert Full Day Kindergarten (Reduce 20 FTE) | \$ 900,000 |
| Increase Class Size Formula Allocation By 2 Students (Reduce 51.5 FTE) | \$2,317,500 |
| Interscholastics Fee Increases/Event Ticket Cost Increases | \$50,000 |
| Eliminate Field Trip Allocation In Non-Staffing Allocations | \$70,707 |
| Suspend Literacy Conference, Amphi Get Together, Effective Teaching Conference, etc. | (Grant Funded) |
| Reorganize Instructional Coaches, Instructional Support Leaders (17 FTE) | (Grant Funded) |
| 4 Day/10 Hour Workweek in Summer – Utilities Savings | \$90,000 |
| Special Education/ELD Program Budget Reductions | \$152,734 |
| Reduce Maintenance & Operations Budget Travel | \$30,000 |
| Reduce Professional Development -- Eliminate Sub Days In Non-Staffing Allocations For Professional Development | \$ 60,000 |
| Reduce Governing Board Supplies/Travel Expenses | \$ 1,100 |

| | |
|---|--------------|
| Pay Reductions (2% salary reduction for all staff and 3 furlough days for impacted employees) | \$ 2,246,399 |
| Eliminate Early Retirement Phase Out Program (ERPOP) – Effective June, 2010 | \$1,200,000 |

Table 6

All of the foregoing reductions in programs and services were made in an attempt to delay the ultimate impact of continuing state budget cuts and funding losses on the academic programs in the schools. As cuts have deepened, however, impact upon school programs has been unavoidable, as the reductions in Table 6 themselves indicate.

Since this fiscal year (FY 2011) began, additional efforts to absorb state budget cuts without impacting job positions have continued whenever possible. These “passive” savings have included such items as energy efficiency efforts and not filling the Food Service Director position after it was vacated following retirement.

In addition to these specific efforts to minimize the impact of budget cuts, factors of attrition will lessen the need for job losses. The retirements, resignations, transfers and short term contract conclusions all combine to lessen the need to affirmatively reduce positions.

Site Level Reductions

The state budget reductions, no longer softened by federal stimulus and Education Jobs Bill funding and combined with decreasing enrollment will impact school sites by reducing multiple job classifications. Presently, it is anticipated that the District will need to reduce 17.7 certificated FTE positions.

In the preceding sections of this plan, the various causes for a necessary reduction in force were described. In this section, the specific impact of the reduction in force on each school site is detailed.

The charts for each school that follow contain several categories of information. Those categories may be understood as follows:

Anticipated Personnel Reductions The first section of each school site chart identifies the number of certificated positions, in general, which the site will reduce for the 2011-2012 fiscal year. The number provided there is without regard to programmatic needs or considerations. It does, however, include reductions that are required due to a loss of special funding, where applicable.

Attrition Factors The second section of each school chart list factors of attrition that can and do mitigate the impact of the anticipated personnel reductions. Attrition includes such factors as known short term contract conclusions, and resignations.

Anticipated Vacancies The third section of each school chart provides the known vacancies anticipated for that site for next fiscal year. These positions will be available to qualified individuals who are preliminarily reduced in force from other position; consequently, these positions will further reduce the actual impact of the RIF district wide.

Estimated Actual RIF Positions The final section of each school chart shows the currently anticipated “net” or actual reductions in force that will have to occur at each site, after taking into account the information displayed in the three preceding sections.

As the charts that follow below illustrate, there is sometimes not a direct mathematical relationship between these categories of information. For example, one cannot simply subtract the number of known attrition factors from the anticipated personnel reductions in order to deduce the actual RIF positions. This is because programmatic factors must also be considered.

A great deal depends, of course, on the programmatic nature of the necessary reduction and the programmatic area where the attrition is or will be occurring. For example, many short term positions are currently held by special education teachers who have intern certificates. Their current positions may have to be refilled, and there may be a lack of qualified candidates among current district staff. As a result, many short term might be rehired to again fill their current positions; in this way, their short term contract status does not “cancel out” the reduction of positions required at their school site.

Since the initial draft of this RIF Plan was developed and approved by the Board, additional detail about the specific programmatic considerations have emerged. As a consequence, in almost every situation, the specific programmatic areas of schools can now be provided as to where a reduction in force (and how much of a reduction in force) will need to be made. In the coming weeks, however, sites may continue to refining their programmatic determinations, based upon enrollment changes and other demography. In addition, there remain some programmatic areas that have not yet been fully analyzed as to impact from enrollment factors, such as specialist areas (Art, Music and Physical Education). Thus, it is anticipated that more specifics will emerge and some of those specifics already known could change.

Another factor to keep in mind is that, in some situations, funding for next year still remains unknown. For example, elementary schools do not yet know what the state’s K-3 funding allocation will be next year. Given that circumstance, a reduction (or a potential vacancy) tied to that funding may not yet be indicated in the plan.

It is also important to note that this plan, pursuant to policy, only addresses certificated/professional staff positions. Support staff positions affected by reduction in force will be addressed through a separate process.

This plan will be updated as circumstances and information warrant.

Amphitheater High School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (1.2000) |
| Stimulus Teachers | (8.2000) |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 9.9900 |
| Known Retirements/Resignations | 1.0000 |

Anticipated Vacancies

| | |
|---------------------------|--------|
| English | 1.0000 |
| Special Education English | 1.0000 |

Estimated Actual RIF Positions

| | |
|----------------------------|--------|
| Special Education Resource | 1.0000 |
|----------------------------|--------|

Canyon Del Oro High School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (6.2000) |
| Stimulus Teachers | N/A |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 6.4000 |
| Known Retirements/Resignations | 2.0000 |

Anticipated Vacancies

| | |
|------------------|--------|
| Physics | 1.0000 |
| Biology | 1.0000 |
| Dance | 1.0000 |
| Culinary Arts | 0.6000 |
| Russian | 0.4000 |
| Mandarin Chinese | 0.4000 |

Estimated Actual RIF Positions

| | |
|----------------------------|--------|
| Special Education Resource | 1.0000 |
| Social Studies | 1.0000 |
| Marketing | 0.4000 |
| BMAS/Yearbook | 0.6000 |
| Band | 0.2000 |

Ironwood Ridge High School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (6.0000) |
| Stimulus Teachers | N/A |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 6.5000 |
| Known Retirements/Resignations | 2.0000 |

Anticipated Vacancies

| | |
|----------------------|--------|
| English | 1.0000 |
| Math | 3.0000 |
| Spanish | 0.4000 |
| Math (Special Ed) | 1.0000 |
| Science (Special Ed) | 1.0000 |

Estimated Actual RIF Positions

| | |
|----------------------------|--------|
| Choir | 0.2000 |
| Drama | 0.2000 |
| Special Education Resource | 1.0000 |
| Physical Education | 0.4000 |

Amphitheater Middle School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (2.0500) |
| Counselors | (0.5000) |
| Stimulus Teachers | (5.6000) |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 9.9500 |
| Known Retirements/Resignations | 0.0000 |

Anticipated Vacancies

| | |
|---|--------|
| 6 th Grade Writing | 1.0000 |
| 6 th and 7 th Grade Writing | 1.0000 |
| 7 th Grade Writing | 0.5000 |
| 8 th Grade Science | 1.0000 |

Estimated Actual RIF Positions

| | |
|-----------|--------|
| Counselor | 0.5000 |
|-----------|--------|

Cross Middle School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (1.6150) |
| Stimulus Teachers | N/A |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 4.0000 |
| Known Retirements/Resignations | 1.0000 |

Anticipated Vacancies

| | |
|-----------------------------|--------|
| Librarian | 1.0000 |
| Social Studies (Short Term) | 0.5000 |

Estimated Actual RIF Positions

| | |
|------|------|
| None | None |
|------|------|

La Cima Middle School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (0.9000) |
| Stimulus Teachers | (4.0000) |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 5.6000 |
| Known Retirements/Resignations | 4.0000 |

Anticipated Vacancies

| | |
|--|--------|
| 6 th – 8 th Grade Lang. Arts | 1.0000 |
| 8 th Grade Science | 1.0000 |
| 7 th -8 th Grade Lang. Arts | 0.5000 |
| 7 th -8 th Grade Math Lab | 0.5000 |

Estimated Actual RIF Positions

| | |
|----------------------|--------|
| Social Studies | 1.0000 |
| Math | 1.0000 |
| Mariachi | 0.5000 |
| Special Ed. Resource | 1.0000 |

Coronado K-8 School

Anticipated Personnel Reductions

| | |
|-----------------------|----------|
| Teachers K-5 | (2.6000) |
| Stimulus Teachers K-5 | (1.5000) |
| Teachers 6-8 | (3.8000) |
| Stimulus Teachers 6-8 | (2.1000) |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 6.8900 |
| Known Retirements/Resignations | 4.0000 |

Anticipated Vacancies

| | |
|-------------------------------|--------|
| Librarian | 1.0000 |
| Counselor | 1.0000 |
| Elementary Spec. Ed. Resource | 1.0000 |
| Elementary Art | 0.5000 |

Estimated Actual RIF Positions

| | |
|------------------------------|--------|
| Elementary Teacher – Primary | 1.0000 |
| Middle School Science | 0.2000 |

Wilson K-8 School

Anticipated Personnel Reductions

| | |
|-----------------------|----------|
| Teachers K-5 | (3.2500) |
| Stimulus Teachers K-5 | N/A |
| Teachers 6-8 | (2.0000) |
| Stimulus Teachers 6-8 | N/A |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 5.7500 |
| Known Retirements/Resignations | 4.0000 |

Anticipated Vacancies

| | |
|------|------|
| None | None |
|------|------|

Estimated Actual RIF Positions

| | |
|------------------------------------|--------|
| Elementary Teacher -- Primary | 1.0000 |
| Elementary Teacher -- Intermediate | 1.0000 |
| M.S. Teacher – Lang. Arts | 1.0000 |
| Elementary – Spec. Ed. Resource | 1.0000 |
| TBD | 1.0000 |

Copper Creek Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (5.5500) |
| Stimulus Teachers | N/A |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 2.5000 |
| Known Retirements/Resignations | 3.0000 |

Anticipated Vacancies

| | |
|------|------|
| None | None |
|------|------|

Estimated Actual RIF Positions

| | |
|-----------------------------------|--------|
| Elementary Teacher – Intermediate | 1.0000 |
|-----------------------------------|--------|

Donaldson Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (4.1000) |
| Stimulus Teachers | N/A |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 2.0000 |
| Known Retirements/Resignations | 2.0000 |

Anticipated Vacancies

| | |
|------|------|
| None | None |
|------|------|

Estimated Actual RIF Positions

| | |
|------|------|
| None | None |
|------|------|

Harelson Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (3.4000) |
| Stimulus Teachers | N/A |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 4.5000 |
| Known Retirements/Resignations | 0.0000 |

Anticipated Vacancies

| | |
|-------------------------------|--------|
| Kindergarten | 1.0000 |
| 2 nd Grade Teacher | 1.0000 |
| 3 rd Grade Teacher | 1.0000 |
| 4 th Grade Teacher | 1.0000 |
| 5 th Grade Teacher | 1.0000 |

Estimated Actual RIF Positions

| | |
|--------------------|--------|
| Spec. Ed. Resource | 0.5000 |
|--------------------|--------|

Holaway Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (2.5000) |
| Stimulus Teachers | (3.4000) |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 5.2500 |
| Known Retirements/Resignations | 0.0000 |

Anticipated Vacancies

| | |
|------|------|
| None | None |
|------|------|

Estimated Actual RIF Positions

| | |
|------------------------------|--------|
| Elementary Teacher – Primary | 2.0000 |
|------------------------------|--------|

Keeling Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (1.8000) |
| Stimulus Teachers | (3.4000) |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 3.6000 |
| Known Retirements/Resignations | 0.0000 |

Anticipated Vacancies

| | |
|------|------|
| None | None |
|------|------|

Estimated Actual RIF Positions

| | |
|-----------|--------|
| Computers | 1.0000 |
|-----------|--------|

Mesa Verde Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (2.6500) |
| Stimulus Teachers | N/A |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 3.7900 |
| Known Retirements/Resignations | 0.0000 |

Anticipated Vacancies

| | |
|--|--------|
| Elementary Teacher – 3 rd Grade | 1.0000 |
|--|--------|

Estimated Actual RIF Positions

| | |
|------|------|
| None | None |
|------|------|

Nash Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (3.3000) |
| Stimulus Teachers | (5.7500) |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 2.9000 |
| Known Retirements/Resignations | 0.0000 |

Anticipated Vacancies

| | |
|------|------|
| None | None |
|------|------|

Estimated Actual RIF Positions

| | |
|-----------------------------------|--------|
| Elementary Teacher – Intermediate | 1.0000 |
| Special Education -- Resource | 0.5000 |

Painted Sky Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (4.9000) |
| Stimulus Teachers | N/A |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 8.0000 |
| Known Retirements/Resignations | 0.0000 |

Anticipated Vacancies

| | |
|-------------------------------|--------|
| Kindergarten | 0.5000 |
| 3 rd Grade Teacher | 1.0000 |

Estimated Actual RIF Positions

| | |
|------|------|
| None | None |
|------|------|

Prince Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (2.3000) |
| Stimulus Teachers | (6.0000) |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 3.0900 |
| Known Retirements/Resignations | 2.0000 |

Anticipated Vacancies

| | |
|----------------------------|--------|
| 5 th Grade Math | 1.0000 |
| Band | 0.2000 |

Estimated Actual RIF Positions

| | |
|------|------|
| None | None |
|------|------|

Rio Vista Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (2.4000) |
| Stimulus Teachers | (4.2500) |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 1.0000 |
| Known Retirements/Resignations | 2.0000 |

Anticipated Vacancies

| | |
|------------------------|--------|
| Spec. Ed. – Cross Cat. | 1.0000 |
| Spec. Ed. – Resource | 1.0000 |

Estimated Actual RIF Positions

| | |
|-----------------------------------|--------|
| Elementary Teacher – Intermediate | 1.0000 |
|-----------------------------------|--------|

Walker Elementary School

Anticipated Personnel Reductions

| | |
|-------------------|----------|
| Teachers | (3.4000) |
| Stimulus Teachers | (3.0000) |

Attrition Factors

| | |
|--------------------------------|--------|
| Current Short Term Staff | 3.6000 |
| Known Retirements/Resignations | 0.0000 |

Anticipated Vacancies

| | |
|------|------|
| None | None |
|------|------|

Estimated Actual RIF Positions

| | |
|------|------|
| None | None |
|------|------|

Time Table

| | |
|---|--|
| April 12, 2011 | Governing Board Study/Approval of RIF Plan and Timeline (Initial and Preliminary) |
| April 13, 2011 (and continuing) | Posting of RIF Plan; Communication. |
| April 13 to 26 (and continuing) | Review of programmatic considerations at site level; determination of specific programmatic needs. Identification and application of attrition factors to minimize impact. Notification to potentially affected staff members; completion of personnel profile forms. Confirmation/Compilation of Personnel Profile Form Data |
| April 26, 2011/ May 10, 2011 (and continuing) | Governing Board Approval(s) of Update(s) to RIF plan. RIF Policy/Regulation Procedure Implementation – Review of data, determinations, identification of vacancies, etc. RIF Personnel Actions. Development of Interim RIF list (persons identified through procedures as potentially RIF’ed |
| May 11, 2011 (and continuing) | Formal notification to personnel identified as potentially RIF’d Efforts to place those potentially RIF’d pursuant to policy and procedures. |
| June 1, 2011 | Update for affected personnel; best estimate of forthcoming opportunities |
| June 21, 2011 | Final RIF Personnel Actions |
| June 22, 2011 (and continuing) | Dissemination of recall list to affected personnel – detailing positions for recall and priority. Efforts to recall ongoing. |

Policy Documents

Governing Board Policy GCQA and corresponding documents, developed through the Meet and Confer Process and with the input of District staff, are attached for convenience.

**PROFESSIONAL STAFF REDUCTION IN FORCE
(Meet and Confer Recommendation)**

When a reduction in force of certificated staff is necessary, the Superintendent shall equitably administer procedures to determine those staff members who will be affected. Those procedures shall be clear, transparent, and based on objective criteria that honor a staff member's body of work and due process rights.

Reduction in Force Defined

A *Reduction in Force* is defined as a decrease in the number of certificated staff due to declining district enrollment, changes in course registration, State or Federal budget reductions or for other reasons as determined by the Governing Board.

Guidelines for Implementation

It shall be the policy of the district to first attempt to make such reductions through normal factors of attrition such as resignation, retirement, and termination of short-term contracts. The Superintendent shall first consider site and district programmatic needs, and then, the following order shall be used in determining the certificated personnel to be affected by the reduction in force:

- Certificated staff under contract to the district through third party organizations;
- Certificated staff who have previously retired and have returned to the district under a retiree contract;
- Staff who are not appropriately certificated, or, when applicable, highly qualified for the needed content area(s).

In the event the above actions do not reach the required reduction of positions, further reduction will be made using the following criteria (after taking into account District programmatic needs) to evaluate a teacher's body of work and determine those staff members with the lowest composite scores:

- Disciplinary action (Letters of Reprimand and Suspensions without Pay Only)
- Performance as determined by formal evaluation
- Certifications
- Experience
- Professional development
- Attendance
- Leadership
- Student achievement

Adopted:
LEGAL REF.:

A.R.S. 15-502
15-544
A.G.O. I78-286

**PROFESSIONAL STAFF REDUCTION IN FORCE
(Meet and Confer Recommendation)**

This regulation establishes the process and procedures for implementation of a reduction in force ("RIF") for certificated and other professional staff in order to effectuate economies in the operation of the district or to improve the efficient conduct and administration of District schools and programs.

Definition of Reduction in Force

For purposes of this regulation, a RIF is defined as a decrease in the number of certificated and/or professional staff positions. A RIF may occur in situations which include, but are not limited to, the following:

- A. decreases in student enrollment or reduced student demand for or participation in programs or activities;
- B. decreases in revenue due to:
 - 1. decreased student enrollment;
 - 2. loss or reduction of tax revenues;
 - 3. reduction of state, local, or federal financial support; or
 - 4. reduction in the value of revenues received or significant increasing costs of operation due to inflation;
- C. changes in the educational program of the District;
- D. consolidation or de-consolidation involving the District;
- E. court orders;
- F. legislative mandates; or
- G. unanticipated financial or programmatic exigencies identified by the Superintendent which warrant initiation of a RIF process.

Initiation of Reduction in Force Plan

Where the Superintendent determines that the fiscal and other considerations described above necessitate a reduction in force, the Associate to the Superintendent will prepare a Reduction in Force Plan (“the Plan”) for presentation to the Board. The Plan shall focus upon the total educational program of the district and how it may be modified to reduce costs, programs and personnel while still providing the educational program required of school districts and meeting the particular educational needs of the students of the District. Where circumstances warrant, the Plan may focus on particular programs, departments, school sites, content areas or activities if the cause(s) for the RIF predominately impact(s) limited aspects of the educational program.

The Plan shall include, but need not be limited to, the following:

1. a detailed description of the cause(s) necessitating a RIF;
2. a description of other measures, if any, already implemented to avoid or minimize a RIF (e.g. reduction by attrition, district initiated transfers, etc.);
3. a designation of the part(s) of the total educational program or particular program or activity in which the RIF is necessary and the number of positions to be reduced in each program or activity; and
4. a timetable for the implementation of the RIF.

Following Governing Board approval of the Plan, it shall be made available to all staff and the public through posting on the District’s website.

Personnel Study Based upon Staff Profiles

If a RIF plan is adopted by the Board, the Human Resources Department shall perform a study of the District's personnel to determine those staff members who must be wholly or partially discharged in order to implement the plan. In performing the study, the Human Resources Department shall utilize a Staff Profile Form (“the Profile form”) which will include a point scale using the following criteria:

1. the employee’s disciplinary history (letters of reprimand and suspensions without pay) within the three calendar years preceding the date of the Governing Board’s approval of the Plan;
2. the employee’s evaluations for the two preceding school years (as applicable);
3. the employee’s certification(s) and highly qualified status for grade levels and/or content areas in which the employee is willing to be employed;

4. the employee's previous (prior to the fiscal year in which the Plan is implemented) professional experience both within and outside of Arizona;
5. the professional growth activities (to be implemented in the 2011-2012 academic year);
6. the employee's acceptance of and service in leadership roles (to be implemented in the 2011/2012 academic year);
7. the employee's work attendance history, with no penalty for utilization of approved Family Medical Leave or other approved District leaves of absence;
8. the student achievement data for the employee's students for the two preceding school years (where available and applicable).

The Profile Form will only be completed by personnel in those schools, departments, or programs where a RIF is necessary. The Human Resources Department will ensure that staff members have opportunity for input into the data contained on their Profile Form and that staff members receive a copy of their finalized Profile Form.

Requests for Review and Revision of Staff Profiles

An employee may request review and revision of the employee's Finalized Profile Form by delivering a written request to the Associate to the Superintendent on or before 5:00 p.m. of the third (3rd) business day following the employee's receipt of the Finalized Profile Form from Human Resources. The request for review must specifically explain the element or elements of the Profile believed to be erroneous.

A request for revision of Staff Profiles will be reviewed and determined by the Associate to the Superintendent or designee within two (2) business days of receiving the request. The Associate to the Superintendent or designee may conduct a meeting with the staff member before rendering a decision or may make a determination on the basis of the written materials. The decision will be in writing.

Application of RIF Using Staff Profile Data

If reduction of staff within a site, department or program is still required after first taking into account all factors of attrition, staff members from the affected site, department or program will be selected for the RIF based upon Staff Profile data. The selection shall be based upon the total point values on the staff profile form, lowest to highest, unless the consequence of such action would have a serious and detrimental effect on the total educational program. In such event, a staff member with a higher point total on the staff profile form may be selected for RIF, provided the principal or other supervisor submits written justification that such action is in the best interests of the district, school or program. The written justification and Staff Profile forms for the personnel involved shall be available for review by the person identified for RIF.

Staff selected for RIF shall be notified of their RIF status within 5 working days and shall be provided notice of the effective date of the RIF.

Transfer or Reassignment

Following a staff member's selection for a RIF, but prior to the effective date of the RIF, the staff member will be eligible for placement in positions which become available in other schools, departments or programs for which the staff member is highly qualified. Staff members will be placed in positions for which they are highly qualified based upon their total point values as shown on the staff profile form which led to their selection for RIF.

Where more than one staff member who has been selected for RIF is highly qualified for the same position, the staff member with the highest point value shall be offered the position first. Where multiple staff members are highly qualified for a position and share common total point values under the staff profile form, placement into the vacant position shall be determined through an interview and selection process.

A staff member who has been selected is responsible for keeping the Human Resources Department informed of his or her current contact information. If the district offers a position to a staff member and the staff member declines or fails to accept the position offer within three (3) working days, the District will have no further obligation to offer the staff member placement in any other positions, but the staff member may apply for and will be considered for additional positions.

Recall of Staff Affected by RIF

For a period of three years after the effective date of the RIF of any staff member pursuant to this regulation, the District shall offer to such person any position(s) which becomes available for which such person is licensed and qualified, provided that such person has complied with the requirements specified below.

1. Every person affected by RIF under this policy who wishes to be considered for recall must file with the Superintendent, within thirty (30) days after the effective date of the RIF, a written statement indicating a desire to be considered for recall and providing an address at which the person may be contacted. Such person must notify the Superintendent of any change in address within ten (10) days after changing residences in order to insure proper notification in the event of a recall.
2. In the event that more than one interested person who was subject to a previous RIF is highly qualified for a position(s), the persons shall be recalled based upon their relative total point values as determined by the Staff Profile Form completed at the time of their RIF, in order of highest to lowest points.
3. Any person selected for recall hereunder shall receive written notification of the recall, by certified mail, at the address they last provided to the District. The recalled person

must accept the position offered through recall in writing. Such acceptance must be received in the Superintendent's office within seven (7) calendar days after mailing of the recall notice to the person. Rejection of the offer, or failure to timely respond, shall result in forfeiture by the recalled person of any further recall rights. Thereafter, an offer of recall will be made to the next person qualified to be recalled, or if there is none, the position will be filled by another qualified applicant.

4. Any person recalled pursuant to this policy shall have all accrued but unpaid sick leave restored and be given credit for all years of previously credited service for salary purposes.

5. After the three-year recall period has expired, any person discharged or terminated under this policy shall no longer have any right to be recalled. Such persons who wish to be reemployed thereafter shall file applications for employment and will be treated as would any other applicant for a vacant position.

Requirement of Recent Experience for Transfer/Reassignment or Recall

For purposes of this regulation, if the staff member affected by a RIF has not actually had experience in the other position which is vacant during any part of the preceding five (5) school years, the staff member shall not be considered qualified for transfer or reassignment to the other position.



REDUCTION IN FORCE STAFF PROFILE FORM

Name: _____ Site: _____ Fiscal Year: _____
 (Please print)

Principal Verification HR Verification

1. Disciplinary Action (refers ONLY to written reprimands and suspensions without pay received by you)

Begin with 25 total possible points for this section: 25

Subtract the number of reprimands in last three years x 8 points: _____ x 8 = - _____

Subtract the number of suspensions in last three years x 25 points: _____ x 25 = - _____

Total Points _____
 (No less than 0)

 (Princ.) (HR)

2. Teacher Evaluation Place a check mark to indicate your rating under each Domain from your final evaluation for each of the last two years. If you have not had two final, year-end evaluations, include ratings from the last two evaluations. If you have only had one evaluation to date, provide the data from that single evaluation. List the date of each evaluation.

| | Date of Eval.: _____ (Most Recent Final Eval.) (15 points possible) | | | Date of Eval.: _____ (Next Most Recent Final Eval.) (10 points possible) | | |
|-----------|--|------|----------|---|------|----------|
| | Prof. | Dev. | Unsatis. | Prof. | Dev. | Unsatis. |
| Domain 1: | | | | | | |
| Domain 2 | | | | | | |
| Domain 3 | | | | | | |
| Domain 4 | | | | | | |
| Domain 5 | | | | | | |

For each evaluation listed, apply the following:

1. If three or more Domains were rated "Developing", do not count any points for that evaluation.
2. If any Domain was rated "Unsatisfactory", do not count any points for that evaluation.
3. If neither 1 or 2 applies to your evaluation, count all the points possible for that evaluation.

Total Points: _____

 (Princ.) (HR)

3. Certification/Highly Qualified Please indicate (check) the *certifications you possess in which you would be willing to accept a teaching assignment.*

- _____ Elementary (5 points)(If you are not including a middle school content area endorsement below).
 _____ Secondary (3 points)

Please list endorsements you hold (and are highly qualified for) in which you would be willing to accept a teaching assignment (include content areas and professional endorsements). Add 2 points for each listing.

- _____ (2 points)
 _____ (2 points)
 _____ (2 points)
 _____ (2 points)
 _____ (2 points)
 _____ (2 points)

(attach additional page if needed)

- Do you have National Board Certification? _____ (if yes, add 2 points)
 Do you have a Masters Degree in education or your teaching content area? (if yes, add 2 points)
 Do you have a Doctoral Degree in education or your teaching content area? (if yes, add 2 points)

Total Points: _____

 (Princ.) (HR)

4. Teaching Experience Circle the appropriate points corresponding to your years of experience in each category below:

| Experience in your current content area | Points | Experience Teaching in Ariz. | Points | Experience Teaching Out of State | Points |
|--|------------------|------------------------------|--------------------|----------------------------------|---------------------|
| 1-3 years | 1 pt | 1-3 years | 1 pt | 1-3 years | 1 pt |
| 4-6 years | 2 pts | 4-6 years | 2 pts | 4-6 years | 2 pts |
| 7-9 years | 3 pts | 7-9 years | 3 pts | 7-9 years | 3 pts |
| 10-12 years | 4 pts | 10-12 years | 4 pts | 10-12 years | 4 pts |
| 13-15 years | 5 pts | 13-15 years | 5 pts | 13-15 years | 5 pts |
| 16-18 years | 6 pts | 16-18 years | 6 pts | 16-18 years | 6 pts |
| >18 years | 7 pts | >18 years | 7 pts | >18 years | 7 pts |
| Multiply points by specified weights: | x2= _____ | | x1.5= _____ | | x .75= _____ |
| Total Points (Sum of weighted points from all three columns): | | | | | |

Note: If you taught in another content area at your current school site in the last three school years, you may complete an additional form for that content area for consideration of retention/placement in that content area.

(Princ.) (HR)

5. Professional Growth Activities (No points for 2010-2011. Area to be added in 2011-2012)

6. Leadership Roles (No points for 2010-2011. Area to be added in 2011-2012)

7. Attendance Circle the total number of sick leave days which you personally took (don't count days you donated to someone else) during last fiscal year 2009-2010). If you were not employed by Amphitheater last year, circle the days taken this current year to date. (Do not include absence during board-approved leaves of absence (FMLA)). Count the points associated with the number of days selected:

- Less than 8 days: 5 pts.
- 8-9 days: 4 pts.
- 10-11 days 3 pts
- 12-13 days 2 pts
- 14-15 days 1 pt.
- More than 15 days 0 pts

Total Points: _____
(HR)

8. Student Achievement Using the same evaluation(s) used earlier in Section 2, check the box of the rating level you received in each Student Achievement Domain 2 indicator, then multiply the number of check marks in each column by the weighting factor.. Five (5) total points maximum is possible for each evaluation. (This section will be modified in 2011-2012)

| Most Recent Evaluation from Section 2 | | | | Next Most Recent Evaluation from Section 2 | | | |
|--|-------------------|-------------------|--------|--|-------------------|-------------------|--------|
| Domain Indicator | Prof. | Dev. | Unsat. | Domain Indicator | Prof. | Dev. | Unsat. |
| 2.1 | | | | 2.1 | | | |
| 2.2 | | | | 2.2 | | | |
| 2.3 | | | | 2.3 | | | |
| 2.4 | | | | 2.4 | | | |
| Multiply points by specified weights: | x 1.25 = _____ | x 0.50 = _____ | x 0=0 | Multiply points by specified weights: | x 1.25 = _____ | x 0.50 = _____ | x 0=0 |
| Total Weighted Points: | | | | Total Weighted Points: | | | |

Section Total: _____
(Princ.) (HR)

Final Total of Points from All Sections Above: _____

I attest that the information I have provided above is accurate and complete.

Signature of Teacher Completing this form

Date