



Reduction in Force Plan

FY2016

Over the last eight years, the Arizona Legislature has reduced funding for the state's public schools by billions of dollars. The cuts to Amphitheater Public Schools alone now total approximately \$66,722,286 as of the 2016 fiscal year. During the same time period, Amphitheater (like many other districts across our state) has seen a significant decline in student enrollment. These factors have combined to necessitate staff and other programmatic reductions which will be minimized by attrition and will be guided by Governing Board policies and District regulations.

**Amphitheater Unified
School District No. 10 of
Pima County**

April 17, 2015; Initial Draft

The School Budget Crisis Continues

Over the course of nine years, the Arizona Legislature has cut over \$66,000,000 from the Amphitheater budget. Together with a decline in the District’s student enrollment over that same period, these legislative budget cuts have twice before compelled substantial reductions in District programs. Their continuing effect, as well as increasing costs that have gone unsupported by the legislature for so long, once again place the District in a significant budgetary lurch.

For several years now, the District has experienced substantial legislative cuts and funding shortages which have dramatically impacted the District’s programs and services. It began in 2007-2008, when the economic downturn across the country – hitting Arizona particularly hard – led to dramatic cuts to the public education budget by the Arizona Legislature. In the years that have followed since, legislative cuts to Arizona public school funding have continued – at extraordinary levels. Table 1 below chronicles those cuts, now reaching a cumulative total of \$66,722,286 as of next fiscal year for the Amphitheater District alone.

Fiscal Year	Legislative Cuts to the Amphi Budget
08-09	\$4,314,921
09-10	\$5,208,175
10-11	\$9,615,957
11-12	\$9,937,165
12-13	\$7,625,569
13-14	\$9,110,687
14-15	\$9,110,106
15-16	\$11,799,706
Total	\$66,722,286

Table 1

The Legislature has spared no part of the Amphitheater School District budget. There have been substantial reductions to the base support level (maintenance and operations), soft capital, unrestricted capital, dropout prevention, Career Ladder (teacher performance pay), and building renewal. Only just recently, however, Legislative cuts to M&O funding ceased after the Arizona courts ruled that the Legislature was violating Arizona law by reducing funding which the state’s voters, through passage of Proposition 301, had directed could only be *increased* to – at a minimum – keep pace with inflation.

Thus, in the budget for next fiscal year (2015-2016), the Legislature has included a very modest increase to the base support (1.59%, just the rate of inflation), approximating \$1,079,000 for our District. In addition, the Legislature has promised a one-year only addition to next year’s budget which equates to approximately \$979,000 for Amphitheater. This one-time payment represents a “down payment” of sorts on the “back pay” that that is due for Prop 301 inflationary increases that the Legislature wrongfully failed to provide in previous years.

That is not to say, however, that the District will actually *experience* an *increase* in funding next fiscal year. No, indeed, the District will – for the ninth year in a row – experience yet another substantial loss of funding. For what the Legislature has granted on the one hand, it has again taken away with the other hand.

After the court orders prohibiting any further cuts to maintenance and operations funding and base support level, the Legislature is simply and further reducing other parts of the education budget for next year which are not protected by the court orders. Unfortunately, those cuts are being made at such levels that they will fully exceed the Prop 301 based increases described above.

The Legislature is deepening previous and ongoing cuts to the District’s “District Additional Assistance” (formerly capital funding). It is also eliminating the remainder of Career Ladder funding and is taking back the Student Success Funding which was only just put in place this current fiscal year. These reductions total more than the 1.59% inflationary increase and the one-time 301 “back pay”, combined.

Numbers involved in state budget matters mean little without proper context or perspective. 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 2 should demonstrate, a budget cut on the order of \$1,000,000, let alone \$66,000,000, 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.
Annual cost of replacing computers every five years.

Table 2

The ongoing impact of the legislative 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.

For the past several years, our District’s student enrollment has been on a decline. This has generally been the case across the State of Arizona for most school districts, as the economic downturn has negatively impacted state population growth, while at the same time charter schools and other “school choice” options have expanded to increase competition for students. Table 3 compares the average daily membership (“ADM”, the primary measurement used by the state for school funding) of the District just before the economic downturn with that of the current year.

Fiscal Year	Student Membership (100 day ADM)
2005-2006	16,680
2014-2015	13,273
Difference	3,407

Table 3

From last fiscal year (2013-2014) to the current year (2014-2015), District enrollment has declined by approximately 330 students. This translates to a loss of \$1,418,000 in funding next fiscal year (2015-2016). This loss of funding will, of course, compound the negative effects of the cuts made by the legislature to next year's budget.

The import of reducing enrollment cannot be overstated. Increasing ADM certainly means greater demand for programs and services (and the need for increased staffing to meet those needs); conversely, declines in ADM mean less demand for programs and services and, consequently, a decreasing need for staffing required to support those programs and services.

Despite growing budget pressures, the District has been able in previous budget years to mitigate their negative effects and maintain most programs and services, as well as ensure competitive compensation terms for its employees. These achievements were only possible, however, through careful budget planning and, perhaps most importantly, through the augmentation of the budget via two key means: the "Federal Stimulus Package" and the District's Budget Override.

As the current decade began, the Federal Stimulus Package was in place for two years to temper the effects of both budget cuts and reduced enrollment. The Stimulus Package allowed the District to support programs in ways that substantially augmented the District's budget capacity, freeing maintenance and operations funds that could be committed to other needs. That same Stimulus Package also permitted the District to stave off staffing reductions that were otherwise required by state budget cuts. Several years have passed since the District had the benefit of the Stimulus Package funding, and the capacity those funds created has long since dissipated.

The District's twice renewed budget override, as well, has helped maintain programs and services for the last 10 years, but it is important to note that the augmentation provided by the override is less significant than it used to be. 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, generally representing a 10% increase over the funding provided by state formulas. Thus, as the maintenance and operations funding provided by the state (and driven by ADM) decreases, so too does the override funding. As a consequence, programs supported by the override – also dependent to some extent upon enrollment as well – are more limited than they were initially.

As the District's budget capacity grows increasingly smaller, the District is also facing increased costs. Increasing utility costs, health insurance increases, and employee compensation costs are the more obvious issues, but there are other increased cost factors. One example is our District's escalating expenses associated with providing services to our special needs students. These growing costs are attributable to an increasing percentage of special needs students, as well as the fact that students are presenting with more serious (and more costly) disabilities. This reality has developed as charter school student selection criteria and pressures, for all intents and purposes, have compelled the parents of special needs students to seek services in traditional public school. The relative percentage of the special needs population in public schools vs. charter schools bears this out.

At the current time, a marked increase in the number of special needs students being served in the Amphitheater District has led to an increase of nearly \$1.3 million in the costs of those special programs – costs that the District must legally and morally provide, but which federal and state funding fail to adequately support. Most people do not understand that, for some special needs

students, the District receives less than \$10.00 (yes, *ten dollars*) in additional funding to support meeting the unique needs of those students.

The facts are simple: public education is suffering and has been doing so for years now, with no relief in sight. The recurring funding cuts of extraordinary levels are creating few options for school districts to absorb those cuts and still function. Amphitheater, like so many other districts across our state, has no capacity to absorb budget cuts and increasing costs without impacting its programs and services or, in turn, its personnel. When nearly 90% of the District's budgetary expenditures are comprised of personnel costs, it is not difficult to understand that budget reductions will inevitably affect staff in some manner.

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

Over the last several 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 a number of years. As these funding cuts developed and evolved over time, the Governing Board and District administration implemented multiple strategies to minimize their impact upon school level programs and services.

During the 2009-2010 fiscal year, for example, more than \$1.5 million in cost savings were implemented at the central office level – consisting of job reductions for 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.

During the 2010-2011 fiscal year, more than \$7.8 million in additional 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 a simple necessity of the austere times – the loss of personnel and an increase to class sizes.

All of the previous 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.

For next fiscal year, it will again be necessary to make some reductions in District costs (and consequently staffing) in order to balance the budget given the additional legislative budget cuts, decreasing enrollment, and increasing costs. Fortunately (or unfortunately as the case might be), the District will have a substantial amount of attrition – retirements, resignations and concluding short term contracts that will lessen the “loss of jobs” and help absorb needed reductions in staffing and other programmatic levels.

Reductions proposed for next year were determined using five “guiding principles” that, together, are intended to ensure that we minimize the impact to current employees through attrition and adjustments of work calendars. Those five principles are:

- **No increase to class size formulas**
- **To the extent possible, minimize the impact on students**
- **Target reductions consistent with financial and enrollment realities**
- **Work to increase the percentage of dollars in the classroom**
- **Comply with state and federal mandates and our board policies**

The programmatic and staffing reductions proposed for next fiscal year are set forth in Table 4 below. A brief description and explanation is offered, together with the projected cost savings.

Proposed Program Reductions for FY 2016	
Reduce retiring psychologist by 0.5 FTE.	\$32,730
Eliminate Student Services Clerk II	\$ 35,573
Move .20 of 21st CCLS Program Coordinator position from M&O to grant funding	\$ 8,640
Reduce three high school Community Employment Developers positions and assign job responsibilities to the site special education facilitator and counselors. One high school position is vacant.	\$ 160,236
Reduce Work Experience Assistants	\$ 45,188
Reduce Nurse Case Manager by .2	\$ 10,152
Close El Hogar de la Paz Alternative to Suspension Program. Resulting positions eliminated are 1.0 ISA (retiring), 1.0 Teacher (ESI), 1.0 Teacher (to be transferred based on certification), 1.0 Aide (to be transferred to another aide position), 1.0 Aide (to be transferred to another aide position), .75 Clerk (to be transferred to another open clerk position if possible), and .25 tech specialist. Savings reflect net result after new programmatic expenses.	\$ 86,065
Reduce 1.0 Speech and Language Pathologist (SLP) (Vacant)	\$ 71,266
Reduce 5.8675 Special Education Aides (Vacancies remain).	\$ 102,375
Reduce custodial uniform allowance.	\$ 17,884
Reduce grounds staffing; currently positions are vacant.	\$125,250
Reduce Refrigeration mechanic Procurement specialist, and Painter after retirements	\$116,700
Eliminate currently vacant Maintenance Tech position	\$ 36,192
Reorganize Bonds Department; Current Energy Management Coordinator assumes Project Manager role for oversight of the solar project and miscellaneous projects. Elimination of Bonds Manager (resignation) and Assistant Bonds Manager. Savings are limited because some bond positions are paid from bond funds, not maintenance and operations fund.	\$ 33,311
Raise interscholastic participation fees by \$35 per season/sport at the high school level and \$10 at the middle school level. Generated fees reduce costs to budget.	\$ 73,835
Reduce athletics budget.	\$ 6,627
Reduce Literacy Coordinator Position (Savings to Title II Budget)	\$ 62,164
Reduction of one K-8 Assistant Principal at each K-8 school positions to that of Instructional Support Assistant.	\$ 29,710
Reduce the ISA position at La Cima due to enrollment losses	\$ 58,599
Restructure Amphi Academy at Donaldson; relocate teacher to classroom	\$53,373
Reduce contract length of District Equipment Coordinator from 12 months to 10 months	\$4,740
Reduce Research Project Analyst position (savings to Title I budget).	\$50,796
Reduce contract length of District Instructional Technology Coordinator from 12 months to 11 months.	\$6,613
Reduce the Internship Coordinator from 1.0 to .66.	\$18,868
Reduce two School Improvement Specialist positions (savings to Title II).	\$71,636
Reduce Audio-Visual Media Specialist position (retirement).	\$30,417
Reduce MIS Database Specialist	\$48,715
Reduce Purchasing Agent	\$34,826
Reduce Summer Hours for Shipping/Receiving	\$17,865
Reduce Software Applications Specialist	\$50,256
Reduce work calendar for High School Computer Repair Techs	\$18,814
Reduce Pentamation Specialist .10 FTE	\$7,630

Reduce Equal Opportunity Specialist to 10 month contract.	\$8,674
Reduce EOO secretary position to 10 months.	\$3,581
Reduce Fringe Benefit Assistant by .25 FTE	\$7,500
Reduction of 12 FTE teaching positions due to current year enrollment losses	\$540,000
Reduce one high school counselor position from each high school due to enrollment losses. (Affected staff will be transferred into vacancies at AHS with no job loss)	\$135,000
Reduce .5 FTE Governing Board Secretary (vacant)	\$15,255
3 Furlough Days for Senior Staff (voluntary)	\$13,365
Eliminate Assistant Director of Student Services; replace with Instructional Support Assistant	\$50,198

Table 6

Program Reduction Impact

The continuing and escalating state budget reductions, no longer softened by other funding sources and combined with decreasing enrollment will impact school sites and district departments by reducing multiple job classifications.

In the preceding sections of this plan, the various causes for a necessary reduction in force were described and a narrative explanation of proposed reductions was provided. In this section, the specific FTE impact of the reduction in force for each school site is detailed to reflect not only losses of positions but also factors of attrition and vacancies that mitigate negative effects of the reductions.

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

Anticipated Personnel Changes

The first section of each school site chart identifies the number of positions, in general, which will increase or decrease for the 2015-2016 fiscal year – usually due to enrollment changes.

The numbers provided in this section reflect the programmatic considerations and changes which are currently anticipated or necessary for the school sites. These numbers also include reductions that are required due to a loss of special funding, where applicable.

Attrition and other factors may lead to further changes here, however, as sites and departments experience personnel events which occur through the summer months.

Attrition Factors

The second section of each school chart lists factors of attrition that can and do mitigate the impact of any anticipated personnel reductions for the site. Attrition, of course, includes such factors as short term contract conclusions, resignations, and other staff member losses.

Many resignations are already known to the District at the current time. Typically, however, the District continues to receive additional resignations (due to such factors as family relocation, job changes, etc.) throughout the

summer months. As additional attrition develops, further mitigation of the 2016 reduction in force will be possible.

Anticipated Vacancies

The third section of each school chart provides the vacancies currently anticipated for that site or department for next fiscal year. These vacancies reflect the impact of attrition factors described above.

Presently, we believe that all certificated employees whose positions are being fully eliminated at their current site will be able to obtain placement at another site, due to a significant number of anticipated vacancies. These positions will be available to qualified individuals displaced from their current sites/positions and will mitigate the 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. Their current positions may well have to be refilled next fiscal year, and there may be a lack of qualified candidates among current district staff who are not short term employees. As a result, many short term staff will likely be rehired to again fill their current positions; in this way, their short term contract status does not “cancel out” all staffing reductions required at a site.

After this initial draft of this RIF Plan is approved by the Board, additional details about specific programmatic considerations will continue to emerge. In the coming weeks, therefore, sites may continue to refine their programmatic determinations, based upon enrollment changes and other demographical information.

Another factor to keep in mind is that, in some situations, funding for next year still remains uncertain. For example, the status of the K-3 Move on When Reading funding is unclear after the

legislative session ended. Thus, further budget developments may necessitate revision of this plan over time as well.

Specific individuals to be affected by the reductions listed in the pages that follow will be identified by following the procedures outlined in the District's policies and regulations. Affected individuals will be presented to the Governing Board for personnel action at a later time and will receive formal notification from the District following that action. Any affected individuals will remain eligible for recall, according to the terms and conditions of District procedures, for three fiscal years following the RIF action.

This plan will be updated as circumstances and information warrant.

Amphitheater High School

Anticipated Personnel Changes

Teachers	(0.3000)
Instructional Aide	(1.9375)

Attrition Factors

Current Short Term Staff	7.4000
Known Retirements/Resignations	5.6000

Anticipated Vacancies

Autos	1.0000
Chemistry	1.0000
Counseling	2.0000
Cross Cat Special Education	1.0000
English	1.4000
Physics (Spring Semester only)	1.0000
SEI	0.6000
Sports Medicine	0.6000

Estimated Actual RIF Positions

Career Internship Teacher	0.3000
Instructional Aide	1.9375

Canyon del Oro High School

Anticipated Personnel Changes

Teachers	(0.2000)
Instructional Aide	(0.9375)
Counselor	(1.0000)

Attrition Factors

Current Short Term Staff	7.0000
Known Retirements/Resignations	5.0000

Anticipated Vacancies

Biology	1.0000
Band	1.0000
Social Studies	1.0000
Resource Math	1.0000
Attendance Clerk	0.5000
Athletic Secretary (Sec. I)	1.0000

Estimated Actual RIF Positions

Instructional Aide	(0.9375)
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Ironwood Ridge High School

Anticipated Personnel Changes

Teachers	(2.0000)
Counselor	(1.0000)

Attrition Factors

Current Short Term Staff	3.4000
Known Retirements/Resignations	4.0000

Anticipated Vacancies

Physical Education	0.6000
General Science	0.6000
Math/Science (Special Ed)	1.0000
Language Arts (Special Ed)	1.0000
Physics	1.0000
Transition Coordinator (Special Ed)	1.0000
Instructional Aide	1.8750

Estimated Actual RIF Positions

N/A	N/A
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Amphitheater Middle School

Anticipated Personnel Changes

Teachers	(1.2000)
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Attrition Factors

Current Short Term Staff	1.0000
Known Retirements/Resignations	1.5000

Anticipated Vacancies

Counselor	1.0000
Chorus	0.2000
Spanish	0.3000
8 th Grade Social Studies	1.0000

Estimated Actual RIF Positions

N/A	N/A
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Cross Middle School

Anticipated Personnel Changes

Teachers	(1.6000)
Instructional Aide	(1.9375)

Attrition Factors

Current Short Term Staff	4.7000
Known Retirements/Resignations	4.0000

Anticipated Vacancies

7 th Grade Language Arts	1.0000
Art	1.0000
7 th /8 th Grade Science	1.0000

Estimated Actual RIF Positions

N/A	N/A
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La Cima Middle School

Anticipated Personnel Changes

Teachers	(0.9000)
Instructional Support Assistant	(1.0000)

Attrition Factors

Current Short Term Staff	5.2000
Known Retirements/Resignations	2.0000

Anticipated Vacancies

7 th Grade Science	1.0000
Language Arts	2.2000
6 th Grade Science	1.0000
Special Ed Resource	1.0000
Math	0.5000
Math Intervention	0.5000
Foreign Language	0.5000
Band	0.3330
Music	0.1667
Technology	0.5000

Estimated Actual RIF Positions

Choir	0.2000
Reading Intervention	1.0000

Coronado K-8 School

Anticipated Personnel Changes

Teachers K-5	0.9000
Teachers 6-8	(2.4000)
Instructional Aide	(0.8750)
Assistant Principal	(1.0000)
Instructional Support Assistant	1.0000

Attrition Factors

Current Short Term Staff	8.5500
Known Retirements/Resignations	5.0000

Anticipated Vacancies

6-8 Math	1.0000
Counselor	1.0000
SEI	0.8000
Psychologist	1.0000
Special Education Resource	1.0000
6-8 Language Arts	1.0000
Elementary Teacher	0.5000
6-8 Math	1.0000
Intervention	1.0000

Estimated Actual RIF Positions

N/A	N/A
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Wilson K-8 School

Anticipated Personnel Changes

Teachers K-5	1.8000
Teachers 6-8	0.9000
Assistant Principal	(1.0000)
Instructional Support Assistant	1.0000

Attrition Factors

Current Short Term Staff	6.5000
Known Retirements/Resignations	2.0000

Anticipated Vacancies

Instructional Aide	0.9375
3 rd Grade Teacher	1.0000
4 th Grade Teacher	1.0000
6 th Grade Teacher	1.0000
Physical Education Teacher	1.0000
2 nd Grade Teacher	2.0000
Kindergarten	1.0000

Estimated Actual RIF Positions

N/A	N/A
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Copper Creek Elementary School

Anticipated Personnel Changes

Teachers	(1.6000)
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Attrition Factors

Current Short Term Staff	5.3000
Known Retirements/Resignations	1.0000

Anticipated Vacancies

Reach	0.5000
Reading Intervention	1.0000
Preschool	1.0000
Kindergarten	0.5000
3 rd Grade	1.0000
Music	0.3000
Instructional Aide	0.9435

Estimated Actual RIF Positions

N/A	1.0000
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Donaldson Elementary School

Anticipated Personnel Changes

Teachers	(0.8000)
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Attrition Factors

Current Short Term Staff	6.0000
Known Retirements/Resignations	4.0000

Anticipated Vacancies

Kindergarten	1.0000
1 st Grade	1.0000
4 th /5 th Combo Teacher	1.0000
Art	0.5000
Music	0.7000
Physical Education	0.5000
Cross Categorical	1.0000
Instructional Aide	0.9375

Estimated Actual RIF Positions

Art	0.1000
Music	0.1000
PE	0.2000
SEI	0.2000

Harelson Elementary School

Anticipated Personnel Changes

Teachers	1.6000
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Attrition Factors

Current Short Term Staff	3.5000
Known Retirements/Resignations	1.5000

Anticipated Vacancies

Kindergarten	1.0000
1st Grade Teacher	2.0000
Reading Interventionist	0.5000

Estimated Actual RIF Positions

N/A	N/A
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Holaway Elementary School

Anticipated Personnel Changes

Teachers	0.6000
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Attrition Factors

Current Short Term Staff	0.5000
Known Retirements/Resignations	2.0000

Anticipated Vacancies

ELD Teacher	0.5000
1 st /2 nd Combo Teacher	1.0000
3 rd Grade Teacher	1.0000
Instructional Aide	0.9375

Estimated Actual RIF Positions

N/A	N/A
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Keeling Elementary School

Anticipated Personnel Changes

Teachers	1.6000
Instructional Aide	(1.8750)

Attrition Factors

Current Short Term Staff	3.0000
Known Retirements/Resignations	2.0000

Anticipated Vacancies

Kindergarten	1.0000
ELD	0.7000
1 st Grade	1.0000

Estimated Actual RIF Positions

N/A	N/A
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Mesa Verde Elementary School

Anticipated Personnel Changes

Teachers	(0.6000)
Instructional Aide	(0.9375)

Attrition Factors

Current Short Term Staff	4.0000
Known Retirements/Resignations	1.0000

Anticipated Vacancies

2 nd /3 rd Grade Teacher	1.0000
2 nd Grade Teacher	1.0000
3 rd Grade Teacher	1.0000
4 th /5 th Grade Teacher	1.0000

Estimated Actual RIF Positions

N/A	N/A
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Nash Elementary School

Anticipated Personnel Changes

Teachers	0.6000
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Attrition Factors

Current Short Term Staff	4.0000
Known Retirements/Resignations	1.0000

Anticipated Vacancies

Academic Interventionist	1.0000
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Estimated Actual RIF Positions

N/A	N/A
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Painted Sky Elementary School

Anticipated Personnel Changes

Teachers	(4.2000)
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Attrition Factors

Current Short Term Staff	4.0000
Known Retirements/Resignations	2.3000

Anticipated Vacancies

Kindergarten (possible)	1.0000
1st Grade Teacher (possible)	1.0000
3 rd Grade Teacher	1.0000
4 th Grade Teacher	1.0000

Estimated Actual RIF Positions

N/A	N/A
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Prince Elementary School

Anticipated Personnel Changes

Teachers	1.6000
Instructional Aide	0.9375

Attrition Factors

Current Short Term Staff	1.8000
Known Retirements/Resignations	4.0000

Anticipated Vacancies

2 nd Grade ELD	TBD
3-5 ELD	TBD
SpEd Resource Teacher	1.0000

Estimated Actual RIF Positions

N/A	N/A
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Rio Vista Elementary School

Anticipated Personnel Changes

Teachers	1.8000
Instructional Aide	(0.9375)

Attrition Factors

Current Short Term Staff	7.5000
Known Retirements/Resignations	4.0000

Anticipated Vacancies

5 th Grade Teacher	1.0000
4 th Grade Teacher	1.0000
Interventionist	1.0000
1 st GradeTeacher	1.0000
Instructional Aide	0.9375

Estimated Actual RIF Positions

SEI Teacher	0.5000
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Walker Elementary School

Anticipated Personnel Changes

Teachers	0.6000
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Attrition Factors

Current Short Term Staff	1.0000
Known Retirements/Resignations	0.0000

Anticipated Vacancies

Kindergarten	1.5000
1 st Grade	1.0000

Estimated Actual RIF Positions

N/A	N/A
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Time Table

April 21, 2015	Governing Board Study/Approval of RIF Plan and Timeline (Initial and Preliminary)
April 22, 2015 (and continuing)	Posting of RIF Plan; Communication.
April 22 to 27, 2015 (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
May 5, 2015 (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'd
May 10, 2015 (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, 2015	Update for affected personnel; best estimate of forthcoming opportunities
June 10, 2015 (and continuing)	Final RIF Personnel Actions 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

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: February 8, 2011
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 _____ HR _____
 Verification _____ 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