

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

DATE OF MEETING: **January 25, 2022**

TITLE: **Approval of Personnel Changes**

BACKGROUND:

Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of January 24, 2022.

Job Description: Pandemic Recovery Teacher

In addition, a “Pandemic Recovery Teacher” job description is provided for consideration and approval. The job description was originally approved as a Pandemic Intervention and Acceleration Teacher on April 13, 2021. The job description was designed to enable District use of the federal pandemic recovery ESSER funds to hire additional teachers who can work directly with students based on individual school and student need to accelerate recoveries from the pandemic disruptions. The job title was developed based on information provided by the federal government about ESSER III funding at the time. Recently, the Arizona Department of Education (ADE) notified school districts about additional requirements that must be put in place for state approval of District’s use of ESSER III funds which necessitate a title change to Pandemic Recovery Teacher. In addition, a phrase is added to the job description to clarify that the interventions provided include interventions “in core content areas of ELA and Math, as well as for credit recovery.”

Job Description: Dyslexia Training Designee

A.R.S. 15-211 states, “On or before July 1, 2022, each school district and charter school shall ensure that at least one kindergarten through third-grade teacher in each school has received training related to dyslexia that complies with the requirements prescribed in section 15-219.” To comply with the statute, the District’s Dyslexia Action Committee (DAC) recommends that a Dyslexia Training Designee addendum be allocated to each school to teachers who instruct students that display characteristics consistent with dyslexia and other related difficulties with:

- Professional development opportunities related to best practices to better serve students
- Best technological tools for students to be able to produce academic work independently
- Appropriate/relevant suggestions of learning activities and experiences designed to help students with fulfilling their academic potential

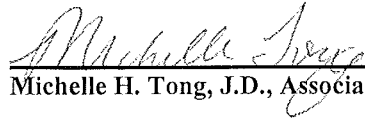
The Dyslexia Training Designee facilitates collaboration among educators, staff members, and parents to better serve students who display characteristics consistent with dyslexia.

To align with other department head addenda in the District, a stipend of \$3,350.00 is recommended to compensate for serving as the site’s Dyslexia Training Designee.

RECOMMENDATION:

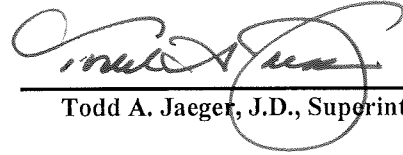
It is the recommendation of the Administration that the personnel changes be approved as presented.

INITIATED BY:



Michelle H. Tong, J.D., Associate to the Superintendent

Date: January 24, 2022



Todd A. Jaeger, J.D., Superintendent



PANDEMIC RECOVERY TEACHER

QUALIFICATIONS

A. REQUIRED

- Bachelor's degree in Education
- Valid Arizona teaching certificate
- Must meet qualification requirements in respective subject such as: Language Arts, Math, Science, Social Studies, Foreign Language, Elementary Education, and/or Early Childhood Education as appropriate
- Any equivalent combination of training, education or experience that meets the minimum qualifications and state certification requirements

SUMMARY

Develops and implements a curriculum program consistent with district educational goals and objectives of the district. Responsible for planning for intervention and acceleration of students, particularly in core areas like English Language Arts (ELA) and math, as well as credit recovery, due to the COVID-19 pandemic and extensive school closures.

Reports to: Appropriate Administrator

ESSENTIAL FUNCTIONS

- Establishes baseline academic achievement levels for individuals and small groups of students and prepares acceleration plans to close gaps between expected achievement levels and current levels which may have been caused by school closures, hybrid learning models, and remote online instruction during the COVID-19 pandemic
- Collaborates with other teachers to differentiate/personalize instruction to meet the needs of individual students; monitors student progress
- Provides supplemental instruction in the content areas, including specifically core content areas of ELA and Math, as well as for credit recovery, in a variety of settings
- Builds capacity in schools to overcome learning loss
- Observes and monitors students' behavior in the classroom, playground, field trips, lunchroom, library, school buses and other areas
- Establishes, maintains and promotes a classroom atmosphere which ensures the emotional and physical safety and well-being of students and emphasizes mutual respect, self-worth, self-discipline, cooperation, consideration and responsibility
- Assesses student needs and develops, implements and evaluates daily lesson plans for students, to include scheduled activities and materials. Modifies instruction of program to meet the needs of each child
- Plans, organizes and displays classroom materials, space and time appropriate to curricular activities
- Utilizes and implements classroom management techniques to maintain organization, orderliness, student safety, and a productive learning environment.



PANDEMIC RECOVERY TEACHER

- Utilizes positive reinforcement to maximize desired behavior and educational outcomes
- Plans instruction to achieve specific objectives based upon student need and established curriculum. Implements instructional techniques to encourage and motivate students
- Evaluates written materials to include written assignments and tests. Analyzes and evaluates student progress and course curriculum
- Evaluates student performance regarding achievements in curriculum and activities and makes necessary provisions to meet learning needs. Ensures parents and students are informed of methods of evaluation utilized in the classroom
- Informs parents of student progress. Advises parents of instructional methods that may assist students. Informs parents of school activities
- Participates as a member of an instructional team to promote learning activities for students that is consistent with district and school education objectives
- Notifies site administrator of the special needs of students who display characteristics which vary from the norm. Collaborates with specialists to assist students
- May monitor the activities of a teacher assistant and classroom volunteers
- Orders classroom supplies and instructional materials
- Exhibits patience, courtesy and tact when dealing with others
- Promotes and supports district-wide educational advancement toward the Portrait of the Graduate
- Integrates knowledge and skills that are relevant achieving the Portrait of the Graduate
- Performs other related duties as assigned

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to instruct, present, convey, discuss and exchange information
- Ability to detect, distinguish, identify, recognize, inspect and discern
- Ability to move about the classroom and the campus
- Ability to develop, implement and evaluate plans
- Ability to manage classroom organization, time, space and behavior
- Ability to perform functions from written and oral instructions and from observing/listening to others
- Ability to sit for extended periods of time
- Ability to lift, reach, stoop, bend, twist and to hold and grasp objects
- Ability to use whiteboards, easel, bulletin boards, and markers to print
- Ability to use classroom technology such as interactive whiteboards or panels, telephones, desktops, laptops, and/or Chromebook computers and other forms of technology
- Ability to withstand adverse weather conditions if required to perform duties outdoors
- Ability to communicate effectively with the public, employees, children and parents

FLSA: Exempt
Certificated Teacher
Revised January 2022



PANDEMIC RECOVERY TEACHER

- Ability to exercise judgment in accordance with established procedures
- Ability to work in small, cramped or confined spaces
- Ability to work alone and as part of a team
- Ability to perform tasks requiring manual dexterity, such as setting up and operating equipment



DYSLEXIA TRAINING DESIGNEE

QUALIFICATIONS

A. REQUIRED

- Current Amphitheater employee serving the District's student population
- Appropriate valid Arizona teaching certificate for grade and/or content area being served (no substitute or provisional certificated staff)

SUMMARY

Provides support to teachers who instruct students that display characteristics consistent with dyslexia and other related difficulties with: professional development opportunities related to best practices to better serve students; best technological tools for students to be able to produce academic work independently; and appropriate/relevant suggestions of learning activities and experiences designed to help these students into fulfilling their potential for academic, intellectual, emotional, physical, and social growth. Facilitates collaboration among educators, staff members, and parents to better serve students who display characteristics consistent with dyslexia.

Reports to: Director of Curriculum and Assessment and/or Associate Superintendent for Elementary Education

ESSENTIAL FUNCTIONS

- Collects appropriate information/data about students who show characteristics of dyslexia
- Shares/communicates data with various stakeholders accordingly
- Screens students for reading difficulties for possible dyslexia characteristics
- Meets with grade level teams and/or content specialists to discuss data collected, to review student progress, and creates an action plan according to the "The Steps for Student Support" flow chart for children who are showing characteristics of dyslexia
- Provides support/strategies to teachers working with students displaying characteristics of dyslexia to support successful learning
- Delivers professional development when necessary
- Collaborates with classroom teachers to review the progress of students identified with characteristics of dyslexia
- Meets quarterly with grade level/content specialists to assess identified progress and provides regular check-in and advocacy for students as needed
- Collaborates with the "Student Assistant Team/Student Study Team" as needed
- Keeps up to date with best practices related to dyslexia evidence-based research, as well as the science of reading

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to instruct, present, convey, discuss, and exchange information
- Ability to detect, distinguish, identify, recognize, inspect, and discern
- Ability to move about the classroom and the campus
- Ability to develop, implement and evaluate plans
- Ability to manage classroom organization, time, space, and behavior



DYSLEXIA TRAINING DESIGNEE

- Ability to perform functions from written and oral instructions and from observing/listening to others
- Ability to sit for extended periods of time
- Ability to lift, reach, stoop, bend, twist and to hold and grasp objects
- Ability to use a blackboard, easel, bulletin boards, and chalk and markers to print
- Ability to use office and instructional equipment such as telephones, computers and other forms of technology
- Ability to communicate effectively with the public, employees, children and parents
- Ability to exercise judgment in accordance with established procedures
- Ability to work in small, cramped or confined spaces
- Ability to work alone and as part of a team
- Ability to perform tasks requiring manual dexterity, such as setting up and operating equipment

1/25/2022

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Glavin	Kelsey	Teacher - Grade 3	CT	Prince Elementary	Added Duty			\$1,025.00
Higgins	Ashley	Teacher - General Science	CT	Amphi Academy Online	Additional Position			\$3,988.01
Kitay	Hillary	Teacher - Grade 3	CT	Prince Elementary	Added Duty			\$1,025.00
Murillo	Mindy	Teacher - ELL/SEI	CT	Mesa Verde Elementary	Increase FTE		N/A	+0.45 FTE
Paredes	Jerell	Teacher - Grade 3	CT	Prince Elementary	Added Duty			\$1,025.00
Burge-Dowling	Kimmie	Preschool Aide/Caregiver	CL	Innovation Academy	Decrease FTE		N/A	<0.4 FTE>
Estep	Lynette	Administrative Assistant I	CL	Wetmore Center	Promotion	8		+\$2.47
Horgan	Kelly	Special Education Teaching Assis	CL	Rillito Center	Transfer	3		+\$1.00
Northcraft	Sheri	Custodian II	CL	Ironwood Ridge High	Promotion	5		+\$1.49
Pecoraro	Pilar	Clerk II	CL	Coronado K-8 School	Additional Position	1		0 years
Rowin	Kris	Computer Repair Technician	CL	Wetmore Center	Promotion	9		+\$2.65
Tello	Amanda	Educational Assistant to the Elem	CL	Nash Elementary	Additional Position	4		0 years
Adams	Elizabeth	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Avila	Paul	Coach - Softball Assistant HS	ADCT	CDO High School	Addendum			\$2,400.00
Bultman	Benjamin	ADDN - Certified Tutor	ADCT	Amphi High School	Addendum			\$30.00 per hour
Edmondson	Heidi	Teacher - Cross Categorical Class	ADCT	Wilson K-8 School	Added Duty			\$867.11
Gerard	Michelle	Coach - Track Head HS	ADCT	CDO High School	Addendum			\$3,000.00
Golden	Brandee	ADDN - Curriculum Development	ADCT	CDO High School	Addendum			\$25.00 per hour
Hayes	Jeremy	Coach - Soccer Head - 3rd Season	ADCT	Coronado K-8 School	Addendum			\$1,700.00
Le	Thanhlem	Coach - Wrestling Head MS	ADCT	Amphi Middle School	Addendum			\$1,700.00

*	2020-2021 School Year						ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend						ADCL	Addendum Classified
Added Duty	Employee working additional hours or days						ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position						CT-AD	Certified Administrative
Correction	Correction to contract						CT	Certified
Decrease FTE	Decrease in hours						CL-AD	Classified Administrative
Extension	End date being extended						CL	Classified
Increase FTE	Increase in hours/contract						PR	Professional
Promotion	Employee receiving a promotion to another position						EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration						MS	Middle School
Status Change	Employee changing status (i.e. short term to career)						HS	High School
Temporary	Employee working for a limited period of time							
Transfer	Employee moving from one position to another							

GOVERNING BOARD MEETING PERSONNEL CHANGES

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Lee	Andrew	Coach - Baseball Assistant MS	ADCT	Amphi Middle School	Addendum		\$1,400.00	
Linn	David	Coach - Softball Head MS	ADCT	Wilson K-8 School	Addendum		\$1,700.00	
Mapes	Darin	Coach - 3rd Q. Extracurricular Act	ADCT	Amphi Middle School	Addendum		\$2,000.00	
Morales	Maggie	Coach - Softball Assistant HS	ADCT	CDO High School	Addendum		\$2,400.00	
Novinski	Garrett	Coach - Basketball Assistant MS	ADCT	Wilson K-8 School	Addendum		\$1,400.00	
Obregon	Jose	Coach - Soccer Head MS	ADCT	Wilson K-8 School	Addendum		\$1,700.00	
Ochoa	Joy	Coach - 3rd Q. Extracurricular Act	ADCT	Coronado K-8 School	Addendum		\$2,000.00	
Quezada	Jessica	ADDN - Technology Coach EL	ADCT	Nash Elementary	Addendum		\$1,466.83	
Roberts	Coral	ADDN - Student Council EL	ADCT	Nash Elementary	Addendum		\$681.22	
Robles	Erin	Coach - 3rd Q. Interscholastic Suj	ADCT	Coronado K-8 School	Addendum		\$500.00	
Vasquez	Rey	ADDN - Interscholastic Superviso	ADCT	Wilson K-8 School	Addendum		\$500.00	
Williams	Susan	Coach - 3rd Q. Interscholastic Suj	ADCL	Cross Middle School	Addendum		\$500.00	

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