

Final Posting: Monday, September 21, 2026 at 4:45pm

SPECIAL PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

**Leadership and Professional Development Center
701 W Wetmore Road
Tucson, AZ 85705**

Tuesday, September 22, 2026

5:30 PM

(Doors open 30 minutes prior to the start of the meeting)

AMPHITHEATER PUBLIC SCHOOLS

MISSION

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Believe

- ❖ ***All students can learn and achieve.***
- ❖ ***Everyone has unique strengths, talents, and needs.***
- ❖ ***All students and staff should be responsible for and dedicated to educational excellence.***
- ❖ ***Education requires cooperation, honesty, and respect among the students, parents, staff, school, and community.***
- ❖ ***The school community deserves a safe and caring environment.***
- ❖ ***Our actions reflect our values and our dedication to meeting student needs fairly and equitably.***
- ❖ ***Ample resources are essential to accomplish the Mission.***

We Value

achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

AGENDA*

As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference.

Persons present at the Board meeting may complete a form requesting to speak to the Board. Individuals who wish to address the Board in-person during Call to the Audience should fill out a public comment card and hand it to the Governing Board Secretary located in the main hallway of the Leadership and Professional Development Center. All comments are limited to 3 minutes to ensure an equitable opportunity to address the Board. In addition, to ensure adequate time is available for other Governing Board business, a maximum time limit for Public Comment will be observed. Those unable to speak within the specified time limits may also submit comments to the Board in writing.

* The Governing Board may meet in an executive session concerning any item on this agenda for purpose of consultation with legal counsel, pursuant to A.R.S. § 38-431.03(A)(3). Rules of Order that apply to Governing Board meetings may be suspended by a vote of the majority of the Board. One or more Governing Board members may attend by electronic means.

¹ Persons interested in addressing the Governing Board must complete and submit a form available in the lobby. Procedures for addressing the Board are outlined on the form.

² Information items are for discussion only; no action will be taken.

³ Details are available in the offices of the Associate Superintendents and Chief Financial Officer.

⁴ Study session items are for discussion only; no action will be taken.

1. <u>CALL TO ORDER</u>	
Ms. Vicki Cox Golder, President	
2. <u>PLEDGE OF ALLEGIANCE</u>	
3. <u>ANNOUNCEMENT OF DATE AND PLACE OF NEXT REGULAR GOVERNING BOARD MEETING</u>	
Tuesday, October 6, 2026 at 6:00 p.m., Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership & Professional Development Center, SE Entrance and Parking	
4. <u>PUBLIC COMMENT</u> ¹ (30 Minutes Maximum)	
5. <u>CONSENT AGENDA</u> ³	
A. Approval of Appointment of Non-Administrative Personnel	4
B. Approval of Personnel Changes	8
C. Approval of Leave(s) of Absence	12
D. Approval of Separation(s) and Termination(s)	14
E. Approval of Stipend for Coaching Volunteers	16
F. Approval of Minutes of Previous Meeting(s)	18
G. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,729,148.49	25
H. Acceptance of Gifts	26
I. Approval of Parent Support Organization(s)- 2026-2027	28
J. Approval of Disposal of Surplus Property via PublicSurplus.com	34
K. Award of Contract for High & Low Voltage Electrical Services-Based Upon Responses to Request for Bids (IFB) 2627001	35
L. Approval of School Facilities Division (SFD) FY 2027 Preventative Maintenance Guideline and Plan	36
M. Approval of Out of State Travel	45
6. <u>STUDY</u> ⁴	
A. Public Meeting Pursuant to A.R.S. 15-481(Y) to Provide Update on Programs Financed through the 13.5% Maintenance and Operations Override and the K-3 Special Programs Override	51
B. Special Education: Serving All Students, Specifically Designed Instruction and Inclusion Practices	71
7. <u>STUDY/ACTION</u>	
A. Approval of Policy Revisions Based on the 2026 Legislative Session	105
8. <u>ACTION</u>	
A. Resolution Declaring September 24, 2026 as "Legendary Teacher Day"	169
9. <u>PUBLIC COMMENT</u> ¹ (30 Minutes Maximum)	
10. <u>EXECUTIVE SESSION</u> [*]	<u>171</u>
1. Motion to Recess Open Meeting and Hold an Executive Session for	
A. Pursuant to A.R.S. § 38-431.03(A)(1)- Discussion and Consideration of the Process, Parameters, and Timeline for the Superintendent Search, Term of Employment to Begin July 1, 2027	

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11. **RECONVENE PUBLIC MEETING**

12. **BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS**

13. **ADJOURNMENT**

In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at www.amphi.com, and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible. If you need special accommodations, please call the Superintendent's office: (520) 696-5205.

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

DATE OF MEETING: September 22, 2026

TITLE: Approval of Appointment of Non-Administrative Personnel

BACKGROUND:

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of September 21, 2026.

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RECOMMENDATION:

It is the recommendation of the Administration that the appointment(s) be approved as presented.

INITIATED BY:

John Hastings, Director of Human Resources

Date: September 21, 2026

Todd A. Jaeger, J.D., Superintendent

9/22/2026

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Toader	Niculina	Teacher - General Science	CT	Wilson K-8 School	CTT-MA	2 years	Replacement	Mr. Trimble	
Vargas	Felisha	Teacher - Special Education ED-P	CT	Rio Vista Elementary	CTT-MA	1 year	Replacement	Ms. Valentin	
Akter	Mahmuda	Special Education Teaching Assist	CL	Walker Elementary	3	0 years	Replacement	Ms. Reynolds	
Alegria	Luz	Student Services Coordinator Assis	CL	Wetmore Center	2	5+ years	Replacement	Ms. McGraw	
Davis	Kayla	Classroom Aide/Caregiver	CL	Rillito Center			Rescind		
Franklin	Eddie	15 Passenger Bus Driver	CL	Transportation	9	0 years	Replacement	Ms. Frye-George	
Hopkins	Patrick	Bus Driver Trainee	CL	Transportation	1	0 years	Replacement	Ms. Frye-George	
Machado	Bernadette	Special Education Teaching Assist	CL	Painted Sky Elementary			Rehire	Ms. Hillig	
Quintanar	Jessica	Classroom Aide/Caregiver	CL	Harelsn Elementary	2	0 years	Replacement	Ms. Hayes	
Rodriguez	Aide	Custodian I	CL	La Cima Middle School	2	0 years	Replacement	Mr. Humphreys	
Rodriguez	Ayla	Special Education Teaching Assist	CL	Wilson K-8 School	3	0 years	Replacement	Mr. Trimble	
Rosales	Angela	School Health Aide	CL	Health Services Admin	4	5+ years	Replacement	Ms. Perkovac	
Sandomire	Aaron	Custodian I	CL	Ironwood Ridge High	2	0 years	Replacement	Dr. Jenkins	
Solorzano	Danielle	Special Education Teaching Assist	CL	Wilson K-8 School	3	0 years	Replacement	Mr. Trimble	
Weed	Jamie	Special Education Teaching Assist	CL	Painted Sky Elementary	3	4 years	Replacement	Ms. Hillig	
Yiung	April	Special Education Teaching Assist	CL	Harelsn Elementary	3	0 years	Replacement	Ms. Hayes	
Kaiser	Mia	Student Worker	ASW	CDO High School			Rehire		\$15.15 per hour
Miller	William	Student Worker	ASW	CDO High School			Rehire		\$15.15 per hour
Roberts	Brennan	Student Worker	ASW	CDO High School			New	Ms. Bulliegh	\$15.15 per hour
Balachardran	Devahi	ADDN - Certified Tutor	ADDM	Amphi High School			Rehire		\$30.00 per hour
Francis	Deborah	ADDN - Certified Tutor	ADDM	Amphi High School			Rehire		\$30.00 per hour

*	2025 - 2026 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Harris	Michael	ADDN - Certified Tutor	ADDM	Amphi High School			Rehire		\$30.00 per hour

*	2025 - 2026 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

09/22/2026
GOVERNING BOARD MEETING
APPOINTMENTS

SUBSTITUTES

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Bakken	Carrie		CT		09/23/2026	
Brumit	Eliza		CT		09/23/2026	
Cunningham	JoLeah		CT		09/23/2026	
Deal	Julie		CT		10/22/2026	
Petersen	Cassidy		CT		09/23/2026	
Faruolo	Lindsey		CL		09/23/2026	
Oldaker	Rachel		CL		09/23/2026	

AD Administrative
PR Professional
CT Certified
CL Classified



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: September 22, 2026

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 September 21, 2026.

8

RECOMMENDATION:

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

INITIATED BY:

John Hastings, Director of Human Resources

Date: September 21, 2026

Todd A. Jaeger, J.D., Superintendent

9/22/2026

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Busby	Devon	Site Program Coordinator	CT	Walker Elementary	Added Duty			\$3,384.16
Rascon-Valdez	Liliana	Teacher - Academic Intervention	CT	Coronado K-8 School	Increase FTE			+0.3333 FTE
Hitt	Angela	Teacher - Art	CT	Wilson K-8 School	Increase FTE			+0.10 FTE
Arnbrister	Joshua	Teacher - Biology	CT	Ironwood Ridge High	Salary Adjustme	CTT-DOC	0 years	+\$2,665.95
Manno	Theodore	Teacher - Biology	CT	Ironwood Ridge High	Decrease FTE			<0.40 FTE>
Manno	Theodore	Teacher - Bioscience	CT	Ironwood Ridge High	Increase FTE			+0.40 FTE
Gowen	Jean	Teacher - Culinary Arts	CT	Ironwood Ridge High	Decrease FTE			<0.20 FTE>
Boteo Flores	Gabriela	Teacher - Kindergarten	CT	Prince Elementary	Reassignment			
Brower	Thomas	Teacher - Music	CT	Wilson K-8 School	Increase FTE			+0.10 FTE
Novinski	Garrett	Teacher - P. E.	CT	Wilson K-8 School	Increase FTE			+0.10 FTE
Novinski	Garrett	Teacher - P. E.	CT	Wilson K-8 School	Salary Adjustme			+\$1,510.83
Torres	Cynthia	School Nurse	CL-PR	Amphi High School	Reassignment			
Gautier	Angelita	Bus Driver	CL	Transportation	Promotion	13	+\$1.62	
Ochoa	Jose	Bus Driver	CL	Transportation	Promotion	13	+\$2.78	
Millanes	Celia	Custodian I	CL	Painted Sky Elementary	Transfer			
Brown	Kelly	Food Service Attendant	CL	Cross Middle School	Increase FTE			+0.3125 FTE
Dimatteo	Kristen	ADDN - Academic Assistant EL	ADCT	Painted Sky Elementary	Addendum			\$800.00
Pierce	Stacey	ADDN - Academic Assistant EL	ADCT	Walker Elementary	Addendum			\$800.00
White	Morgann	ADDN - Academic Assistant EL	ADCT	Painted Sky Elementary	Addendum			\$800.00
Eliopoulos-Halofti	Helen	ADDN - Curriculum Development	ADCT	Wilson K-8 School	Addendum			\$25.00 per hour
Hicks	Vanessa	ADDN - Curriculum Development	ADCT	Wilson K-8 School	Addendum			\$25.00 per hour
Yarbrough	Katrina	ADDN - Curriculum Development	ADCT	Wilson K-8 School	Addendum			\$25.00 per hour

*	2025 - 2026 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

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Butler	William	ADDN - eSports	ADCT	Ironwood Ridge High	Rescind		\$1,800.00	
Vargas	Felisha	ADDN - Essential Recruit Stipend	ADCT	Rio Vista Elementary	Addendum		\$3,242.72	
Sanchez	Tenaya	ADDN - Flex Addenda	ADCT	CDO High School	Addendum		\$598.06	
Ammon	Connie	ADDN - Section 504	ADCT	Coronado K-8 School	Addendum		\$1,550.00	
Arispe	Brooke	ADDN - Section 504	ADCT	Cross Middle School	Addendum		\$3,450.00	
Avila	Paul	ADDN - Section 504	ADCT	Amphi Middle School	Addendum		\$150.00	
Bratthauer-Heaps	Dawn	ADDN - Section 504	ADCT	Ironwood Ridge High	Addendum		\$3,600.00	
Brungardt	Elizabeth	ADDN - Section 504	ADCT	Keeling Elementary	Addendum		\$250.00	
Burgin	Samantha	ADDN - Section 504	ADCT	Ironwood Ridge High	Addendum		\$750.00	
Ebersbacher	Ashley	ADDN - Section 504	ADCT	Rio Vista Elementary	Addendum		\$50.00	
Garcia	Christopher	ADDN - Section 504	ADCT	CDO High School	Addendum		\$2,450.00	
Horetski	Christine	ADDN - Section 504	ADCT	Amphi High School	Addendum		\$1,300.00	
Hughes	Melissa	ADDN - Section 504	ADCT	Prince Elementary	Addendum		\$350.00	
Lewis	Loralee	ADDN - Section 504	ADCT	Painted Sky Elementary	Addendum		\$700.00	
Lidbetter	Erin	ADDN - Section 504	ADCT	La Cima Middle School	Addendum		\$1,200.00	
Loehr	Lizabeth	ADDN - Section 504	ADCT	Harelson Elementary	Addendum		\$300.00	
Olszewski	Cynthia	ADDN - Section 504	ADCT	CDO High School	Addendum		\$6,650.00	
Rodriguez	Michaela	ADDN - Section 504	ADCT	Innovation Academy	Addendum		\$450.00	
Sawyer	Kathryn	ADDN - Section 504	ADCT	Ironwood Ridge High	Addendum		\$1,100.00	
Smith	Kimberly	ADDN - Section 504	ADCT	Rio Vista Elementary	Addendum		\$500.00	
Stine	Laura	ADDN - Section 504	ADCT	Mesa Verde Elementary	Addendum		\$550.00	
Demetrious	Harriet	ADDN - Student Council EL	ADCT	Keeling Elementary	Addendum		\$1,025.65	
Dumais	Brianne	ADDN - Student Council EL	ADCT	Painted Sky Elementary	Addendum		\$1,025.65	
Loorz	Jennifer	ADDN - Student Council EL	ADCT	Harelson Elementary	Addendum		\$512.82	

*

2025 - 2026 School Year	ADCT	Addendum Certified
Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Employee working an additional position	CT-AD	Certified Administrative
Correction to contract	CT	Certified
Decrease in hours	CL-AD	Classified Administrative
End date being extended	CL	Classified
Increase in hours/contract	PR	Professional
Employee receiving a promotion to another position	EL	Elementary
Employee moving to another position at the direction of the administration	MS	Middle School
Employee changing status (i.e. short term to career)	HS	High School
Employee working for a limited period of time		
Employee moving from one position to another		

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE COMMENT
White	Akeyla	ADDN - Student Council EL	ADCT	Harelson Elementary	Addendum		\$512.82
Hatfield	Lori	ADDN - Technology Coach EL	ADCT	Painted Sky Elementary	Addendum		\$1,673.42
Ayers	Nathan	Coach - 1st Q. Extracurricular Activities D	ADCT	Amphi Middle School	Addendum		\$2,159.26
Vigil	Janice	Coach - Basketball Assistant HS	ADCT	CDO High School	Addendum		\$2,591.11
Garcia	Christopher	Coach - Basketball Head HS	ADCT	CDO High School	Addendum		\$3,238.88
Vejar-Cruz	Anissa	Coach - Spiritleading Assistant Fall HS	ADCT	Amphi High School	Addendum		\$2,429.16
Sanchez	Tenaya	DH - English HS	ADCT	CDO High School	Addendum		\$3,090.04
Erickson	Victoria	ADDN - Bus Driver (Summer)	ADCL	Ironwood Ridge High	Addendum		\$21.63 per hour
Lorta Rojas	Gabriela	ADDN - Classroom Aide/Caregiver	ADCL	Amphi Middle School	Addendum		\$15.60 per hour
Brown	Marife	ADDN - ECHO Afterschool Aide/Caregiver	ADCL	Keeling Elementary	Resign Addendum		
Cardenas	Mario	ADDN - ECHO Behavioral Interventional	ADCL	Keeling Elementary	Correction		\$18.37 per hour
Cardenas	Mario	ADDN - ECHO Behavioral Interventional	ADCL	Keeling Elementary	Resign Addendum		
Pacheco	Felipe	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$20.10 per hour
Pinto	Arcilio	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$19.09 per hour
Soto	Rosemary	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$17.26 per hour
Brown-Venus	Treyvone	Special Events Worker	ADCL	Amphi High School	Addendum		\$15.15 per hour
Flannigan	Curtis	Special Events Worker	ADCL	Amphi High School	Addendum		\$15.15 per hour

*	2025 - 2026 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 AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: September 22, 2026

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of September 14, 2026.

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RECOMMENDATION:

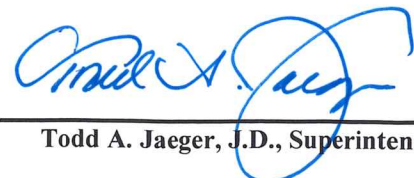
It is the recommendation of the Administration that the leave request(s) be approved as presented.

INITIATED BY:



John Hastings, Director of Human Resources

Date: September 14, 2026



Todd A. Jaeger, J.D., Superintendent

9/22/2026

GOVERNING BOARD MEETING LEAVES OF ABSENCE

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Dubiskas	Shawn	Teacher - History	CT	Ironwood Ridge High	09/04/2026	End
Thornburgh	Alexandra	Teacher - Rillito Classroom	CT	Rillito Center	08/31/2026	Start
Araiza	Brittney	School Nurse	CL	CDO High School	09/02/2026	End
Erazo Canales	Victor	Custodian I	CL	Amphi High School	08/31/2026	Start
Kenney	Dominique	Preschool Instructional Specialist	CL	Amphi High School	08/12/2026	Start
Levy Caliva	Jessica	School Nurse	CL	Coronado K-8 School	09/14/2026	Extension
Mahnk	Jacob	Custodian I	CL	Coronado K-8 School	06/17/2026	Rescind
Medina	Marcos	Groundskeeper I	CL	Facilities Support	09/14/2026	End
Navarro	Martin	Groundskeeper I	CL	Facilities Support	09/04/2026	Extension
Navarro	Martin	Groundskeeper I	CL	Facilities Support	09/03/2026	Rescind
Navarro	Martin	Groundskeeper I	CL	Facilities Support	09/03/2026	End
Rodriguez	Connie	15 Passenger Bus Driver	CL	Transportation		Rescind
Rodriguez	Connie	15 Passenger Bus Driver	CL	Transportation	09/22/2026	Start
Rodriguez Figuera	Cruzvis	Custodian I	CL	Amphi High School	08/31/2026	Start

* 2025-2026 School Year
CT-AD Certified Administrative
CT Certified
CL-AD Classified Administrative
CL Classified
PR Professional



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: September 22, 2026

TITLE: Approval of Separation(s) and Termination(s)

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of September 21, 2026.

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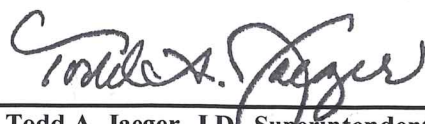
RECOMMENDATION:

It is the recommendation of the Administration that the resignation(s) or termination(s) be approved as presented.

INITIATED BY:


John Hastings, Director of Human Resources

Date: September 21, 2026


Todd A. Jaeger, J.D., Superintendent

9/22/2026

GOVERNING BOARD MEETING
SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Dallman	Ashley	Instructional Technology Spe	CL	Harelsn Elementary	09/30/2026	Resignation	
Doty	Emily	Food Service Attendant	CL	Painted Sky Elementary	09/04/2026	Resignation	
Reyes	Maria	Special Education Teaching	CL	Painted Sky Elementary	09/02/2026	Resignation	

*	2025 - 2026 School Year
Budget RIF	Reduction in force due to budget
Abandonment	Employee abandoned position
Breach of Contract	Employee did not fulfill contract
Dismissal	Employee terminated by the District
Resignation	Employee resigning from the District
Retirement	Employee retiring from the District

ADCT	Addendum Certified
ADCL	Addendum Classified
ADDM	Addendum Only
CT-AD	Certified Administrative
CT	Certified
CL-AD	Classified Administrative
CL	Classified
PR	Professional



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: September 22, 2026

TITLE: Approval of Stipend for Coaching Volunteers

BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of September 21, 2026.

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RECOMMENDATION:

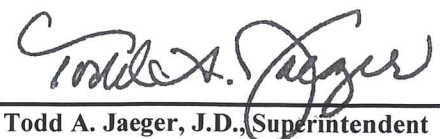
It is the recommendation of the Administration that the Governing Board approve payment of the listed stipend(s) for the identified coaching volunteers.

INITIATED BY:



John Hastings, Director of Human Resources

Date: September 21, 2026



Todd A. Jaeger, J.D., Superintendent

9/22/2026

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Barragan	Ramon	Coach - Baseball Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Elias	Richard	Coach - Basketball Assistant HS	CDO High School	Stipend	\$2,591.11
Gutierrez	Joseph	Coach - Basketball Assistant HS	CDO High School	Stipend	\$2,591.11
Luke	Richard	Coach - Wrestling Assistant HS	CDO High School	Stipend	\$2,591.11
Price	Katherine	Coach - Basketball Assistant HS	CDO High School	Stipend	\$2,591.11
Romine	Jade	Coach - Volleyball Assistant HS	CDO High School	Stipend	\$2,591.11
Sholes	David	Coach - Wrestling Head HS	CDO High School	Stipend	\$3,238.88

* 2025 - 2026 School Year



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: September 22, 2026

TITLE: Approval of Minutes of Previous Meeting(s)

BACKGROUND:

The attached minutes of previous Governing Board Meeting(s) are submitted for approval by the Board:

September 8, 2026

RECOMMENDATION:

The Administration recommends that the minutes of the previous meeting(s) be approved.

INITIATED BY:

Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: September 14, 2026

Todd A. Jaeger, J.D., Superintendent

**Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
Tuesday, September 8, 2026**

A Regular public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, September 8, 2026, beginning at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

Governing Board Members Present

Ms. Vicki Cox Golder, President
Mr. Matthew A. Kopec, Vice President
Ms. Deanna M. Day, M.Ed., Member
Dr. Michael Gemma, Member
Ms. Susan Zibrat, Member

Superintendent's Cabinet Members

Mr. Todd A. Jaeger, J.D., Superintendent
Ms. Tassi Call, Associate Superintendent for Elementary Education
Mr. Matthew Munger, Associate Superintendent for Secondary Education
Mr. Scott Little, Chief Financial Officer
Mr. John Hastings, Director of Human Resources
Ms. Elizabeth Jacome, Director of Curriculum & Assessment
Ms. Kristin McGraw, Executive Director of Student Services
Mr. Richard La Nasa, Executive Manager of Operational Support
Ms. Julie Valenzuela, Director of 21st Century Education
Ms. Michelle Valenzuela, Director of Communications

1. CALL TO ORDER

President Cox Golder called the meeting to order at 6:00pm.

2. PLEDGE OF ALLEGIANCE

Superintendent Jaeger asked Mr. A.J. Malis, Principal of Amphitheater High School, to introduce his students. Mr. Malis shared that the students leading the Pledge were Student Council Student Body Officers. He spoke about how these student leaders coordinate and execute events such as homecoming, spirit weeks, pep assemblies, and dances, but this year's first big project happened last Thursday when Amphi High School student council hosted the Southern Arizona AASC spirit conference. Mr. Malis noted that this event was comprised of over 900 students from across Southern Arizona. The students, Adaline, RJ, Nia, and Sandra introduced themselves and shared which office they hold. The students lead the Pledge of Allegiance.

Dr. Gemma thanked the students for representing their school and presented each of them with a certificate of recognition from the Governing Board. A picture was taken of the Governing Board, Superintendent Jaeger, Mr. Malis, and the students to mark the occasion.

3. RECOGNITION OF STUDENT ART

Mr. Malis introduced Visual Arts Teacher, Ms. Judith Becker Rohrer to introduce the art displayed. Ms. Becker Rohrer explained that since the country was celebrating 250 years, she asked her students to research 250 people who helped shape America. Students got to select a person who was meaningful to them and learned calligraphy to create an art piece with a quote from their selected figure. Ms. Becker Rohrer also spoke about the ceramic plates displayed in the hallway depicting influential figures as well. She introduced Nala, one of the artists.

Vice President Kopec presented Ms. Becker Rohrer with a certificate of recognition from the Governing Board. A picture was taken with the Governing Board, Superintendent Jaeger, Mr. Malis, Ms. Becker Rohrer, and Nala to mark the occasion.

4. ANNOUNCEMENT OF DATE AND TIME OF THE NEXT REGULAR GOVERNING BOARD MEETING

President Cox Golder announced that the next Special Governing Board meeting will take place Tuesday, September 22, 2026, at 5:30p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership & Professional Development Center.

5. RECOGNITIONS

A. Presentation of Distinguished Service Awards

Superintendent Jaeger explained that each month during the school year a certified and support staff member are recognized with a Distinguished Service Award. He asked Mr. Michael McConnell to come forward to introduce the support staff recipient.

Mr. McConnell introduced Lucy Palazzolo, Lead Food Service Attendant at Innovation Academy. He spoke about the family atmosphere Ms. Palazzolo helps create in the cafeteria and how she cares for the students as if they are her own. Mr. McConnell went on to speak about Ms. Palazzolo's dedication, loyalty, kindness, compassion, and ability to connect with the students.

A video presentation was shown highlighting Ms. Palazzolo's contributions to the District.

Ms. Palazzolo thanked the Governing Board for this honor as well as her coworkers, students, and families of Innovation Academy.

Ms. Zibrat presented Ms. Palazzolo with a certificate of recognition from the Governing Board, a Distinguished Service Award and a gift card donated by the Amphi Foundation.

Superintendent Jaeger asked Ms. JJ Letts, Principal of Coronado K-8, to come forward to introduce the certified recipient.

Ms. Letts introduced Lisa Boyd, second grade teacher. Ms. Letts stated Ms. Boyd has taught in Amphitheater for twenty-seven years and during that time has served in site leadership positions and is a mentor teacher others look up to. She went on to speak about how supportive Ms. Boyd is and how she goes out of her way to help others. Ms. Letts stated Ms. Boyd is always looking to innovate and try new things to support her students and she is a crucial and treasured fixture at Coronado.

A video presentation was shown highlighting Ms. Boyd's contributions to the District.

Ms. Boyd thanked everyone for the recognition and commented that her coworkers are like family to her.

Ms. Zibrat presented Ms. Boyd with a certificate of recognition from the Governing Board, a Distinguished Service Award and a gift card donated by the Amphi Foundation.

A picture was taken of the Governing Board, Superintendent Jaeger, Mr. McConnell, Ms. Palazzolo, Ms. Letts, and Ms. Boyd to mark the occasion.

6. INFORMATION

A. Superintendent's Report

For the Superintendent's Report PowerPoint see Exhibit 1.

Superintendent Jaeger noted that each month the report will showcase activities related to the Promise of a Graduate in action. Some highlights from the report included:

- Students at Prince Elementary demonstrating Collaboration working on a project about inventors and on math problems as a team
- At Painted Sky, first graders demonstrated scholarship by working on Everyday Math Explorations and third graders built literacy skills with partner reading
- Amphi Middle School students demonstrated communication through producing the morning video announcements and newly elected Student Council officers represented citizenship
- Amphi High School hosted the Arizona Association of Student Council Spirit Conference which offered leadership training to nearly 1,000 students

- The Annual REACH Institute featured author and speaker Andi McNair along with discussions and resources for gifted students and parents

Superintendent Jaeger went on to give a brief overview of the projected versus actual enrollment for this school year after the 10-day drop. He shared the enrollment at each of the District schools and a comparison of enrollment rates of other districts in Southern Arizona. Superintendent Jaeger noted there was an 18.3% drop in kindergarten Average Daily Membership (ADM) as compared with last school year, and this was similar to peer districts. He also shared that the birth rate in Arizona is down 46% which according to experts, will take quite a few years to recover from.

Superintendent Jaeger went on to speak about a few upcoming events including a Parent Webinar to provide information on ADE Seals of Excellence and the start of Advisory meetings in September.

B. Status of Construction Projects

For the Status of Construction Projects Report and PowerPoint see Exhibit 2.

Superintendent Jaeger asked Mr. LaNasa to deliver his monthly report detailing construction projects across the District.

Mr. LaNasa's report showed a sidewalk replacement at Amphitheater Middle School using Bond Funds. He also shared a list of August 2026 SFD BRG Phrase Grant Funding Awards including HVAC replacements, boiler replacements, and water line repairs totaling over \$3 million which equals 1.6% of the \$200 million budget allocation for the state.

Ms. Cox Golder asked if there were unspent bond funds. Mr. LaNasa said if so, it would be minimal as projects are billed along the way.

Ms. Day congratulated Mr. LaNasa and his team on their success at continuing to secure grant funds.

C. Arizona Conflict of Interest Laws for School Board Members

For the Arizona Conflict of Interest Laws for School Board Members see Exhibit 3.

Superintendent Jaeger explained that the Arizona Auditor General now requires that all Governing Board members and employees complete an annual conflict of interest training. He explained why there are conflict of interest laws and how Title 38 is applied. Superintendent Jaeger's training included:

- Definition of substantial interest, who is considered a relative and what must occur if a conflict is discovered
- Substantial versus Remote Interests
- Consequences of failing to disclose a conflict
- Definitions outlined in A.R.S. 38-502
- Conflict of interest exemptions
- Prohibited acts and penalties

After completing the presentation, the Superintendent Jaeger directed the Governing Board members to fill out their Conflict of Interest form that will be kept on file at the District Office and will be available for public inspection upon request.

7. PUBLIC COMMENT

John Fife is a former teacher and community member. He spoke about a time when the District was experiencing growth in the early-2000's and how that has changed. Mr. Fife went on to speak about fighting the state legislature for funds and the community's support in approving bonds over the years. He spoke about the current challenges public schools are facing due to Empowerment Scholarships, competition from charter schools, and increasing home prices which make it difficult for young families to afford to live in the District. Mr. Fife suggested the need for a new plan, a shift in spending priorities, and more input from the community to ensure their needs are met.

8. CONSENT AGENDA

Details of agenda items, supporting documents, and presentations are available in the electronic Board Book by clicking on the hyperlink below.

[Amphitheater Public Schools Public View - BoardBook Premier](#)

President Cox Golder asked if any items needed to be removed for further discussion or comment. There were none.

Vice President Kopec moved for Consent Agenda Items 8. A– M. be approved as presented. Dr. Gemma seconded the motion. Voice vote in favor – 5. President Cox Golder, Vice President Kopec, Ms. Day, Dr. Gemma, and Ms. Zibrat. Opposed – 0. Consent Agenda Items 8. A– M. passed.

A. Approval of the Appointment of Non-Administrative Personnel

The Governing Board approved the Appointment of Non-Administrative Personnel as submitted in Exhibit 4.

B. Approval of Personnel Changes

The Governing Board approved Personnel Changes as submitted in Exhibit 5.

C. Approval of Leave(s) of Absence

The Governing Board approved Leave(s) of Absence as submitted in Exhibit 6.

D. Approval of Separation(s) and Termination(s)

The Governing Board approved Separation(s) and Termination(s) as submitted in Exhibit 7.

E. Approval of Stipend for Coaching Volunteers

The Governing Board approved Stipend for Coaching Volunteers as submitted in Exhibit 8.

F. Approval of Minutes of Previous Meeting(s)

The Governing Board approved minutes from the August 25, 2026 Governing Board meeting as submitted in Exhibit 9.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,221,711.62

A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as submitted in Exhibit 10.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1034	\$21,519.64	1035	\$86,461.63	1036	\$1,661,702.23
1037	\$124,514.29	1038	\$4,136.29	1039	\$173,476.19
1040	\$25,919.41	1041	\$19,048.94	1042	\$54,105.50
1045	\$38,681.11	1046	\$12,146.39		

H. Acceptance of Gifts

The Governing Board approved Acceptance of Gifts as submitted in Exhibit 11.

I. Approval of Parent Support Organization(s) – 2026-2027

The Governing Board approved IRHS Girls Soccer Booster, Prince PTO, Wilson K-8 PTO, IRHS Project Graduation, Walker Elementary PTO, and IRHS Cheer Booster as submitted in Exhibit 12.

J. Award of Contract for Well Maintenance Services- Based Upon Responses to Request for Bids (RFB) 2627000

The Governing Board approved Award of Contract for ²²Well Maintenance Services- Based Upon Responses to Request for Bids (RFB) 2627000.

K. Approval of Amendment to the Intergovernmental Agreement (IGA) with Town of Oro Valley for School Safety Program and Additional School Resource Officer

The Governing Board approved Amendment to the Intergovernmental Agreement (IGA) with Town of Oro Valley for School Safety Program and Additional School Resource Officer as submitted in Exhibit 13.

L. Approval of Qualified Amphitheater Teacher Performance Evaluation System (ATPES) Evaluators

The Governing Board approved Qualified Amphitheater Teacher Performance Evaluation System (ATPES) Evaluators.

M. Approval of Out of State Travel

The Governing Board approved Out of State Travel as submitted in Exhibit 14.

9. STUDY/ACTION

A. Study and Approval of the Revised Expenditure Budget for Fiscal Year 2026-2027; Public Hearing

For the Revised Expenditure Budget for Fiscal Year 2026-2027 see Exhibit 15.

Superintendent Jaeger asked Mr. Little to explain the budget revision.

Mr. Little explained that when the budget was originally proposed, the new budget forms were not available because the legislature was still in session. Additionally, revisions of the budget are not allowed between the budget proposal and adoption which is why the revision is necessary now. Mr. Little explained that the revised budget includes some one-time funding and updated enrollment.

Mr. Little stated that the Average Daily Membership (ADM) projection was 10,554 students, but the actual ADM shows a loss of 493 students for funding purposes. He noted that for ADM purposes, kindergarten and special needs preschool students count as half. This drop in enrollment translates to about a \$3 million drop in the Maintenance and Operations fund and in response, \$2 million has been moved from Capital Funding into Maintenance and Operations.

President Cox Golder declared a public hearing to be open pursuant to A.R.S. § 15-905 to receive input from the public on any item or items in the budget.

There were no comments and the hearing was closed.

President Cox Golder moved to approve the Revised Expenditure Budget for Fiscal Year 2026-2027. Vice President Kopec seconded the motion. Roll call vote in favor- 5. President Cox Golder-Yes, Vice President Kopec-Yes, Ms. Day-Yes, Dr. Gemma-Yes, Ms. Zibrat-Yes, Opposed -0. Study/Action Item 9.A. passed.

B. Approval of Policy Revisions Based on Statutory Revisions Enacted During the 2026 Legislative Session

For the Policy Revisions Based on Statutory Revisions Enacted During the 2026 Legislative Session see Exhibit 16.

Superintendent Jaeger explained that the policy revisions being brought forth were directed by changes in state statute and that he has provided both the redline and clean versions of the policies for ease of review. He stated that the requirement that policies be studied twice had been eliminated so he is asking the Board to approve these revisions this evening so the District is in compliance with the law.

Dr. Gemma moved to approve Policy Revisions Based on Statutory Revisions Enacted During the 2026 Legislative Session. Ms. Day seconded the motion. Voice vote in favor- 5. President Cox Golder, Vice President Kopec, Ms. Day, Dr. Gemma, and Ms. Zibrat. Opposed- 0. Study/Action Item 9.B. passed.

10. PUBLIC COMMENT

There was no further public comment.

11. BOARD MEMBER REQUESTS FOR FUTURE BOARD ITEMS

Dr. Gemma asked that an Executive Session be scheduled for the Governing Board to discuss a timeline for the Superintendent search. Ms. Day asked for an update on the District's status with the Arizona School Board Association.

12. ADJOURNMENT

President Cox Golder moved to adjourn the meeting. Ms. Day seconded the motion. Voice vote in favor -5. President Cox Golder, Vice President Kopec, Ms. Day, Dr. Gemma, and Ms. Zibrat. Opposed -0. The meeting adjourned at 7:10pm.

Jen Anderson

Minutes respectfully submitted for Governing Board Approval
Jen Anderson, Executive Assistant to the Superintendent & Governing Board

September 14, 2026

Date

Vicki Cox Golder, Governing Board President

September 22, 2026

Date



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **September 22, 2026**

TITLE: **Approval of Vouchers Totaling and Not Exceeding \$1,729,148.49**

BACKGROUND:

A copy of the vouchers for goods and services received by Amphitheater Public Schools and recommended for payment has been provided to the Governing Board.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve payment of the vouchers as presented.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: September 21, 2026

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: September 22, 2026

TITLE: Acceptance of Gifts

BACKGROUND:

Donations detailed on the attached listing have been received by the District.

RECOMMENDATION:

It is the recommendation of the Administration that the above gifts be accepted by the Governing Board.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: September 08, 2026

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations	Donor	Site
700 WATER BOTTLES	BOB & JILL URBANSKI	AMPHITHEATER HIGH SCHOOL
200 BAGS OF SKINNY POP	BOB & JILL URBANSKI	AMPHITHEATER HIGH SCHOOL
200 BAGS OF PRETZELS	BOB & JILL URBANSKI	AMPHITHEATER HIGH SCHOOL
Ck in the amount \$2,725.00	AMPHITHEATER FOUNDATION	AMPHITHEATER HIGH SCHOOL
Ck in the amount \$100.00	LUCILLE ERIKSON	WALKER ELEMENTARY



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: September 22, 2026

TITLE: Approval of Parent Support Organization(s) – 2026-2027

BACKGROUND:

Approval of the following Parent Support Organization(s) pursuant to District Procedure 4-102.A:

Harelson PTO
La Cima PTO
CDO Softball Booster
CDO Auto Boosters
CDO Swimming Booster

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve these changes to the list of approved parent support organizations.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: September 17, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

**AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL**

School Year 2026-2027

Name of Organization HARELSON PTO

School HARELSON ELEMENTARY

Related Student Organization or Club _____

Taxpayer I.D. 86-0774736

OFFICERS:

Name: MARIANA NACARATO DE SOUISA

Name: SARAH LANG

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 07-01-26

Date taking office: 08-01-26

Name: JANNELL DUEL

Name: MAGGIE PADDOCK

Office Held: VICE PRESIDENT

Office Held: SECRETARY

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 07-01-26

Date taking office: 08-01-25

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

- ☒ **Formal Non-Profit** Please Attach:
- 1) Articles of Incorporation (*first year only*)
 - 2) I.R.S. Determination Letter (*first year only*)
 - 3) Annual budget, goals and objectives
 - 4) Current operating by-laws
 - 5) Last fiscal year AZ Corporation Commission Annual Report
 - 6) Last fiscal year I.R.S. Form 990 Annual Report
 - 7) Most recent treasurers financial report
 - 8) Most recent bank statement

- ☐ **Informal Non-Profit** Please Attach:
- 1) Annual budget, goals and objectives
 - 2) Current operating by-laws
 - 3) Most recent treasurers financial report
 - 4) Most recent bank statement

Are two signatures required on disbursements? ☒ Yes ☐ No By-laws reviewed annually? ☒ Yes ☐ No

Member meetings held how often? Quarterly Executive meetings held how often? Quarterly

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Group training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Site Administrator's Approval:

Signature

Date

For district use:

Finance Department recommendation:

Governing Board Agenda date:

29

**AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL**

School Year 2026-2027

Name of Organization LA CIMA PTO

School LA CIMA MS

Related Student Organization or Club _____

Taxpayer I.D. 75-3072661

OFFICERS:

Name: ABBY NARTER

Name: BRITTANY ICELY

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 08-05-26

Date taking office: 08-05-26

Name: _____

Name: _____

Office Held: _____

Office Held: _____

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: _____

Date taking office: _____

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.



Formal Non-Profit

Please Attach: 1) Articles of Incorporation (*first year only*)

2) I.R.S. Determination Letter (*first year only*)

3) Annual budget, goals and objectives

4) Current operating by-laws

5) Last fiscal year AZ Corporation Commission Annual Report

6) Last fiscal year I.R.S. Form 990 Annual Report

7) Most recent treasurers financial report

8) Most recent bank statement



Informal Non-Profit

Please Attach: 1) Annual budget, goals and objectives

2) Current operating by-laws

3) Most recent treasurers financial report

4) Most recent bank statement

Are two signatures required on disbursements?

☒ Yes

☐ No

By-laws reviewed annually?

☒ Yes

☐ No

Member meetings held how often? Monthly

Executive meetings held how often? Monthly

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Group training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

[Signature]

9/4/26

[Signature]

8/31/26

Signature

Date

Signature

Date

Site Administrator's Approval:

Signature

Date

For district use:

Finance Department recommendation:

Governing Board Agenda date:

approved
9/22/26

**AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL**

School Year 2026-2027

Name of Organization CDO SOFTBALL BOOSTER

School CANYON DEL ORO HS

Related Student Organization or Club _____

Taxpayer I.D. 87-4592410

OFFICERS:

Name: MATTIE BURKHARDT

Name: ANDREA HOLGUIN

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 09-03-26

Date taking office: 06-17-25

Name: _____

Name: JENNIFER ATTEBERRY-PIERPOINT

Office Held: _____

Office Held: SECRETARY

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: _____

Date taking office: 06-01-26

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.



Formal Non-Profit

- Please Attach:
- 1) Articles of Incorporation (*first year only*) N/A
 - 2) I.R.S. Determination Letter (*first year only*) N/A
 - 3) Annual budget, goals and objectives
 - 4) Current operating by-laws
 - 5) Last fiscal year AZ Corporation Commission Annual Report
 - 6) Last fiscal year I.R.S. Form 990 Annual Report
 - 7) Most recent treasurers financial report
 - 8) Most recent bank statement



Informal Non-Profit

- Please Attach:
- 1) Annual budget, goals and objectives
 - 2) Current operating by-laws
 - 3) Most recent treasurers financial report
 - 4) Most recent bank statement

Are two signatures required on disbursements? ☒ Yes ☒ No

By-laws reviewed annually? ☒ Yes ☐ No

Member meetings held how often? Monthly (Feb-May)

Executive meetings held how often? Monthly

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Group training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

Mattie Burkhardt

9/3/2026

Signature

ERIC BUNDICK

9/3/2026

Signature

Signature

Site Administrator's Approval: Tona Bulley

Signature

Signed by:

AZ

9/4/2026

Signature

Signature

Jennifer Atteberry-Pierpoint

9/3/2026

Signature

Date

9/8/26

Date

For district use:

Finance Department recommendation: approved

Governing Board Agenda date: 9/22/26

**AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL**

School Year 2026-2027

Name of Organization CDO AUTO BOOSTERS

School CANYON DEL ORO HIGH SCH

Related Student Organization or Club _____

Taxpayer I.D. 92-3678304

OFFICERS:

Name: DAN CALDWELL

Name: JESSICA PANNELL

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 09-03-25

Date taking office: 09-03-25

Name: _____

Name: _____

Office Held: _____

Office Held: _____

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: _____

Date taking office: _____

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.



Formal Non-Profit

- Please Attach:
- 1) Articles of Incorporation (*first year only*)
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 - 8) Most recent bank statement



Informal Non-Profit

- Please Attach:
- 1) Annual budget, goals and objectives
 - 2) Current operating by-laws
 - 3) Most recent treasurers financial report
 - 4) Most recent bank statement

Are two signatures required on disbursements?

☒ Yes ☐ No

By-laws reviewed annually?

☒ Yes ☐ No

Member meetings held how often? Monthly

Executive meetings held how often? n/a

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Group training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Site Administrator's Approval:

Signature

Date

For district use:

Finance Department recommendation:

Governing Board Agenda date:

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Revised 7-31-26

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AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS

ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2026-2027

Name of Organization CDO SWIMMING BOOSTER

School CANYON DEL ORO HS

Related Student Organization or Club _____

Taxpayer I.D. 87-2285808

OFFICERS:

Name: JULIE CRAWFORD

Name: KURT WEIBEL

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 08-06-26

Date taking office: 11-05-24

Name: LIZ BIOCCA

Name: BECCA VORHOLZER

Office Held: VICE PRESIDENT

Office Held: SECRETARY

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 08-19-26

Date taking office: 08-19-26

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.



Formal Non-Profit

- Please Attach:
- 1) Articles of Incorporation (*first year only*)
 - 2) I.R.S. Determination Letter (*first year only*)
 - 3) Annual budget, goals and objectives
 - 4) Current operating by-laws
 - 5) Last fiscal year AZ Corporation Commission Annual Report
 - 6) Last fiscal year I.R.S. Form 990 Annual Report
 - 7) Most recent treasurers financial report
 - 8) Most recent bank statement



Informal Non-Profit

- Please Attach:
- 1) Annual budget, goals and objectives
 - 2) Current operating by-laws
 - 3) Most recent treasurers financial report
 - 4) Most recent bank statement

Are two signatures required on disbursements?

☒ Yes

☐ No

By-laws reviewed annually?

☒ Yes

☐ No

Member meetings held how often? Monthly

Executive meetings held how often? Monthly

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Group training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

Signature [Signature] Date 8-19-26

Signature [Signature] Date 8/26/26

Signature [Signature] Date 8-26-26

Signature [Signature] Date 8/26/26

Site Administrator's Approval: [Signature]
Signature

Date

For district use:

Finance Department recommendation: approved

Governing Board Agenda date:

8/22/26



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **September 22, 2026**

TITLE: **Approval of Disposal of Surplus Property via PublicSurplus.com**

BACKGROUND:

With Governing Board approval, the Administration will sell via an Internet-Based Online-Sale the following surplus property:

<u>Description</u>	<u>Quantity</u>
Bus (VB-177 84passenger)	1
Benchtop Band Saw	1
Drill Press w/floor stand	1
Scroll Saw's	3
Preg-Alert (Livestock)	1
Microscope's	2
Compressor	1
Welding Table	1
Electro Complete Kit	1

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve the disposal of surplus property at a competitive Internet-Based Online-Sale via PublicSurplus.com.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: September 11, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: September 22, 2026

TITLE: Award of Contract for High & Low Voltage Electrical Services- Based Upon Responses to Request for Bids (IFB) 2627001

BACKGROUND:

Request for Bids 2627001 (IFB) for the High & Low Voltage Electrical Services was posted for 21 days on the Arizona Purchasing site on www.AZPurchasing.org. This solicitation requested pricing for the High & Low Voltage Electrical Services. There were thirty-three vendors who downloaded and seven were no bids to the solicitation from www.AZPurchasing.org. There were two responsive vendors listed below.

Commonwealth Electric
Sturgeon Electric Co, Inc.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board award a contract to Sturgeon Electric Co, Inc. as determined by their responsive bid to RFB 2627001 for the High & Low Voltage Electrical Services

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: September 14, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: September 22, 2026

TITLE: Approval of School Facilities Division (SFD) FY 2027 Preventative Maintenance Guideline & Plan

BACKGROUND:

Per A.R.S. § 41-5702 (L), districts are required to develop routine preventative maintenance guidelines for facilities and submit the guidelines to the SFD for review and approval.

Attached is a copy of the SFD FY 2027 Preventative Maintenance Guideline & Plan for Governing Board approval.

RECOMMENDATION:

It is the recommendation of the Administration that Governing Board approve the FY 2027 Preventative Maintenance Guideline & Plan and authorize the Governing Board President to sign the document.

INITIATED BY:

Richard C. La Nasa, Executive Manager, Operational Support

Date: September 15, 2026

Todd A. Jaeger, J.D., Superintendent

Preventive Maintenance Guideline & Plan

Based on the following statutory requirements:

A.R.S. 41-5702 (L)

Each school district shall develop routine preventive maintenance guidelines for its facilities. The guidelines shall include plumbing systems, electrical systems, heating, ventilation and air conditioning systems, special equipment and other systems and for roofing systems shall recommend visual inspections performed by district staff for signs of structural stress and weakness. The guidelines shall be submitted to the division for review and approval. If on inspection by the division it is

determined that a school district facility was inadequately maintained pursuant to the school district's routine preventive maintenance guidelines, the school district shall return the building to compliance with the school district's routine preventive maintenance guidelines.

A.R.S. 41-5731 (O) (2). "Routine Preventive Maintenance" means:

Services that are performed on a regular schedule at intervals ranging from four times a year to once every three years, or on the schedule of services recommended by the manufacturer of the specific building system or equipment, and that are intended to extend the useful life of a building system and reduce the need for major repairs.

tracyh.hill63@gmail.com [Switch accounts](#)

 Resubmit to save

* Indicates required question

Email *

TGill@Amphi.com



Components of a Preventive Maintenance Plan

These are components of a Preventive Maintenance Guideline and Plan the district will provide written explanations and descriptions for each in the following survey:

1. Prioritize Tasks
2. Preventive Maintenance Schedule
3. Optimize Work Hours
4. Utilize Technology
5. Staff Education, Training and Empowerment
6. Continuity of Operations
7. Continuous Improvement
8. Celebrate Success!

District Name *

Amphitheater Unified District ▼

Full Name *

Tom Gill

Role at District *

Director of Facilities

Phone Number *

5202376231



1. Prioritize Tasks:

*

Describe the district's methodology of prioritizing preventive maintenance tasks (safety, emergency, routine maintenance, reactive, etc.)

The following best practices in preventative maintenance are necessary to help prioritize actions in the effort to safely extend the life of building components while keeping them operating at their peak efficiency. Each craft, department, and or discipline has its own set of tasks for maintaining equipment under their purview.

1.1 Safety training for all employees at Facility Support Services (FSS) which may include but limited to:

1.1.1 Electrical Hazards— e.g. lock out/tag out

1.1.2 Indoor Air Quality—Asbestos awareness and remediation protocols/AHERA reporting

1.1.3 Personal Protective Equipment

1.1.4 Various tool safety practices

1.1.5 Blood borne pathogens

1.1.6 Ladder safety

1.2 Building condition assessments to inventory building components and evaluate maintenance and/or replacement costs as a way to rank short-term/ long-term projects.

This will entail site walk abouts for inspections and the utilization of the CMMS (Asset essentials) to submit relevant workorders for routine or reactive maintenance.

1.3 Utilize comprehensive PM task checklists customized for each department, craft, and associated equipment. These tasks will include the appropriated maintenance frequency to adapt to technician schedules for general inspections and individual building components accordingly. These task lists and will be adapted to PM work orders and will be built into our CMMS system (Asset Essentials).

1.4 Each Department follows a consistent preventative maintenance program while simultaneously fielding reactive maintenance and critical work orders. This is done by designating certain personnel through weekly schedules that are solely responsible for the preventative maintenance workload. This is imperative for limiting the reactive maintenance workload over time.

1.5 Consistently scheduled preventative maintenance tasks, set up District-wide, will help identify equipment bundles and building systems that are end-of-life, which, in turn, helps the District in planning Capital improvement projects. These Capital improvement projects keep buildings: (1) up to date within safety compliance standards; (2) waterproof; (3) energy efficient; (4) structurally sound and; (5) generally aesthetic.



2. Preventive Maintenance Schedule: *

Provide a detailed schedule including monthly, quarterly, semi-annual and annual preventive maintenance tasks.

Strategic preventative maintenance (PM) tasks and schedules are devised from industry best practices, manufacturer recommendations, seasonal needs, and District and State Standards. Each craft and associated equipment are unique in its PM approach, but having set schedules hold true for each. Example schedules include the following:

2.1

AIR HANDLING UNITS

Intake unobstructed	3 Months
Air Flows In	3 Months
No Pollutant Sources Nearby	3 Months
Intake Dampers Operational	3 Months
Outdoor Damper Open (at least 10%)	3 Months
Filters Replaced/Fitted Properly	3 Months
Excess Moisture (e.g., drain pans)	3 Months
Cleanliness	3 Months
Belts	Yearly
Lubrication	Yearly
Cleaning of Heating & Cooling Coils	Yearly
Cleaning of Drainage Areas	Yearly
Calibration of Sensors & Controls	2 Years
Cleaning of Ductwork	As Needed
Airflow Balancing	As Needed

3. Optimize Work Hours: *

Describe the district's methodology for optimizing employee work hours to accomplish preventive maintenance tasks

Primarily, normal work hours at FSS are from 7:00am to 3:30pm. Schedule times can fluctuate per department and dictated by tasks and season of the year. Employees tasked with regular PM duties start at 5:00am to take advantage of empty buildings in the early morning, so access to certain equipment unimpeded. Weekend/night hours can also be utilized if it makes sense to work on a project that may require unfettered access to equipment or a utility shut down.



4. Utilize Technology:

*

Describe the district's planned use of technology and other tools to implement preventive maintenance

For PM purposes, technology allows users to centrally access information and documents (sometimes in real time) to measure, track, trend, record, and have central repository for maps, blueprints, building and equipment specifications.

4.1 Utilizing our CMMS (Asset Essentials) aids in optimizing the PM program by tailoring work orders for each department and associated equipment. By building daily, monthly, quarterly, semi-annual, and annual technician schedules, assets can be tracked related to those schedules. PM work orders will be automatically generated per a predetermined frequency schedule and immediately assigned to the appropriate technician.

4.2 The SharePoint web-based platform allows employees to electronically store and manage files in organized content areas so information can be centrally, shared, and modified. This allows PM teams to collaborate on content and store helpful information like maps, equipment warranty information, blueprints, construction project closeouts, and other useful information.

5. Staff Education, Training and Empowerment:

*

Describe the district's planned training to enhance employee skills to extend the useful life of building systems and development of building renewal planning and implementation

For PM purposes, technology allows users to centrally access information and documents (sometimes in real time) to measure, track, trend, record, and have central repository for maps, blueprints, building and equipment specifications.

5.1 Utilizing our CMMS (Asset Essentials) aids in optimizing the PM program by tailoring work orders for each department and associated equipment. By building daily, monthly, quarterly, semi-annual, and annual technician schedules, assets can be tracked related to those schedules. PM work orders will be automatically generated per a predetermined frequency schedule and immediately assigned to the appropriate technician.

5.2 The SharePoint web-based platform allows employees to electronically store and manage files in organized content areas so information can be centrally, shared, and modified. This allows PM teams to collaborate on content and store helpful information like maps, equipment warranty information, blueprints, construction project closeouts, and other useful information.



6. Continuity of Operations:

*

Describe the district's plan for succession of preventive maintenance program and recordkeeping for future Facilities employees and upload a Records Retention Schedule for as-builts, PM records, certifications, inspections and reports, etc.

Amphitheater Facility Support Systems has three major divisions: (1) Maintenance; (2) Building Systems and; (3) Grounds. These divisions are overseen by two managers and one director. Employees from each division can be cross-trained to other departments. In general, a succession starts with the employee-- technician II, to a technician III, to a department lead, to a project manager, to an FSS manager, to FSS director. Also, there are other key employees in the office that take on the following tasks in PM program:

- 6.1 Physical blueprint room organization—all hard blueprints, as-builts, are also being copied and uploaded to our SharePoint center online.
- 6.2 PM templates with task lists and schedules are uploaded to our CMMS system and categorized appropriately. They will be scheduled to auto generate and assign to PM technician on the prescribed interval.
- 6.3 Trend data in CMMS, make facility condition assessment for planned replacement and counteract failures from data gathered from PM workorders.
- 6.4 Managing contractors and the associated procurement so that they can perform other PM duties and time sensitive compliance items.

7. Continuous Improvement:

*

Describe how the district plans to implement continuous improvement of its preventive maintenance program (including improvement to any part of this plan)

Using key performance indicators we can measure how our PM program lessened our reactive/breakdown maintenance over time. From this, we can reference our FCI and prioritize capital improvements while being prudent with our limited funding sources. We can also reassess after each year and analyze what areas of the PM program are really working and what parts need some adjustments. Here are some key points we are taking into consideration while we evolve our continuous improvement plan:

- 7.1 Ensuring FSS as a whole has a unified mission
- 7.2 Using data culled from manual "feet-on-the-ground" inspections, CMMS work order history and KPI's, and consistent implementation of our PM program, we evolve improvements to accurately limit breakdowns, prioritize, and a plan to meet future needs.
- 7.3 Empower employees to be responsible and accountable and promote consistency, learning, and training through the PM process.



8. Celebrate Success:

*

Identify preventive maintenance success (fewer reactive maintenance work orders and/or major building systems that have exceeded useful life)

- * Cost avoidance
- * Set PM Goals for next fiscal year

Over the last five years we improved facilities in many areas and continuously evolve our PM program to meet the challenges in the future. By identifying building deficiencies through our PM and FCI process we have seen a drop in reactive and breakdown maintenance workorders:

- 8.1 Roofing work orders down by 30 percent
- 8.2 HVAC work orders down by 20 percent
- 8.3 General Maintenance down by 15 percent



REQUIRED: Name (First and Last), Signatures and Dates

Upon Submission, the district will be required to upload the following documents to submit your Preventive Maintenance Guideline and Plan:

1. SIGNED Preventive Maintenance Guideline and Plan PDF document from email, along with the Governing Board Resolution for the Preventive Maintenance Guideline and Plan
2. Building Renewal Grant 3-5 year plan

Governing Board President Name: Vicki Cox Golder

Governing Board President Signature: _____

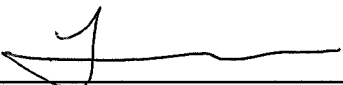
Date: _____

Superintendent Name: Todd A. Jaeger, J.D.

Superintendent Signature: _____

Date: _____

Facilities Director Name: Tom Gill

Facilities Director Signature: 

Date: 9/3/2026

A copy of your responses will be emailed to the address that you provided.

Submit

Never submit passwords through Google Forms.

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GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **September 22, 2026**

TITLE: **Approval of Out of State Travel**

BACKGROUND:

STUDENTS

Nic Holt, Emery Thomure, Zellie Craig, and Rose Tederous request permission to take 35 Canyon del Oro Theatre students to California for a college and career trip on March 14-18, 2027 in Anaheim and Burbank, California. Approximate cost of travel is \$45,000 and will be paid using Auxiliary and Tax Credit funds. No school days will be missed, and no substitutes required.

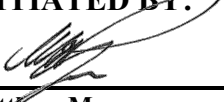
Nathan Ayers, Sarah Lortie, Chris Mercilllott, and Angela Wichers request permission to take 40 Amphitheater Middle School 8th grade students to Disneyland's Imagination Campus on April 21-24, 2027 in Anaheim, California. Approximate cost of travel is \$34,331.28 and will be paid using Auxiliary, Student Activities, Schottenstein Trust, and Title I funds. Three school days will be missed, and substitutes are required.

BUDGET CODE KEY		
525.82.610.1001.6892.282.0000	Auxiliary	Classroom Instruction, Student Expenses, CDO
525.82.410.2710.6519.282.0000	Auxiliary	Student Transportation, Student Travel, CDO
526.82.410.2710.6519.282.0000	Tax Credit	Student Transportation, Student Travel, CDO
525.82.610.2190.6892.282.0000	Auxiliary	Other Student Support Services, Student Expenses, CDO
526.82.610.2190.6892.282.0000	Tax Credit	Other Student Support Services, Student Expenses, CDO
525.66.100.1001.6892.166.0000	Auxiliary	Classroom Instruction, Student Expenses, AMS
850.66.100.1001.6892.166.0000	Student Activities	Classroom Instruction, Student Expenses, AMS
533.66.100.1001.6892.166.0000	Schottenstein	Classroom Instruction, Student Expenses, AMS
525.66.410.2710.6519.166.0000	Auxiliary	Student Transportation, Student Travel, AMS
850.66.410.2710.6519.166.0000	Student Activities	Student Transportation, Student Travel, AMS
533.66.410.2710.6519.166.0000	Schottenstein	Student Transportation, Student Travel, AMS
525.66.100.2190.6892.166.0000	Auxiliary	Other Student Support Services, Student Expenses, AMS
850.66.100.2190.6892.166.0000	Student Activities	Other Student Support Services, Student Expenses, AMS
533.66.100.2190.6892.166.0000	Schottenstein	Other Student Support Services, Student Expenses, AMS
100.27.100.1001.6105.166.0000	Title I	Classroom Instruction, Substitutes, AMS

RECOMMENDATION:

It is the recommendation of the administration that the above travel be approved.

INITIATED BY:



Matthew Munger
Associate Superintendent for Secondary Education

Date: September 15, 2026



Todd A. Jaeger, J.D., Superintendent

**AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST**

Attach supporting documentation as needed

ORIGINAL SUBMISSION

**THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA
COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL**

SCHOOL: Canyon Del Oro

ESTIMATED NUMBER OF STUDENTS: 35

NAME OF SCHOOL GROUP/CLUB/ENTITY: CDO Theatre

STAFF ADVISOR(S)/CHAPERONES: Nic Holt, Emery Thomure, Zellie Craig, Rose Tederous

ABSENCE: # Days 5 Sub Required: ☐ Yes ☒ No # of School Days Missed 0

ACTIVITY / EVENT / PURPOSE OF TRAVEL: CA College and Career Trip

DESTINATION OF TRAVEL: California: Anaheim, Burbank area

DATES OF TRAVEL: 3/14/27-3/18/27

ACADEMIC BENEFITS TO STUDENTS: See attached standards

Identify which characteristics of the Portrait of Graduate are specifically related to this event.

- | | | |
|---|---|---|
| ☒ Academic Content | ☒ Caring | ☒ Citizenship |
| ☒ Collaboration | ☒ Communication | ☒ Creative Thinking |
| ☒ Critical Thinking | ☒ Problem-Solving | |

PROPOSED METHOD OF TRANSPORTATION:

☐ District-owned vehicles

Transportation approval: _____

☒ Other Mountain View Charter Bus

Are expenses paid from any of the following accounts? Auxiliary Yes Tax Credits Yes Club Funds No
Parent Organization Yes

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	<u>\$28,000</u>	<u>Booster Club,</u> <u>525.82.100.1001.689.282.0000 Aux</u>
Transportation	<u>\$1,000</u> <u>\$8,000</u>	<u>525.82.411.2710.6519.282.0000 Aux</u> <u>526.82.411.2710.6519.282.0000 TC</u>
Meals	<u>\$0</u>	<u> </u>
Lodging	<u>\$1,800</u> <u>\$6,200</u>	<u>525.82.610.2190.6892.282.0000 Aux</u> <u>526.82.610.2190.6892.282.0000 TC</u>
Substitutes	<u>\$0</u>	<u> </u>
TOTAL	<u>\$45,000</u>	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? Yes

IF SO, SOURCE & AMOUNTS: \$1,000 Paid by students

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

HOW ARE CHAPERONE EXPENSES PAID? Student / Program cost

COST TO EACH STUDENT \$ 1,000

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? Tax Credit, Payment plans

FUNDING SOURCE(S): Auxiliary, Tax Credit, Booster organization

FUNDRAISING ACTIVITIES PLANNED (If applicable):

N/A

The travel is necessary for the implementation of the project funding the travel.

SUBMITTED BY: _____

Signature

8/27/27

Date

APPROVED BY: _____

Principal/Supervisor

8/27/27

Date

Associate Superintendent/Superintendent

9/6/2026

Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL

SCHOOL: Amphi Middle School

ESTIMATED NUMBER OF STUDENTS: 40

NAME OF SCHOOL GROUP/CLUB/ENTITY: 8th Grade Trip

STAFF ADVISOR(S)/CHAPERONES: Nathan Ayers, Sarah Lortie, Chris Mercilliot, Angela Wichers

ABSENCE: # Days 3 Sub Required: ☒ Yes ☐ No # of School Days Missed 3

ACTIVITY / EVENT / PURPOSE OF TRAVEL: 8th Grade Field Trip to Disneyland

DESTINATION OF TRAVEL: Disneyland Resort, Anaheim, California

DATES OF TRAVEL: Wednesday, April 21, 2027-Saturday, April 24, 2027

ACADEMIC BENEFITS TO STUDENTS: Students will be taking part in STEM activities hosted by Disney Imagination Campus which will include lessons on the Physics of Rides as well as the technology used to bring magic to the parks. Students will have the opportunity to use the Scientific Method to creatively brainstorm new guest experiences and rides. Students will use Newton's 3 Laws of Motion and various methods of energy transfer to create their prototypes for Disney. These classes relate directly to AZ State Science Standards 8.P4U1.3 and 8.P4U2.5 and will add a hands on, practical application to content students have learned throughout the year.

Identify which characteristics of the Portrait of Graduate are specifically related to this event.

☒ Academic Content

☐ Caring

☐ Citizenship

☒ Collaboration

☒ Communication

☒ Creative Thinking

☒ Critical Thinking

☒ Problem-Solving

PROPOSED METHOD OF TRANSPORTATION:

☐ District-owned vehicles

Transportation approval: _____

☒ Other Gray Line Tour

Are expenses paid from any of the following accounts? Auxiliary ☒ Tax Credits _____ Club Funds ☒
Parent Organization _____

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	<u>\$17,440.00</u>	<u>525/850/533.66.100.1001.6892.166.0000</u>
Transportation	<u>\$ 5,346.00</u>	<u>525/850/533.66.410.2710.6519.166.0000</u>
Meals	<u>\$ 5,500.00</u>	<u>525/850/533.66.100.2190.6892.166.0000</u>
Lodging	<u>\$ 4,425.28</u>	<u>525/850/533.66.100.2190.6892.166.0000</u>
Substitutes	<u>\$ 162.00</u>	<u>100.27.100.1001.6105.166.0000</u>
TOTAL	<u>\$34,331.28</u>	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? **No**

IF SO, SOURCE & AMOUNTS: _____

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

HOW ARE CHAPERONE EXPENSES PAID? **Included in Student Tuition**

COST TO EACH STUDENT \$ **858.29**

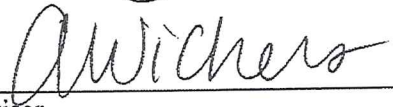
HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? **Scholarships may be available based upon club funds**

FUNDING SOURCE(S): **Club Funds, Fundraisers, Schottenstein Trust, Student Auxiliary**

FUNDRAISING ACTIVITIES PLANNED (If applicable):

Concession Stands @ Athletics and Dances, Candy Cane Sales, Restaurant Fundraisers

SUBMITTED BY: Ana Vega  8/28/26
Signature Date

APPROVED BY: Angela Wichers  8/28/26
Principal/Supervisor Date

 9/6/26
Associate Superintendent/Supintendent Date



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: September 22, 2026

TITLE: Study: Public Meeting Pursuant to A.R.S. 15-481(Y) to Provide Update on Programs Financed through the 13.5% Maintenance and Operations and K-3 Special Programs Override

BACKGROUND:

A.R.S. § 15-481(Y) mandates school districts with a voter-approved budget override in place hold an annual public meeting to enable public comment concerning the override. Amphitheater Public Schools is fortunate to continue benefitting from an override, approved by voters in 2024, that replaced the two previous budget overrides. The new override, approved for 13.5%, combined the: (1) 10% maintenance and operations (“M&O”) budget override, and (2) the 3.5% K-3 special programs budget override, that was previously approved by voters. This agenda item is offered to permit the Governing Board to hold its annual public meeting for the current 13.5% override.

I. Law Governing Annual Public Meeting for Overrides

A.R.S. § 15-481(Y) states:

1. *Each school district that currently increases its budget pursuant to this section is required to hold a public meeting each year at which an update of the programs or capital improvements financed through the override is discussed and at which the public is permitted an opportunity to comment and:*

...
2. *If the increase is pursuant to subsection E, F, I or J of this section, the update shall include at a minimum the amount expended in the previous fiscal year and the amount included in the current budget for each of the purposes listed in the informational pamphlet prescribed by subsection B of this section.*

Consistent with these requirements, this agenda item also provides the Board with an update about the programs financed through each of the District’s overrides.

II. Significant Benefits of the Voter-Approved Overrides

On May 23, 2022, Cronkite News reported, “*Arizona was again among the worst states in the nation for per pupil spending on K-12 education in 2020, a ranking that advocates said was embarrassing but not surprising.*”¹ According to the article, the Census Bureau report for this year says:

¹ Morgan Fischer/Cronkite News, Arizona Mirror May 23. “Arizona Again near Bottom of States for per Pupil Spending, Census Says.” *Arizona Mirror*, 23 May 2022, <https://www.azmirror.com/2022/05/23/arizona-again-near-bottom-of-states-for-per-pupil-spending-census-says/> (Nov. 8, 2022).

“Arizona spent \$8,785 per pupil in 2020, ahead of only Utah and Idaho that year. And it was dead last – 51st among states and the District of Columbia – when it came to the amount spent on actual instruction, at \$4,801 per pupil.

Both were well below the national average of \$13,494 overall and \$8,176 on instruction per pupil for that year.”

On August 22, 2022, U.S. News and World Report published “What States Spend on Students” in which Arizona was ranked 48th for state funding and support of education, marginally ahead of Idaho and Utah.²

According to the National Center for Education Statistics, Arizona has not funded its public schools at the national state average since the 1980s.³ Arizona has “slipped to ‘bad’ and then to ‘worse’, becoming one of the lowest funded public education systems in the country, on a per-pupil basis,” and unfortunately, that is the reality that Arizona school districts face today.

With this in mind, Amphitheater Public Schools asked voters to approve a general M&O override after significant study and a community survey of the District’s electors. In 2005, the voters of the Amphitheater Unified School District put a 10% M&O override in place to enable students who attend Amphitheater’s schools greater opportunities than those provided generally by the State of Arizona. The Amphitheater community renewed the override in 2009, in 2014, and again in 2019. In 2019, the Amphitheater community also approved a 3.5% special programs override specifically for the benefit of the District’s Kindergarten through Third Grade program. In November 2024, Amphitheater community approved a new override that combined the M&O override (10%) and K – 3 override (3.5%) that was previously approved by voters in two separate ballot measures.

Similar to the previous overrides, the new 13.5% override will provide support over the course of the next seven-years. This means that the voters approved putting a budget override in place to allow the Amphitheater District to exceed the standard Revenue Control Limit (the amount that Arizona authorizes each school district to spend to educate the students of that district) by 13.5% for seven years. Both overrides are in place for their full percentage amounts for school years (“SY”) 2025-2026 through 2029-2030 and then will begin to phase out over a two-year period.

Although the State of Arizona began increasing its education spending in 2019 for the first time in a decade, the minimal increase provided does not even make a dent in the amount needed to promote Arizona from its continuous rank as the third lowest per pupil spending state. Today, Arizona remains well below average in funding of public education, and Arizona school districts continue to struggle from the consistent and substantial annual budgetary cuts that the Arizona legislature made to public education between 2009 – 2018. Fortunately, the 13.5% budget override that the Amphitheater voters put in place helped Amphitheater Public Schools to be able to continue to provide consistent benefits for its students despite the significant budget cuts experienced by Arizona school districts. Through the assistance of our voters, students who attend Amphitheater Public Schools had and continue to have experiences that other school districts were unable to provide for nearly a decade.

III. Funds Provided through the Budget Overrides

The amount provided through the voter-approved overrides changes annually depending on the amount of the District’s budget. A school district’s M&O budget is largely determined by its student enrollment so budget overrides can change annually when enrollment changes occur. While the District has seen a declining student enrollment trend for several years, this is largely due to natural changes in the birth cohort.

² What States Spend on Students (2022, August 26), Retrieved from <https://www.usnews.com/news/best-states/articles/2022-08-26/which-states-invest-the-most-in-their-students>

³ ARIZONA RANKS 49TH IN EDUCATION FUNDING – HOW DID WE GET HERE? (2019, May 22). Retrieved from <https://azcharters.org/arizona-ranks-49th-in-education-funding-how-did-we-get-here/> (Nov. 8, 2022).

1. Budget Overrides

Last year, Amphitheater reported receiving an additional \$11,452,336 in its M&O budget through the 13.5% override. The amount provided through the override this year is \$11,275,353.

IV. Programs Financed by the 13.5% Override

1. Dedicated Certificated Teachers to Teach Art in Elementary Schools

The override continues to permit the District to provide a certificated art teacher at every one of its elementary schools. Like with class size reduction, the M&O budget only affords a partial contract for art at the elementary schools, but funding from the override enables art teachers to expand the amount of time that students have in art class each week. This year, the number of art teachers at each of the District's eight (8) elementary schools and two (2) K-8 schools remained consistent with last year under 13.5% M&O budget override and under the previous 10% override.

2. Dedicated Certificated Teachers to Teach Music in Elementary Schools

Similarly, the override continues to enable dedicated certificated music teachers to offer expanded music classes at every one of the District's eight (8) elementary and two (2) K-8 schools. This year, the number of elementary music teachers remained consistent with last year's 13.5% M&O budget override and under the previous 10% M&O override.

3. Dedicated Certificated Teachers to Teach PE in Elementary Schools

The same is true for certificated physical education teachers who continue to provide expanded physical education offerings at each elementary and two (2) K-8 school in the District as well. This year, the number of elementary physical education teachers in the District's eight (8) elementary and two (2) K-8 schools remained consistent with last year.

4. Choice Middle School Elective Classes, Math Labs, and Writing Labs

Through the override this year, advanced learning opportunities and elective courses continue to be made available to middle school students at every middle school and K-8 school. These elective course offerings include career exploration, drama, dance, MESA (Mathematics, Engineering, and Science Achievement), science, programming and technology. In addition, the override also continues to add math and writing labs for middle school students.

5. High School Technology, Science and Fine Arts Classes

Furthermore, the override continues to fund additional technology, science and fine arts electives in all three high schools. The additional courses provided through the override include specialized elective offerings in the areas of art, music, computer science, modern languages, advanced placement courses, and dual enrollment courses.

6. Summer School Acceleration and Credit Recovery Programs

With the conclusion of ESSER funds in 2023, tutoring and intervention programs previously funded through ESSER were entirely reliant upon funding provided by the override. Despite the loss of ESSER funds, override funds supported Amphitheater's summer programs for middle school and high school students with 41 staff supporting our summer learning opportunities. The funds from the override continue to serve and benefit our students throughout the summer.

7. Class Size Reduction

Before voters put the override in place, class sizes at the elementary level were routinely at or over 30 students, and middle and high school classes in areas like English, math or science ranged upwards of 35-38 students. The 13.5% override will continue to permit the District to add additional staff in schools where class sizes are larger, particularly in the core content areas that every student in the grade level must take, by adding another teacher when necessary and thereby reducing the number of students in a class at that grade level.

This year, the funding provided through the override provided additional classroom teachers.

8. Free Full-Day Kindergarten

The 13.5% override will continue to fund free full-day kindergarten at all of Amphitheater's elementary and K-8 schools. Prior to the previous 3.5% K-3 special programs override being approved by the voters, Amphitheater Public Schools only offered free all-day Kindergarten to children attending schools that qualify for Title I funds given the ability to use Title I funds for this purpose. Schools that did not qualify for Title I offered half-day Kindergarten and parents who wanted their students to attend the full-day had to subsidize the second half of the Kindergarten day. Now, Kindergarten is offered for the full-day at no cost throughout the District. This has freed-up those Title I funds previously dedicated to pay for Kindergarten for use in Title I schools to benefit students at those schools in alternative ways.

9. Additional Class-Size Reduction in Kindergarten – Third Grades

The override also funds additional teachers for Kindergarten through Third Grade classrooms to further reduce class size for the youngest learners in the District. Through the funding provided by override, the District has been able to reduce class sizes in Kindergarten through Third Grades with goals of class maximum student numbers of:

- Kindergarten - 25 students
- First Grade - 25 students
- Second Grade - 26 students
- Third Grade - 27 students

This is a substantial decrease from classes that used to exceed 30. Research has established that smaller class size is an important determinant of academic and social student outcomes due to increasing the time available to the teacher to better tailor their instruction to meet individual student needs. Therefore, the changes provided to the youngest learners of the District through the override are helping these students through increased student engagement, small group learning, focused instruction, and decreased time spent by the teacher on classroom management.

10. Amphitheater Public School Employee Compensation Enhancement

The override also continues to provide additional funding to enhance compensation for certificated and classified personnel in the District so that District wages remain competitive to hire the best educators for our students. This benefit provided by the current override is important for the District to compete against private employers and charter schools to obtain trained professional staff. Currently, all staff continue to receive an increase of approximately three percent (3%) to their base salaries through the funding provided by the override.

11. Added Technology Positions to Remain Current with Technology Changes

The override has also made possible hiring of added positions in our Facilities and Technology Departments, to better enable the District to maintain facilities and our growing technology demands. The following positions continue to be funded through the override: two Maintenance Tech II positions in the Facilities Department, and one Programmer Analyst in the Technology Department.

V. Approval of 13.5% Override

At the conclusion of the 2024-2025 school year, both the 10% M&O Override and 3.5% K-3 Override, concluded. Recognizing the extraordinary value both overrides have provided to students and the staff that support students throughout the District, the District is sought voter approval for a new 13.5% override, combining both the 10% M&O and 3.5% K-3 Special Programs Overrides. In November 2024, the new override was approved by the Amphitheater community, thereby ensuring the continuation of the programs outlined above and support for district staff.

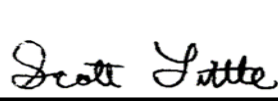
VI. Conclusion

Amphitheater Public Schools appreciates the confidence of its electors in the approval of the 13.5% override, which greatly benefit the students of this District. The budget override continues to provide critical programs that are necessary for students to continue to receive a high-quality education and develop the skills aligned to Amphitheater's Promise of a Graduate prior to graduating from the District. With other states in the United States dedicating nearly triple the amount that Arizona provides for per-pupil public education funding, the programs that Amphitheater Public Schools is able to provide through these voter-approved budget overrides and the approval of the proposed, combined override item, will ensure our students remain competitive as they prepare for their post-high school colleges or careers in the rapidly changing world.

RECOMMENDATION:

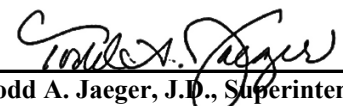
This item is presented for the Governing Board to comply with the requirements of A.R.S. § 15-481(Y) by holding a public meeting for Administration to provide an update of the programs financed through the 13.5% override.

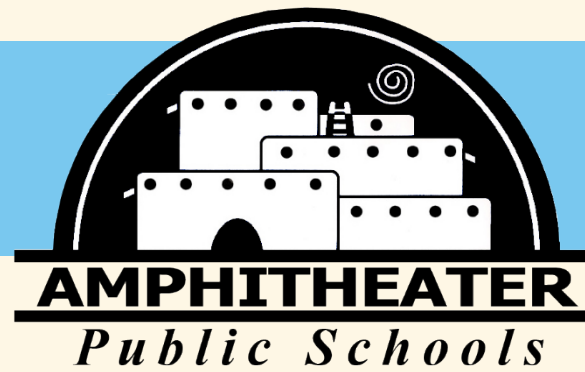
INITIATED BY:

Tassi Call,
Associate Superintendent for Elementary Education
Matt Munger,
Associate Superintendent for Secondary Education
and
Scott Little,
Chief Financial Officer

Date: September 14, 2026


Todd A. Jaeger, J.D., Superintendent



Annual Report on District Programs Financed through Budget Override

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General Information about Budget Overrides

- Arizona law permits school districts to obtain local voter approval to *override* the state budget formulas for a school district's capital and/or maintenance and operations (M&O) budgets.
- Voters may also authorize a special programs override to exceed the budget for a specific program.
- Funds received through the override are used for the specific purposes approved by the voters.
- The amount of the budget increase is limited to the percentage amount approved by the voters and for the length of time authorized by the voters.

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State Limitations on School District Spending

- Regardless of a school district's tax base or its level of need, each school district is limited by state formulas to the amount it can spend as M&O and Capital funds.
- Except for bonds, state formulas generally tie spending to the number of enrolled students.
- Arizona school districts do not have authority to increase their budget without voter-approval to *override* the budget set through state formula.
- The additional funding provided through a budget override annually depends on the M&O budget. Annual amounts provided by a budget override are a percentage of the M&O budget.



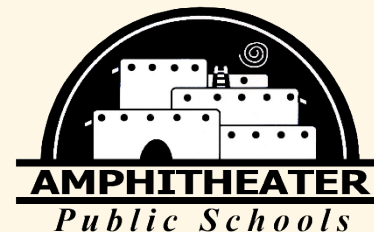
Amphitheater Public Schools Overrides

Prior to 2025, with the support of our voters, Amphitheater benefitted from two overrides that support programs that directly benefit our students.

1. 10% general M&O budget override
2. 3.5% K-3 special programs budget override

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At the time of our last override renewal, these two separate overrides were merged into one, 13.5%, override.





13.5% M&O Override Amount

- The 13.5% budget override amount represents 13.5% of the amount of funding the State provides Amphitheater Public Schools each year.
- When the state education funding is higher, then the 13.5% budget increase is higher.
- When the M&O override was first approved in 2005, the override amount was approximately \$8.1 million. Each year's amount fluctuates depending on the amount of funding the state provides for education for that year and the District's student enrollment.
- Last year, the M&O override provided \$11,452,336 in additional funding to Amphitheater Public Schools.

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Comparison of Amounts Provided by 10% M&O Override

2022-2023	2023-2024	2024-2025
(Actual)	(Actual)	(Actual)
\$8,550,093	\$8,623,074	\$8,902,633

Comparison of Amounts Provided by the 3.5% K-3 Special Programs Override

2022-2023	2023-2024	2024-2025
(Actual)	(Actual)	(Actual)
\$2,474,823	\$2,610,148	\$3,097,209



Comparison of Amounts Provided by 13.5% M&O Override

2024-25 (10% + 3.5%)	2025-2026 (13.5%)	2026-2027 (13.5%)
(Actual)	(Actual)	(Projected)
\$11,999,842	\$11,452,336	\$11,275,252

Schools that Receive Funding through the 13.5% M&O Override

High Schools

Amphitheater High School
Canyon del Oro High School
Ironwood Ridge High School

Middle Schools

Amphitheater Middle School
Cross Middle School
La Cima Middle School

K-8 Schools

Coronado K-8 School
Wilson K-8 School

Online School

Amphi Academy Online

Student Services Program

Rillito Center

Elementary Schools

Harelson Elementary
Innovation Academy
Keeling Elementary
Mesa Verde Elementary
Painted Sky Elementary
Prince Elementary
Rio Vista Elementary
Walker Elementary



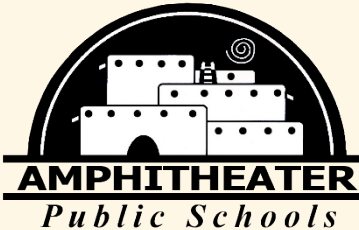
How the 13.5% M&O Override Helps Students

- All elementary schools have dedicated certificated teachers for their special class offerings:

Art	Music	Physical Education
-----	-------	--------------------
- All middle schools benefit through additional elective classes and intervention labs, which may include:

Career Exploration	Drama	Dance
Math Lab	MESA	Programming
Science	Technology	Writing Lab
- All high schools benefit with additional elective classes in areas of technology, science and fine arts, such as:⁶⁴

Advanced Placement	Art	Computer Science
Dual Enrollment	Modern Languages	Music
- Students in every Amphi school have benefitted from the override through tutoring and intervention programs provided during the school year and over the summer.

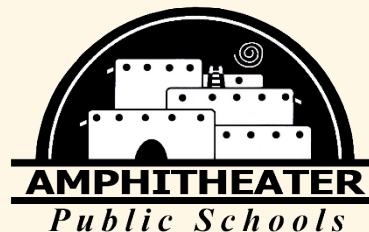




How the 13.5% M&O Override Helps Students

- Prior to voters approving the 13.5% Override, voters authorized the District to override its budget for Kindergarten through Third Grade by 3.5%
- The 13.5% Override continues Amphitheater's commitment to:
 1. Free All Day Kindergarten
 2. Further reduction of class size in K-3 grades
- Amount provided by override depends on amount of funding the State provides Amphitheater Public Schools each year

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How the 13.5% Override Helps Elementary Schools

Free Full-day Kindergarten in All Elementary and K-8 Schools

- Title I funds were previously used to subsidize Kindergarten in Title I schools
 - Now, those funds are being used to help all students in the Title I schools
- Parents in schools that did not qualify to receive Title I funds used to have to subsidize a half-day of Kindergarten
 - Now, no parent pays for Kindergarten at any Amphitheater school

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Additional Help for K-3 Students through the 13.5% Override

Additional Class Size Reduction for K-3 Grades

- Since the election, Procedure 5-211.A (Class Size) has been revised to further reduce class size maximums for K-3 classes while the override is in place to:

Kindergarten:	25 Students
First Grade:	25 Students
Second Grade:	26 Students
Third Grade:	27 Students

- This year, average K-3 class sizes meet the 5-211.A maximums. However, 5-211.A also puts steps in place for assistance to be provided to a teacher should class maximums need to be exceeded.



Other Important Benefits Provided through 13.5% M&O Override

- The 13.5% M&O override adds approximately 3.5±% to base salaries for employees, which helps keep District salaries competitive to be able to hire quality educators.
- The 13.5% M&O override adds technology and facilities positions to enable the District to remain current with technology changes and growing technology demands.
 - 2 Maintenance Tech II positions in the Facilities Department, and
 - 1 Programmer Analyst in the Technology Department.

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Important Facts about the 13.5% Override

- Approved by the voters in November 2024
- Remains in place for 7-years
 - Authorizes budget override at the full percentage for the first 5 years
 - Began School Year 2025-2026
 - Full override ends School Year 2029-2030
- Unless renewed, the override will phase down during years 6 and 7 as follows:
 - Year 6 (2030-2031): decreased by 1/3
 - Year 7 (2031-2032): decreased by another 1/3
 - Year 8 (2032-2033): override ceases and budget returns to regular state budget



Concluding Remarks

- The 13.5% override provides substantial benefits for Amphitheater students, enhancing their educational experience, and contributing to the attainment of the skills associated with the Promise of a Graduate and Amphitheater's College and Career Readiness Framework.
- The 13.5% override provides critical programs and support necessary for student success at a national level and in a rapidly changing world, particularly given the funding challenges in Arizona. This year, the override is projected to infuse approximately \$11,275,353 into Amphitheater's programs, ensuring that our students continue to benefit from these incredible programs and staff.
- Amphitheater Public Schools is especially grateful to the voters of the school district who continue to support the students of the District with these overrides

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

DATE OF MEETING: September 22, 2026

TITLE: Special Education: Serving All Students, Specially Designed Instruction and Inclusive Practices

BACKGROUND:

Special education provides specially designed instruction and related services to eligible students with disabilities from preschool through twelfth grade. This presentation will provide a brief overview of special education data, programming and inclusive practices across the District.

Information will be shared about the College and Career Readiness Framework, the work with Universal Design for Learning (UDL) and next steps to support all students in realizing the Amphi Promise of a Graduate.

This presentation will highlight the Voices of Support event in January to support our families.

RECOMMENDATION:

This item is presented for the Governing Board's information.

INITIATED BY:

Kristin McGraw,
Executive Director of Student Services

Date: September 14, 2026

Todd A. Jaeger, J.D., Superintendent

Special Education: Serving all students, specially designed instruction and inclusive practices

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Kristin McGraw, Executive Director of Student Services

Rob Wolf, Assistant Director of Student Services

Kim Moran, Special Education Coordinator

Heidi Edmondson, Special Education Coordinator

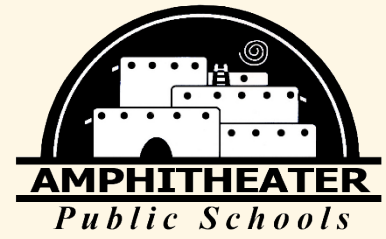




Individuals with Disabilities Education Act 2004

...a federal law that requires schools to service the educational needs of eligible students with disabilities.

- all children with disabilities have available to them a free appropriate public education (FAPE)
- Each student receives specially designed instruction to meet individual needs.
- Prepare for further education, employment and independent living
- ensure that the rights of children with disabilities and parents of such children are protected



In 1990, the Americans with Disabilities Act (ADA) was established to ensure inclusive and equal opportunity for persons with disabilities in all aspects of American life.



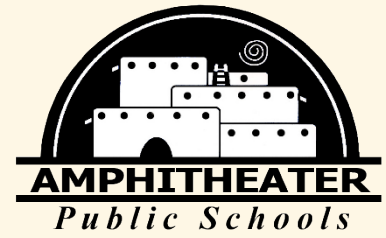
Eligibility to Receive Special Education Services



- Specific Learning Disability
- Developmental Delay
- Preschool Severe Delay
- Autism
- Emotional Disability
- Intellectual Disability
- Other Health Impairment
- Hearing Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment



Special Education Data



Evaluations last school year:

Child Find Preschool

144 screenings

124 initial evaluations

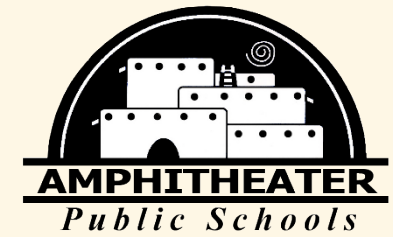
K-12

925 evaluations initial and re-evaluations

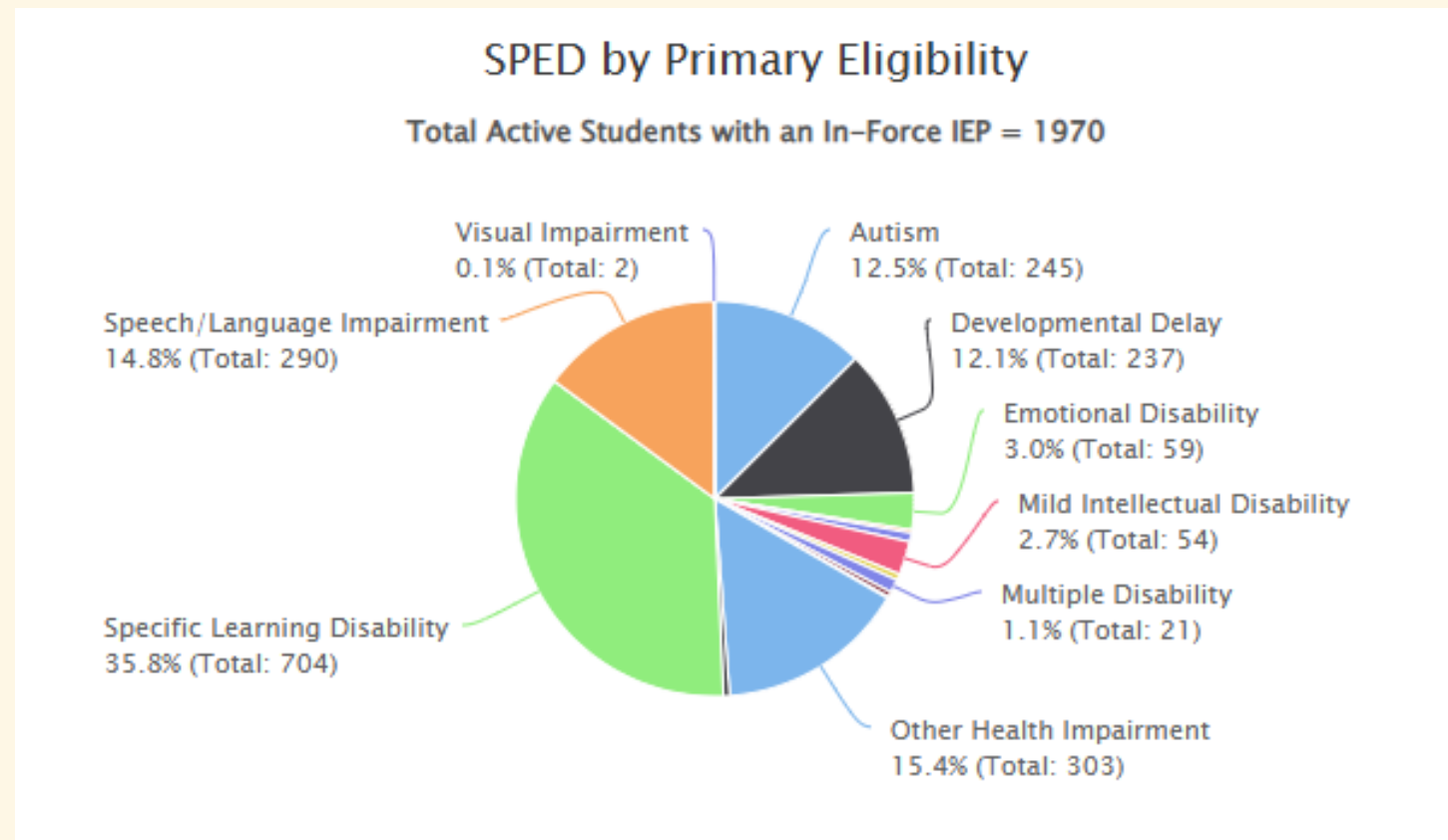
30 evaluations were for students attending private schools located within our boundaries



Special Education Data

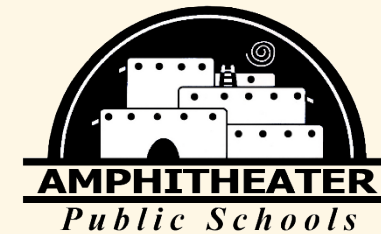


We are serving 1,970 students who also have Individualized Education Plans (IEP's).

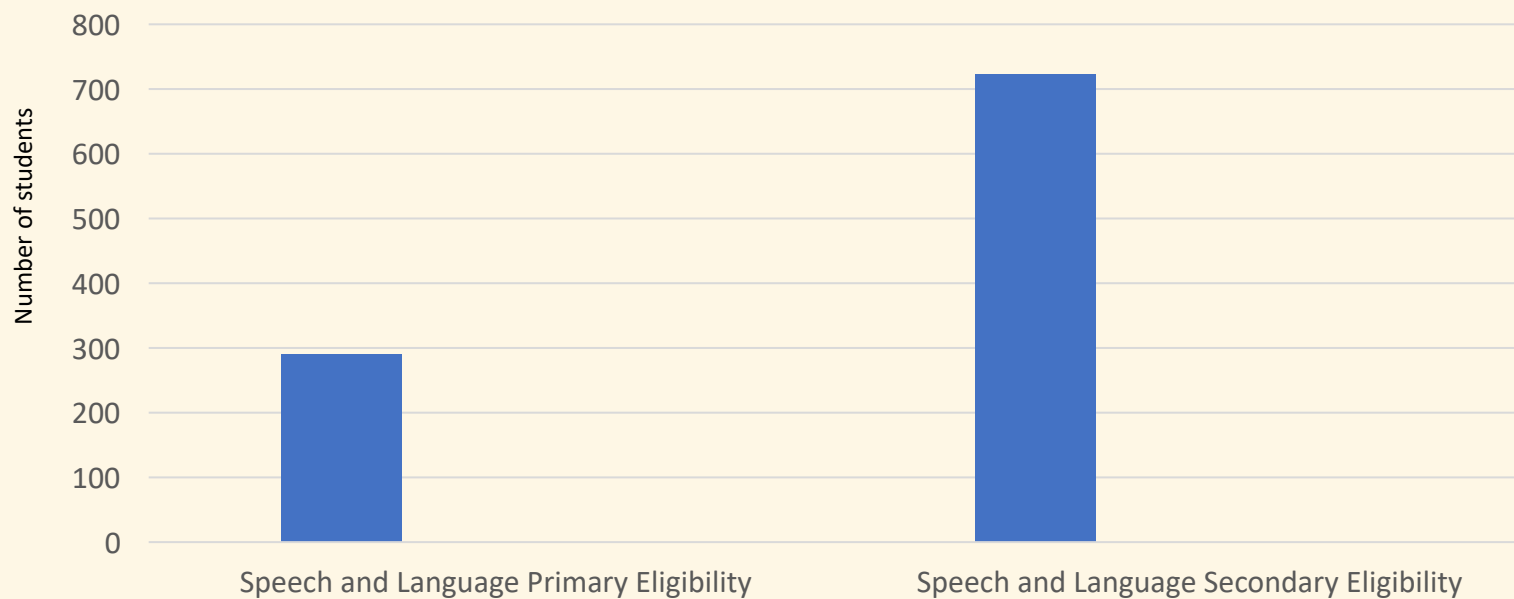




Special Education Data

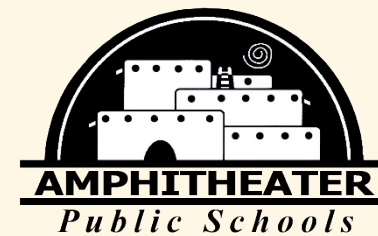


We are serving a total 1012 students in the area of speech and language.

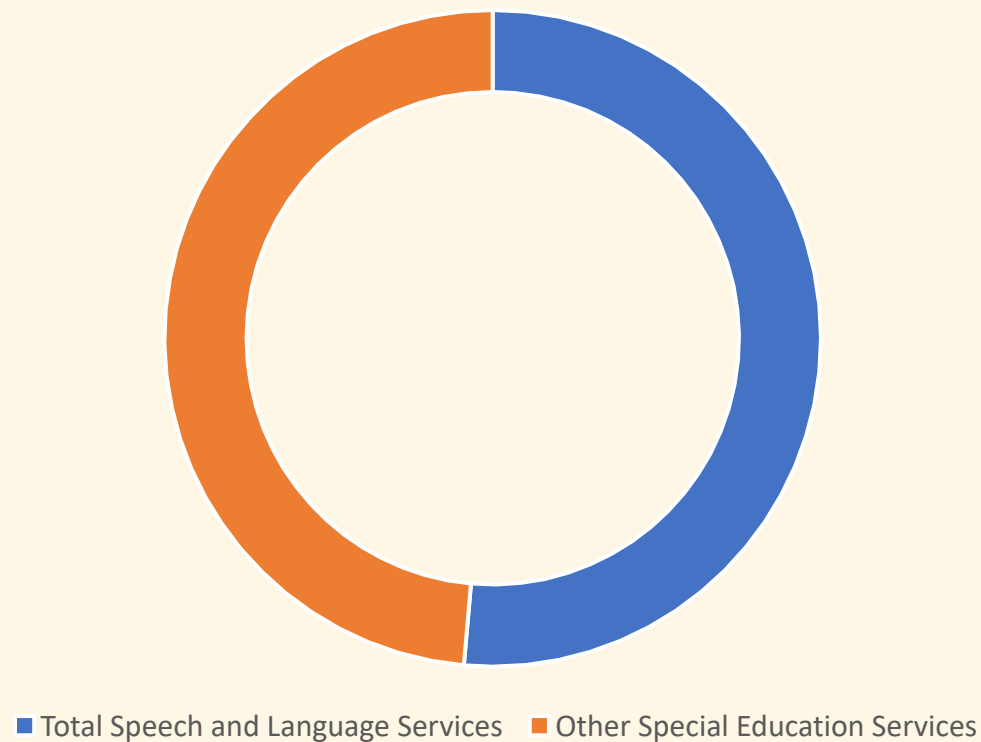




Special Education Data



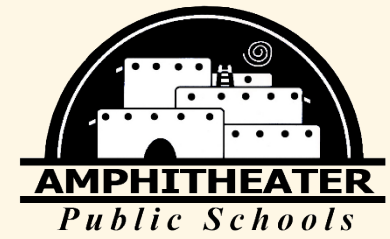
Students Receiving Special Education Services



Of the 1,970 students receiving special education services, 1,012 (51.4%) are receiving Speech and Language services.



Special Education Data



Twice Exceptional

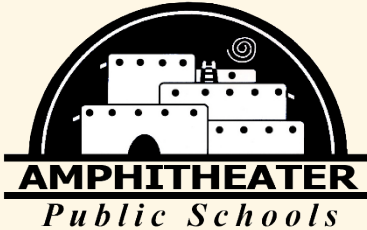
Receiving Special Education and Gifted Services
185 students

Receiving Special Education and ELD Services
156 students

* Does not include students who were parent withdrawn from ELD services



Special Education Data

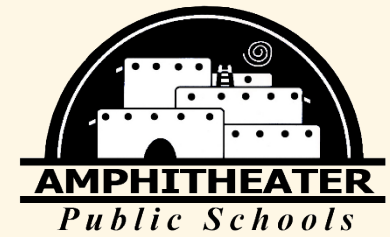


Subgroup Achievement Scores (SAS): Students with Disabilities

<i>aTSI School</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>	<i>2025</i>
<i>School 1:</i>	19.20	19.49	25.33	26.17
<i>School 2:</i>	16.82	19.74	26.77	24.49
<i>School 3:</i>	19.98	17.00	9.29	18.12
<i>School 4:</i>	6.06	10.21	16.76	25.81
<i>School 5:</i>	2.64	12.80	18.30	18.62
<i>School 6:</i>	19.43	11.81	33.09	20.63
<i>aTSI Totals</i>	14.02	15.18	21.59	22.31
<i>Amphi Totals (all schools)</i>	<i>23.99</i>	<i>26.87</i>	<i>30.09</i>	<i>36.96</i>
<i>State Threshold</i>	21.99	22.71	24.6	24.5



Services and Supports for students



Examples of services available at all schools are:

Inclusive, resource academic and social/emotional supports

Speech Therapy

Occupational Therapy

Physical Therapy

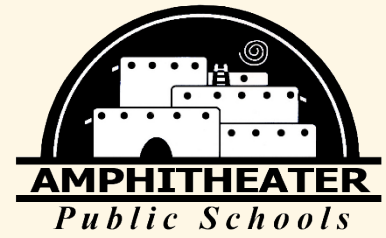
Vision and Auditory Accommodations and Modifications

Specialized Transportation

We are currently providing specialized transportation for 32 students in preschool and 274 students in K-12



Programming



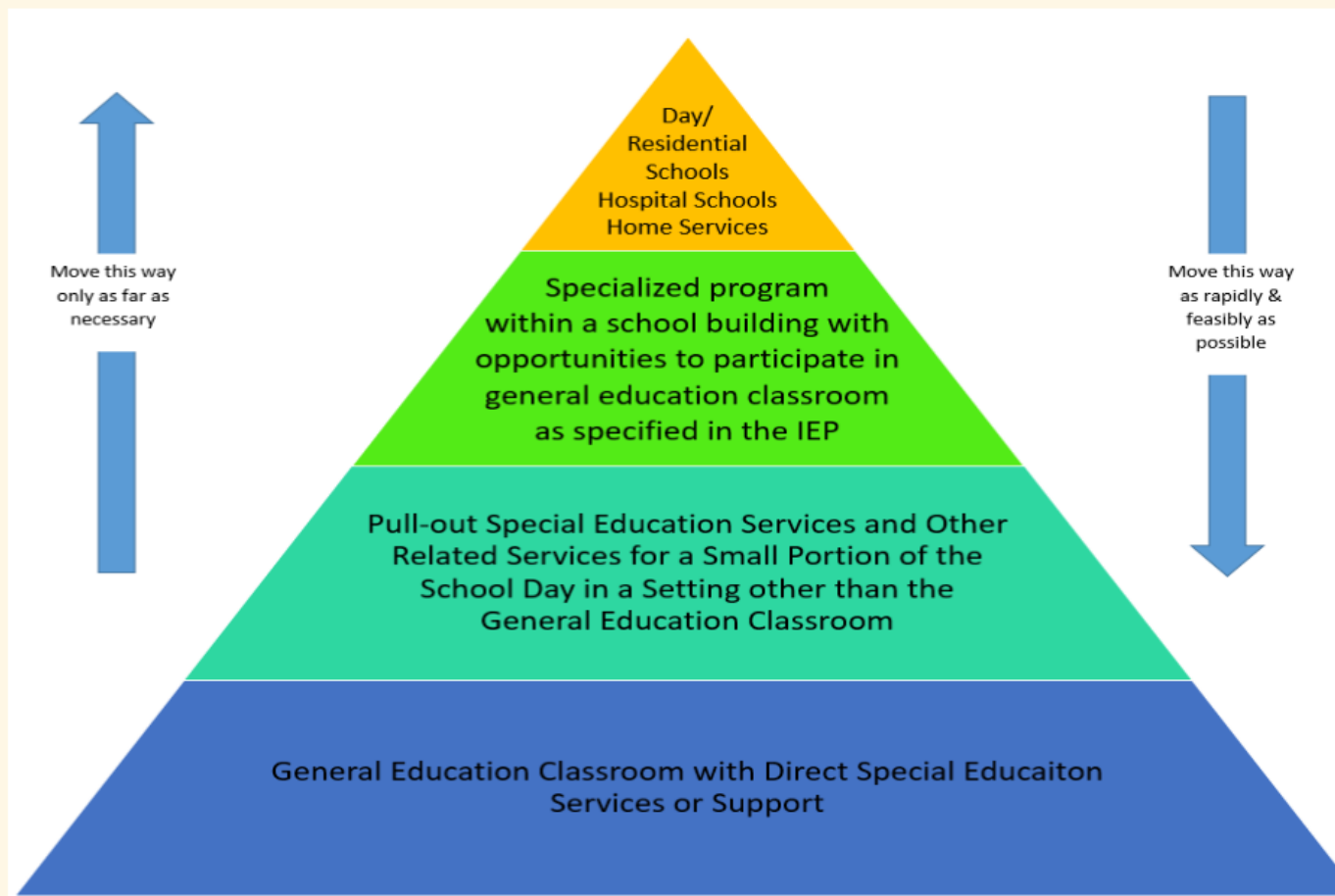
Specialized programs support students that do not consistently show growth through the specially designed instruction at their homeschool.

Examples of specialized programs located at certain sites are:

- Behavior Support Programs (G.R.O.W)
- Cross Categorical Programming
- Rillito Center
- Homebound or hospitalized
- Partnering with SEI and ASD

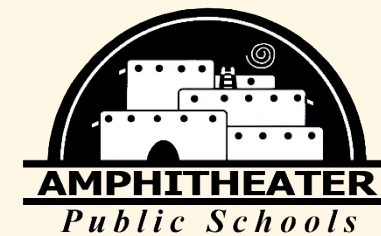


The Continuum of Services

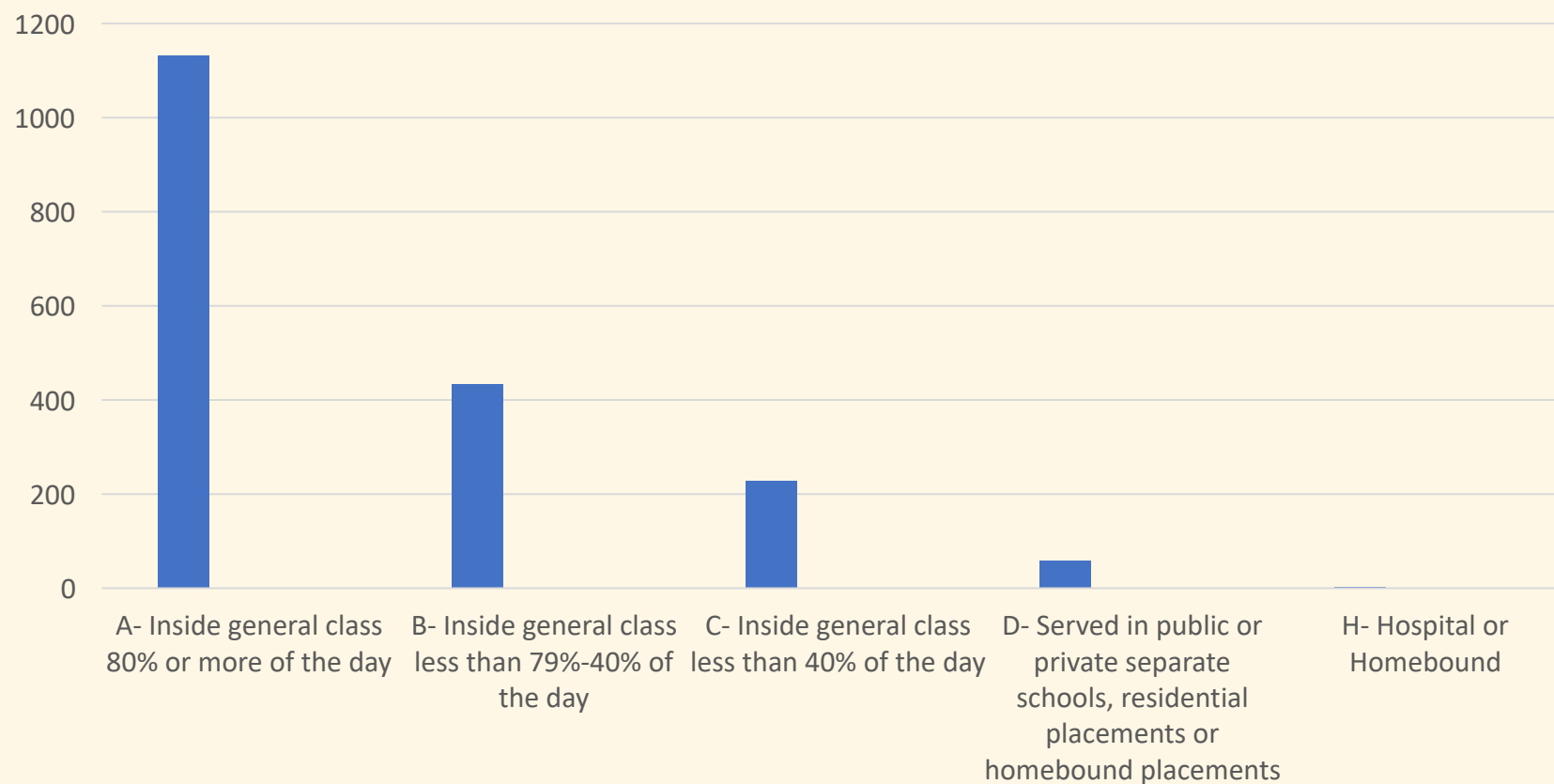




Special Education Data

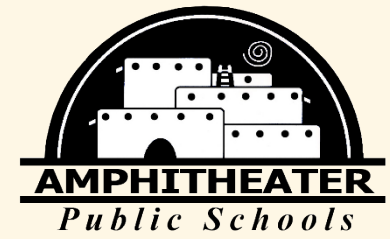


Current Least Restrictive Environment (LRE)





Amphi's Philosophy of Inclusion



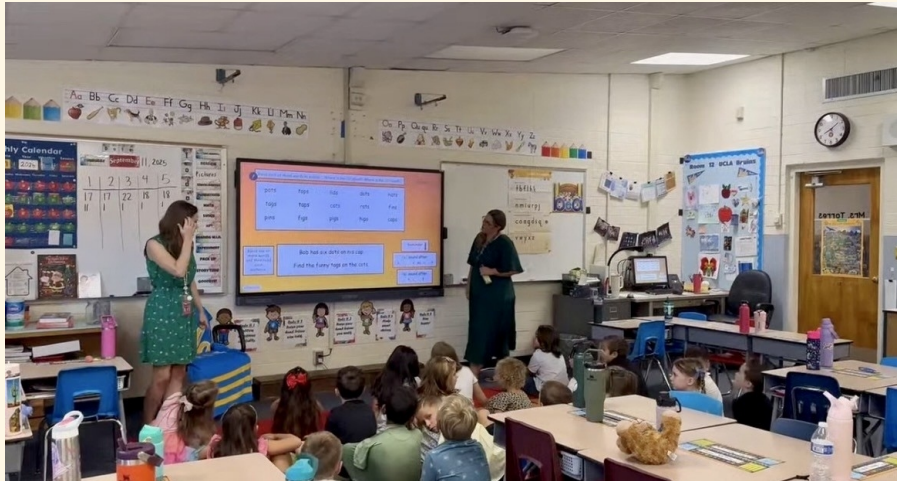
Inclusion is both a mindset and a practice that ensures everyone feels welcomed, respected, and secure.

It guarantees each student experiences genuine belonging, remains actively engaged, and benefits from accessible learning that fulfills our Promise of a Graduate—scholarship; creative and critical thinking; problem solving; collaboration; communication; caring; and citizenship.

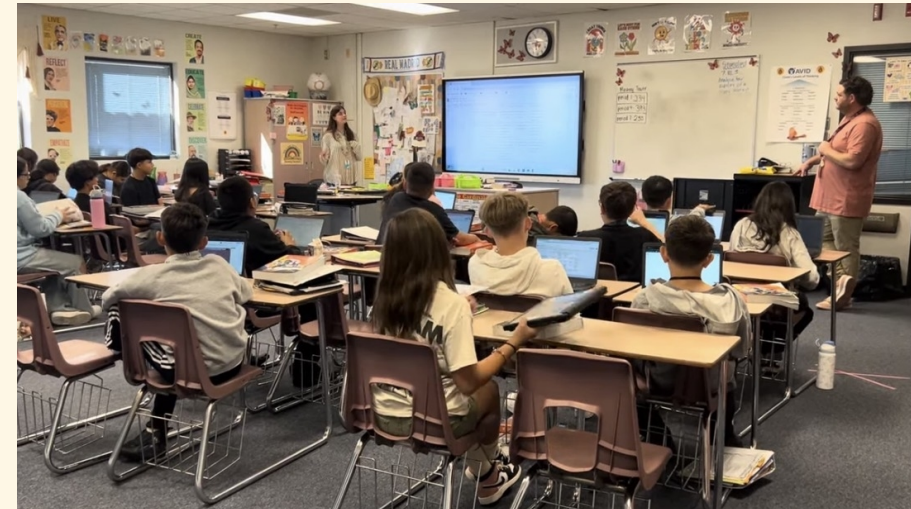
By building supportive communities of families, teachers, and staff, we empower every learner to thrive.



Inclusion and Co-Teaching in Action



First Grade @ Harelson

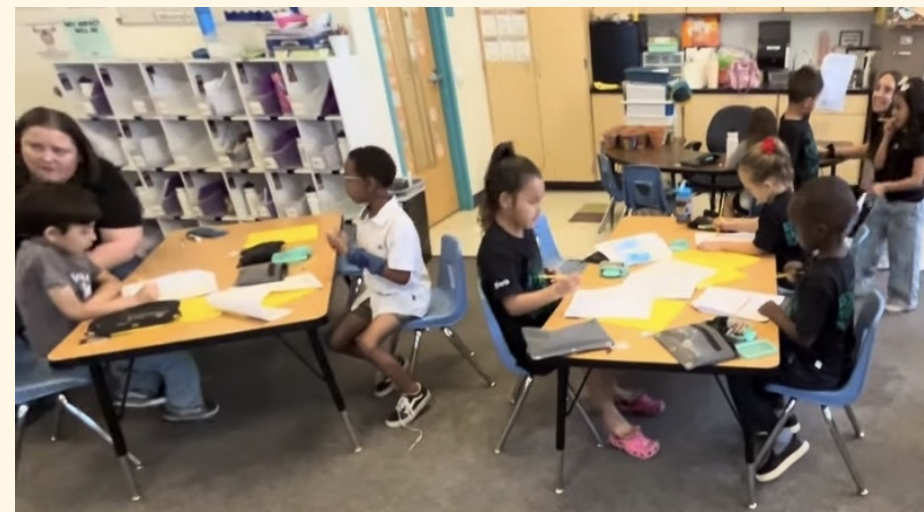


Middle School
@ La Cima

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Second Grade @ Harelson



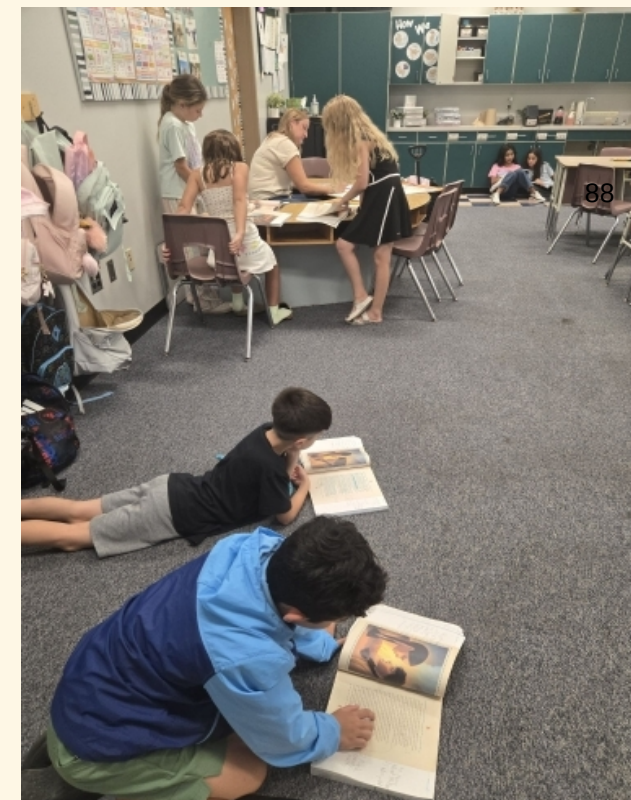
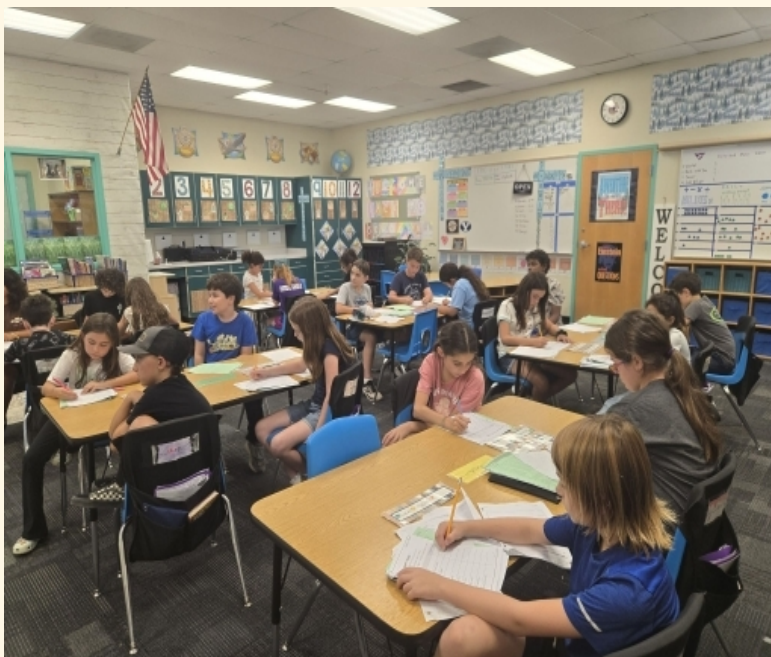
Kindergarten
@ Prince



Inclusion in Action

Painted Sky

At Painted Sky, inclusion means access, belonging, independence, and high expectations for every student.





Inclusion in Action





Inclusion in Action



La Cima

School-Wide Co-Teaching: Implemented inclusive, co-taught classrooms across all three grade levels (6th, 7th, and 8th) in both Math and Language Arts.

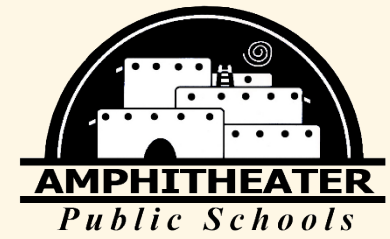
Access to Rigor: Exponentially expanded student access to grade-level content using targeted, scaffolded supports.

Closing the Gap: Directly working to close the opportunity gap to ensure our students are high-school-ready and aligned with our district promise of developing successful graduates.

* This past school year 18 students needed additional inclusive, co-taught classrooms going into 9th grade at Amphi High. La Cima and Amphi High collaborated on this need with scheduling and support to continue progress.



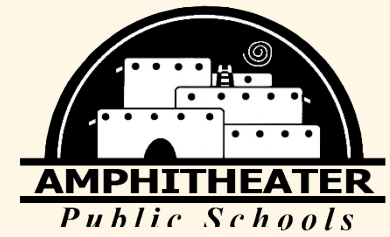
Inclusion in Action Rillito Center



- Last four years have gone from 0 students to close to 50% of students having access to opportunities outside of Rillito.
- Inclusion looks like going to Prince/AMS and reverse inclusion when schools come to us.
- Intentional opportunities for individualization.
- Currently 6 of 10 classrooms have students going to sites, total of 16 students. Quickest start to inclusive practices.



Inclusion in Action Rillito Center

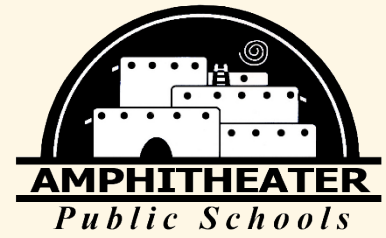


- Opportunities for reverse inclusion through Fun Friday.
- Physical therapist, occupational therapist, speech therapist and adaptive PE develop stations with focus on communication, fine and gross motor skills.
- Students will start coming to Rillito and will work with nearby sites to bring activities there having Rillito students be leaders.





Inclusion in Action

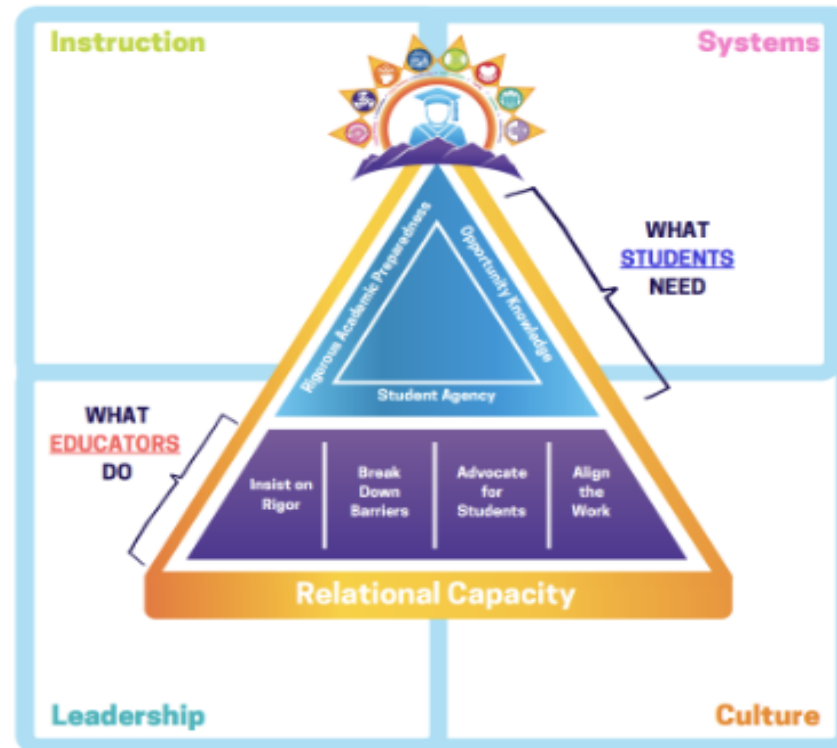


Preschool:

- Continuum of Services for Special Education in the Preschool Program—including Dual Enrollment & Resource
- Inclusion between SPED Classrooms and Imagine Classrooms
- Parents As Teachers supporting families through Child Find Process and getting students into SPED classrooms and Imagine.



AMPHITHEATER COLLEGE & CAREER READINESS FRAMEWORK



← PROFESSIONAL LEARNING COMMUNITIES →



adapted from AVID CCR framework



Professional Development

General and Special Education Teachers Learning Together



Partnership with ADE

Rob did a great job having to change things up. This was a very good pd. Worth my time!

This session was excellent. Had a good focus on practice and implementation.

Short and useful makes a huge difference

More time to work

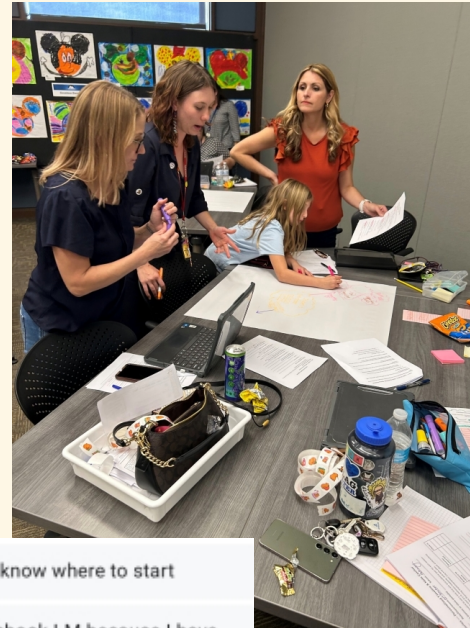
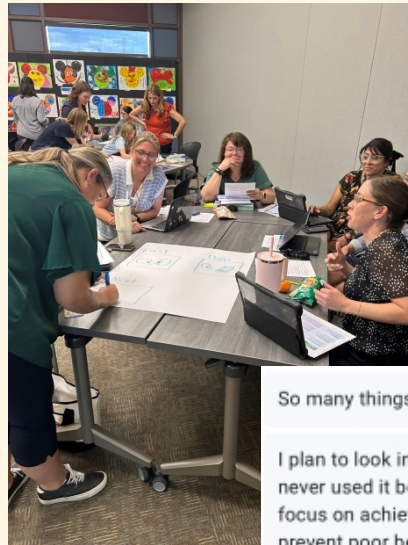
Kim is a Rockstar

Excellent presentation and helpful

Nothing yall are great!

The presenter was fantastic. She even modeled udl in the way she was presenting.

Excellent PD



So many things I don't know where to start

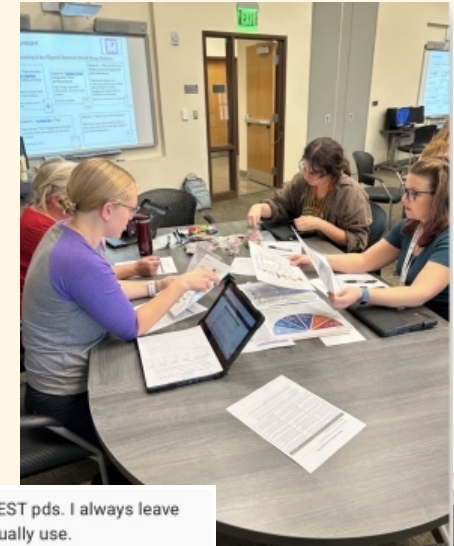
I plan to look in to Notebook LM because I have never used it before. I also would like to put a focus on achieving levels of engagement that prevent poor behavior.

Using AI to create reviews videos

I will be using The Universal Design for Learning Guidelines to help guide my lessons.

I will use the UDL tools such as multiple forms of expression, chunking information, and text to speech to support students in my classroom

Try out new AI tools and have increased awareness of differentiating the instruction



Kim and Heidi give the BEST pds. I always leave with something I can actually use.

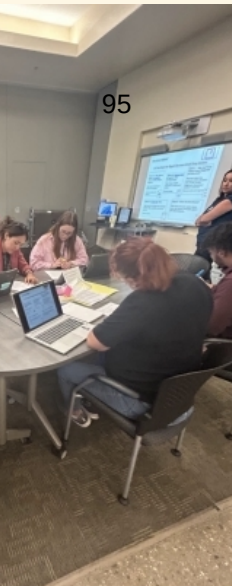
Excellent presentation all day! I learned so much and appreciate Kim, Heidi, and Vanessa for their incredible work.

Thank you all for your wealth of knowledge.

Thank you so much for this information. I needed this intense behavior dive

This was one of the best professional learning experiences I've had. The presenters were amazing!

I really like how they broke things down. The way they presented things were clear, and very opened to anv questions.



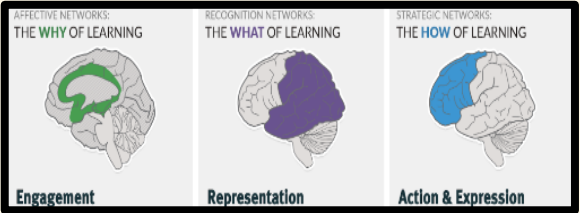
95



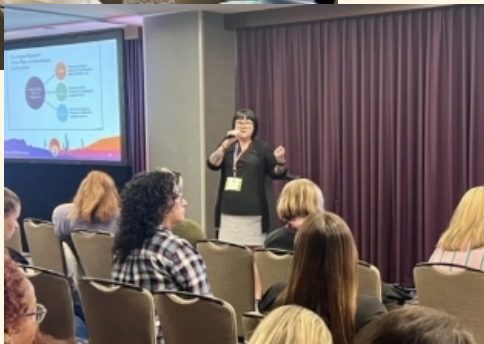
Collaboration with Office of Learning and Instruction



Universal Design for Learning



Invited to present at the
2026 Arizona IDEA
Conference in Scottsdale





Access Points



Amphi 2nd Grade Math Priority Standards with Student Access Points Guide

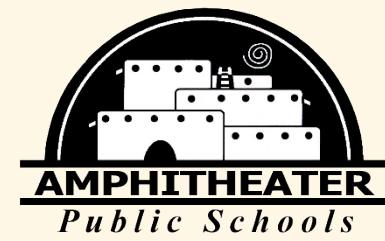
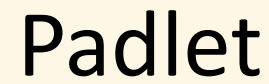


[Achieve the Core Coherence Maps](#)

[ADE Core Content Connectors](#)

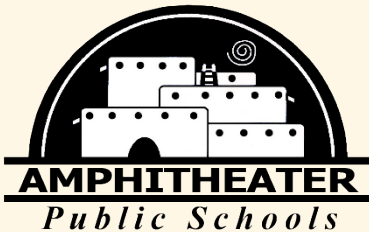
[UDL Principles](#)

2nd Grade Math Priority Standards Access Points	Access Tool Examples (Organized by UDL Principles)
2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. Access Point: Group objects to determine if the number is odd or even. Progression of Skills K.CC.B.4-Understand the relationship between numbers and quantities; connect counting to cardinality. 1.OA.B.3-Understand And Apply Properties Of Operations And The Relationship Between Addition And Subtraction	Representation (The What): • Everyday Math: Odd and even sorting games with counters. • ALEKS Adventure: Interactive even/odd number identification practice. • Visual Tools: ◦ Anchor charts showing even and odd patterns. ◦ Number line highlighting even and odd numbers. ◦ Digital odd/even flashcards. • Auditory Tools: ◦ Songs and chants for remembering even/odd numbers. ◦ Read-aloud odd/even number identification tasks. Action & Expression (The How): • Hands-On Tools: ◦ Sorting objects into odd/even groups using manipulatives. ◦ Ten-frame activities to visualize even and odd groupings. ◦ Dry-erase number cards for quick checks. • Digital Tools: ◦ Virtual pairing activities to visually represent even numbers. ◦ Online interactive odd/even drag-and-drop exercises. Engagement (The Why): • Gamified Activities: ◦ Odd/Even scavenger hunts in the classroom. ◦ Role-playing games where students act as "odd" or "even" numbers. • Personalized Options: ◦ Encouraging students to collect items at home and classify them. • Tactile: Group items into pairs using objects like cubes or counters.
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. Access Point: Group objects to determine if the number is odd or even. Progression of Skills K.CC.A.1: Count to 100 by ones and	Representation (The What): • Everyday Math: Skip counting number grid routines. • ALEKS Adventure: Interactive skip-counting challenges. • Visual Tools: ◦ Number charts for skip counting by 5s, 10s, and 100s. ◦ Step counting using a hopscotch grid. ◦ Digital number-line counting tools. • Auditory Tools: ◦ Rhyming skip-counting songs.





Supporting Families



VOICES OF SUPPORT

NAVIGATING SPECIAL EDUCATION AS A TEAM

Discover resources, strategies, and support to help your child thrive. Learn about the IEP process, transition planning, behavior strategies, and more, all designed to empower families and strengthen collaboration with schools.

EVENT HIGHLIGHTS

30 JANUARY 2027

9 00AM TO 12:00

CROSS MIDDLE SCHOOL
1000 W. CHAPALA DR



1 **Keynote Session**
Provide families with insight, encouragement, and practical strategies for supporting their children.

2 **Workshops**
Hands-on sessions to develop new skills and strategies.

3 **Networking Opportunities**
Meet other families, share experiences, and build connections that support your child's journey.

4 **Community Resource Tables**
Explore local organizations and services offering tools, programs, and support for families.

Register with the QR code

amphi.com/voicesofsupport

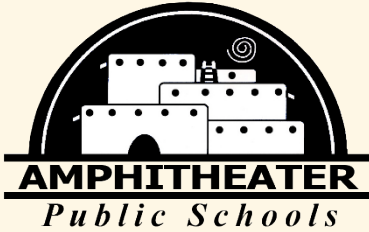
Accommodations & Childcare available



99



IDEA Leadership Academy





IDEA LEADERSHIP ACADEMY

26-27 SY

Strengthen Your Capacity to Lead Effective, Sustainable Systems for Students with Disabilities

Academy Features

- Blended learning experience with in-person, virtual, and asynchronous formats
- Data-informed content tailored for PreK–12 school principals and assistant principals
- Collaborative time with principal/assistant principal peers across Pima County Schools
- No cost, with lunch provided at in person sessions
- 28 CEUs

What Participants Will Gain

The Leadership Academy will help participants:

- Deepen their understanding of IDEA and the leadership practices that support effective special education services.
- Use data to identify strengths, needs, and opportunities for continuous improvement.
- Strengthen their capacity to lead systems that improve outcomes for students with disabilities.
- Develop structures, conditions, and practices that support sustainable IDEA implementation.
- Collaborate with peers to address pressing special education challenges from a leadership perspective.

In-person sessions

Thursday, October 29, 9:00-3:00
Thursday, December 10, 9:00-3:00
Thursday, January 14, 2027, 9:00-3:00
Thursday, June 10, 9:00-12:00

Amphitheater Administration Center
701 W. Wetmore Drive, Tucson, Arizona 85705

Virtual sessions

Thursday, November 19
Lead IDEA Virtual Power Hour 9:00-10:00
Thursday, February 11, 9:00-12:00
Thursday, April 8, 9:00-12:00

In partnership with

- Pima County School Superintendent's Office
- EDvance Program
- Amphitheater Unified School District

For more information on the Leadership Academy, connect with Diane Kent.
Contact: Diane.Kent@pima.gov





Next Steps



Continue collaborative work with Office of Learning and Instruction to work for all students following the college and career readiness framework

Continue providing Professional Development with inclusive practices, co-teaching and UDL

Using the grade level priority standards and access points work to create additional supports for staff with implementation

Professional Learning Communities (PLC's) work to continue closing the achievement gap for students

Continue to monitor data and progress and use data to make student centered decisions

Continue to add Padlet tools for staff to support

Continue annual family event developed with their input to support our families

IDEA Leadership Academy



We

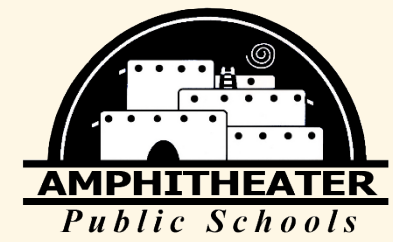


We believe in all of our students! We believe in their ability to learn and realize the Promise of a Graduate!





It is about all of our students!





Thank you! What questions do you have?



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

DATE OF MEETING: September 22, 2026

TITLE: Study and Approval of Policy Revisions Based on the 2026 Legislative Session

BACKGROUND:

The Arizona Legislature passed several bills in the 2026 Legislative Session affecting education. The Trust, who manages the District's policy manual, has suggested the following revisions to policy to comply with Chapter 102, House Bill 2621 spec

The revision to Policy 5-102 recognizes enrollment requirements for students in unorganized territories, students placed by the state, and military families.

The revision to Policy 5-105 addresses changes to the open enrollment policy to incorporate revisions to definitions made in A.R.S. § 15-816 regarding resident student, non-resident student, and resident school.

The revision to Policy 5-203 states that school districts are required to provide child find activities and special education services to students with disabilities who enroll from unincorporated areas or as otherwise required by A.R.S. § 15-816.

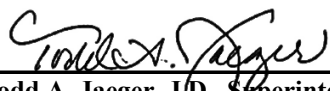
The proposed revisions can be seen through the tracked changes in the draft with proposed additions in blue and proposed deletions in red. The clean versions are also provided.

RECOMMENDATION:

The Administration recommends that the Board approve the attached policy documents as presented.

INITIATED BY:

Date: September 15, 2026



Todd A. Jaeger, J.D., Superintendent

Policy © 5-102 Enrollment Requirements

The District will comply with all federal and state laws regarding:

- ~~Entrance~~[entrance](#) age requirements;
- ~~Admission~~[admission](#) of resident students;
- ~~Admission~~[admission](#) of transfer students;
- ~~Admission~~[admission](#) of non-resident students and tuition requirements for non-resident students;
- ~~Students~~[students](#) without a permanent residence;
- ~~Students~~[students](#) in foster care;
- ~~Exchange~~[exchange](#) and foreign students;
- [admission of students who reside in unorganized territories; and](#)
- [admission of students who are placed by a state placing agency or court of competent jurisdiction in a placement located in the boundaries of the District as required by A.R.S. § 15-823.](#)

The Superintendent shall develop procedures as necessary for implementation of these laws.

Adopted: ~~March 25, 2025~~

Legal Authority:

[A.R.S. § 8-201](#)

[A.R.S. § 15-346](#)

[A.R.S. § 15-461](#)

[A.R.S. §15-701.01](#)

[A.R.S. §15-745](#)

[A.R.S. § 15-768](#)

[A.R.S. § 15-771](#)

[A.R.S. § 15-796](#)

[A.R.S. § 15-797](#)

[A.R.S. § 15-802](#)

[A.R.S. § 15-803](#)

[A.R.S. § 15-806](#)

[A.R.S. § 15-807](#)

[A.R.S. § 15-816](#)

[A.R.S. § 15-816.01](#)

[A.R.S. § 15-816.07](#)

[A.R.S. § 15-821](#)

[A.R.S. § 15-823](#)

[A.R.S. § 15-823.01](#)

[A.R.S. § 15-824](#)

[A.R.S. § 15-825](#)

[A.R.S. § 15-825.01](#)

[A.R.S. § 15-825.02](#)

[A.R.S. § 15-826](#)

[A.R.S. § 15-828](#)

[A.R.S. § 15-872](#)

[A.R.S. § 15-873](#)

[A.R.S. § 15-901](#)

[A.R.S. § 15-901.08](#)

[A.R.S. § 36-899.10](#)

[A.R.S. § 44-166](#)

[A.R.S. § 44-5001](#)

[42 U.S.C. § 11301](#)

[42 U.S.C. § 11432](#)

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Amphitheater Public Schools

Policy © 5-102 Enrollment Requirements

The District will comply with all federal and state laws regarding:

- entrance age requirements;
- admission of resident students;
- admission of transfer students;
- admission of non-resident students and tuition requirements for non-resident students;
- students without a permanent residence;
- students in foster care;
- exchange and foreign students;
- admission of students who reside in unorganized territories; and
- admission of students who are placed by a state placing agency or court of competent jurisdiction in a placement located in the boundaries of the District as required by [A.R.S. § 15-823](#).

The Superintendent shall develop procedures as necessary for implementation of these laws.

Adopted:

Legal Authority:

[A.R.S. § 8-201](#)

[A.R.S. § 15-346](#)

[A.R.S. § 15-461](#)

[A.R.S. §15-701.01](#)

[A.R.S. §15-745](#)

A.R.S. § 15-768

[A.R.S. § 15-771](#)

[A.R.S. § 15-796](#)

[A.R.S. § 15-797](#)

[A.R.S. § 15-802](#)

[A.R.S. § 15-803](#)

[A.R.S. § 15-806](#)
[A.R.S. § 15-807](#)
[A.R.S. § 15-816](#)
[A.R.S. § 15-816.01](#)
[A.R.S. § 15-816.07](#)
[A.R.S. § 15-821](#)
[A.R.S. § 15-823](#)
[A.R.S. § 15-823.01](#)
[A.R.S. § 15-824](#)
[A.R.S. § 15-825](#)
[A.R.S. § 15-825.01](#)
[A.R.S. § 15-825.02](#)
[A.R.S. § 15-826](#)
[A.R.S. § 15-828](#)
[A.R.S. § 15-872](#)
[A.R.S. § 15-873](#)
[A.R.S. § 15-901](#)
[A.R.S. § 15-901.08](#)
[A.R.S. § 36-899.10](#)
[A.R.S. § 44-166](#)
[A.R.S. § 44-5001](#)
[42 U.S.C. § 11301](#)
[42 U.S.C. § 11432](#)

Policy © 5-105 Open Enrollment

Definitions

“Open enrollment” means a policy that is adopted and implemented by the Governing Board to allow resident transfer students to enroll in any school within the District, to allow resident students to enroll in any school located within other school districts in this state, and to allow nonresident students to enroll in any school within the District pursuant to [A.R.S. § 15-816.01](#)

“Nonresident student” means a student who [meets all of the following criteria: \(1\) is not a resident student; \(2\) resides in this state, and who \(3\) is enrolled in or is seeking enrollment in a school district other than the school district in which the student resides.](#)

~~“Resident student” means a student whose parents or legal guardian reside within the attendance area of a District school.~~

[“Resident student” means a student who meets any of the following: \(1\) whose residence is within the attendance area of a District school; \(2\) who resides in an unorganized territory as defined in A.R.S. § 15-825 and whose residence adjoins a boundary of the District; \(3\) who resides in an unorganized territory as defined in A.R.S. § 15-825 and whose residence is located on tribal land; or \(4\) who is placed as described in A.R.S. § 15-823\(C\).](#)

“Resident school” means [\(1\) for a student who resides in the District, a school that is within the designated attendance area in which a student resides; \(2\) for a student who resides in an unorganized territory, the school that is geographically closest to the student’s residence and that serves the student’s grade level; or \(3\) for a student who is placed as described in A.R.S. § 15-823 \(C\), the school within the designated attendance area in which the residential placement is located.](#)

“Resident transfer student” means a resident student who is enrolled in or seeking enrollment in a school that is within the school District but outside the attendance area of the ~~student’s~~[student’s](#) residence.

Enrollment

The District shall enroll any resident student who applies for enrollment at any time. The District shall give enrollment preference to, and reserve capacity for all the following:

1. resident students,
2. students returning to the school from the prior year,
3. siblings of students already enrolled, and
4. students classified as homeless who choose to remain at the school in which the student was enrolled before classification.

[The District gives enrollment preference to children who:](#)

- [attend a school that is closing, or](#)

- are children of a member of the United States Armed Forces who is either on active duty or was killed in the line of duty.

The District gives enrollment preference to, and reserves capacity for all the following:

- students who are children of persons who are employed by a school in the District;
- resident transfer students and their siblings; or
- additional classifications to be decided by the District.

Schools Without Attendance Boundaries

The District ~~has established~~ may establish schools that do not have attendance boundaries. Student attendance for such schools shall be based upon open enrollment applications. Transfer is subject to the capacity limit established for the school, program, and/or grade level. Student transportation will be the responsibility of the parent/legal guardian.

Nondiscrimination and Equitable Enrollment

The District will not deny enrollment based on ethnicity, ~~or~~ race, national origin, sex, income level, disability, English language proficiency, athletic ability, or academic performance.

The implementation of this policy must not disproportionately impact any group or class of students.

Adopted:

Legal Authority:

[A.R.S. § 15-816](#)

[A.R.S. § 15-816.01](#)

[A.R.S. § 15-816.07](#)

[A.R.S. § 15-823](#)

[A.R.S. § 15-825](#)

[A.R.S. § 15-841](#)

[42 U.S.C. § 11434a](#)

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Amphitheater Public Schools

Policy © 5-105 Open Enrollment

Definitions

“Open enrollment” means a policy that is adopted and implemented by the Governing Board to allow resident transfer students to enroll in any school within the District, to allow resident students to enroll in any school located within other school districts in this state, and to allow nonresident students to enroll in any school within the District pursuant to [A.R.S. § 15-816.01](#)

“Nonresident student” means a student who meets all of the following criteria: (1) is not a resident student; (2) resides in this state, and (3) is enrolled in or is seeking enrollment in a school district other than the school district in which the student resides.

“Resident student” means a student who meets any of the following: (1) whose residence is within the attendance area of a District school; (2) who resides in an unorganized territory as defined in [A.R.S. § 15-825](#) and whose residence adjoins a boundary of the District; (3) who resides in an unorganized territory as defined in [A.R.S. § 15-825](#) and whose residence is located on tribal land; or (4) who is placed as described in [A.R.S. § 15-823](#)(C).

“Resident school” means (1) for a student who resides in the District, a school that is within the designated attendance area in which the student resides; (2) for a student who resides in an unorganized territory, the school that is geographically closest to the student’s residence and that serves the student’s grade level; or (3) for a student who is placed as described in [A.R.S. § 15-823](#) (C), the school within the designated attendance area in which the residential placement is located.

“Resident transfer student” means a resident student who is enrolled in or seeking enrollment in a school that is within the school District but outside the attendance area of the student’s residence.

Enrollment

The District shall enroll any resident student who applies for enrollment at any time. The District shall give enrollment preference to, and reserve capacity for all the following:

1. resident students,
2. students returning to the school from the prior year,
3. siblings of students already enrolled, and
4. students classified as homeless who choose to remain at the school in which the student was enrolled before classification.

The District gives enrollment preference to children who:

- attend a school that is closing, or
- are children of a member of the United States Armed Forces who is either on active duty or was killed in the line of duty.

The District gives enrollment preference to, and reserves capacity for all the following:

- students who are children of persons who are employed by a school in the District;
- resident transfer students and their siblings; or
- additional classifications to be decided by the District.

Schools Without Attendance Boundaries

The District may establish schools that do not have attendance boundaries. Student attendance for such schools shall be based upon open enrollment applications. Transfer is subject to the capacity limit established for the school, program, and/or grade level. Student transportation will be the responsibility of the parent/legal guardian.

Nondiscrimination and Equitable Enrollment

The District will not deny enrollment based on ethnicity, race, national origin, sex, income level, disability, English language proficiency, athletic ability, or academic performance.

The implementation of this policy must not disproportionately impact any group or class of students.

Adopted:

Legal Authority:

[A.R.S. § 15-816](#)

[A.R.S. § 15-816.01](#)

[A.R.S. § 15-816.07](#)

[A.R.S. § 15-823](#)

[A.R.S. § 15-825](#)

[A.R.S. § 15-841](#)

[42 U.S.C. § 11434a](#)

Policy © 5-203 Students with Disabilities (Individuals with Disabilities Education Act [IDEA])

A. Child Find

The District will ensure that all children with disabilities within its jurisdiction who are in need of special education and related services are identified, located and evaluated.

1. The District will identify, locate and evaluate all children with disabilities within its population served who are in need of special education and related services.
2. [The District is responsible for child find activities as required by A.R.S. § 15-768.](#)
3. Child find must also include children who are suspected of being a child with a disability and in need of special education, including:
 - a. Children who are advancing from grade to grade; and
 - b. Highly mobile children, including migrant children.
4. The District will maintain a record of children who are receiving special education and related services.
5. The District shall establish, implement, and disseminate written procedures for the identification and referral of all children with disabilities from birth through twenty-one (21) years.
6. The District will require all District-based staff to review the written procedures related to child identification and referral on an annual basis and maintain documentation of the staff review.
7. Identification (screening for possible disabilities) shall be completed within forty-five (45) calendar days after:
 - a. Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in the District; or
 - b. Parent/legal guardian notification of developmental or educational concerns.
8. Screening procedures shall include vision and hearing status and consideration of the following areas:
 - a. cognitive or academic;
 - b. communication;
 - c. motor;
 - d. social or behavioral; and
 - e. adaptive development.
9. For a student transferring into the District, the District shall review enrollment data and educational performance in the prior district. If there is a history of special education for a student not currently eligible for special education or an indication of inadequate progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.
10. If a concern about a student is identified through screening procedures or review of records, the parent/legal guardian of the student shall be notified of the concern

within ten (10) school days and informed of the District's procedures to follow up on the student's needs.

11. The District shall maintain documentation of the identification procedures utilized, the dates of entry into the District, notification by the parent/legal guardian of a concern and the dates of screening. The dates shall be maintained in the student's permanent records.
12. If the screening indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent/legal guardian or a student may request an evaluation of the student.
13. If, after consultation with the parent/legal guardian, the District determines that a full and individual evaluation is not warranted, the District shall provide prior written notice and procedural safeguards notice to the parent/legal guardian in a timely manner.

B. Parental Consent

1. If the District proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability after reviewing existing data with the parent/legal guardian and providing prior written notice, it will obtain informed consent from the parent/legal guardian of the child before collecting any additional data.
 - a. Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - b. The District must make reasonable efforts to obtain the informed consent from the parent/legal guardian for an initial evaluation.
2. For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent/legal guardian, the District is not required to obtain consent from the parent/legal guardian if:
 - a. despite reasonable efforts to do so, the District cannot discover the whereabouts of the parent/legal guardian of the child;
 - b. the rights of the parent/legal guardian of the child have been terminated by the court; or
 - c. the rights of the parent/legal guardian to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
3. The District may, but is not required to, seek informed consent through due process procedures if the parent/legal guardian of a child who is enrolled or seeking to enroll in the District refuses consent for an initial evaluation.
4. The District must obtain informed consent from the parent/legal guardian of the child before the initial provision of special education and related services to the child and must make reasonable efforts to obtain that consent.
5. If a parent/legal guardian refuses consent for the initial provision of special education and related services, the District may not seek consent through due process hearing procedures. The District:
 - a. will not be considered to be in violation of the requirement to provide a free appropriate public education (FAPE); and

- b. is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child.
- 6. If the parent/legal guardian revokes consent in writing for the continued provision of special education and related services at any time subsequent to the initial provision of special education and related services, the District:
 - a. may not continue to provide special education and related services to the child but must provide prior written notice prior to ceasing the provision of special education and related services;
 - b. may not utilize the due process hearing procedures;
 - c. will not be considered to be in violation of the requirement to provide FAPE; and
 - d. is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services.
- 7. The District must obtain informed consent prior to conducting any reevaluation of a child with a disability.
 - a. If the parent/legal guardian refuses consent, the District may utilize due process hearing procedures to seek consent but does not violate its obligation if it declines to pursue the evaluation or reevaluation.
 - b. The informed parental consent for reevaluation need not be obtained if the District can demonstrate that:
 - i. it made reasonable efforts to obtain such consent and has documented those attempts; and
 - ii. the child's parent/legal guardian has failed to respond.
- 8. Parental consent is not required before:
 - a. reviewing existing data as part of an evaluation or reevaluation; or
 - b. administering a test or other evaluation that is administered to all children unless consent is required of the parent/legal guardian of all children prior to administration.
- 9. The District may not use a parent's/legal guardian's refusal to consent to one service or activity under this section to deny the parent/legal guardian or child any other service, benefit, or activity of the District, except as required by the IDEA implementing regulations.
- 10. If a parent/legal guardian of a child who is homeschooled or placed in a private school by the parent/legal guardian at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent/legal guardian fails to respond to a request to provide consent, the District may not utilize due process hearing procedures to seek consent.

C. Evaluation and Eligibility

A full and individual initial evaluation will be conducted by the District before the initial provision of special education and related services to a child with a disability in accordance with [34 C.F.R. §§ 300.300 through 300.311](#) of the IDEA regulations.

A reevaluation of each child with a disability will be conducted by the District in accordance with [34 C.F.R. §§ 300.300 through 300.311](#) of the IDEA regulations.

Initial Evaluations

1. Consistent with consent requirements of [34 C.F.R. § 300.300](#), either a parent/legal guardian of a child or the District may initiate a request for an initial evaluation to determine if a child is a child with a disability.
2. The initial evaluation must both:
 - a. be completed within sixty (60) days of receiving parental consent for the evaluation, unless:
 - i. the parent/legal guardian and the District agree that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional thirty (30) days;
 - ii. the child enrolls in the District from another District after the parent/legal guardian has provided consent and before the determination of eligibility by the other District. In that event, the District will ensure prompt completion of the evaluation; or
 - iii. the parent/legal guardian of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.
 - b. consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

Reevaluations

1. The District will conduct a reevaluation of a child with a disability if:
 - a. The District determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
 - b. The child's parent/legal guardian or teacher requests a reevaluation.
2. The District will not conduct a reevaluation more than once a year unless the parent/legal guardian and District agree otherwise.
3. The District will conduct a reevaluation at least once every three (3) years, unless the parent/legal guardian and the District agree that a reevaluation is unnecessary.

Evaluation Procedures

1. The District must publish on its website and make available to parents/legal guardians its procedures related to requesting an evaluation for special education, including the District's points of contact.
2. If a parent/legal guardian requests an evaluation, the District will within fifteen (15) school days either begin the evaluation by reviewing existing data or provide a prior written notice refusing to conduct the evaluation. The sixty (60) day evaluation period commences on receipt of the signed informed consent.
3. The District will provide prior written notice to the parent/legal guardian of a child who has, or who is suspected of having, a disability, that describes the evaluation procedures that the District proposes to conduct. The consent for evaluation and prior written notice may be simultaneously provided to the parent/legal guardian

following the determination that additional data are needed as a part of the review of existing data process.

4. In conducting an evaluation or reevaluation, the District will:
 - a. use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent/legal guardian in order to determine:
 - i. whether the child is a child with a disability; and
 - ii. if the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
 - b. not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
 - c. use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
5. The District will ensure that evaluation materials and strategies:
 - a. are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - b. are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - c. are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;
 - d. are administered by trained and knowledgeable personnel;
 - e. are administered in accordance with the instructions provided by the assessment publisher;
 - f. are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impairments (unless those skills are the factors being measured);
 - g. assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities;
 - h. are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability; and
 - i. provide relevant information that directly assists in determining the educational needs of the child.
6. Evaluations of children who transfer to or from another District in the same school year shall be coordinated with the prior and subsequent Districts, in order to expedite the completion of a full evaluation.

Additional Evaluation Requirements

1. As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, will do as follows:
 - a. The IEP team will review existing data on the child including:
 - i. evaluations and information provided by the parent/legal guardian;
 - ii. current classroom-based, local and statewide assessments, and classroom-based observations; and
 - iii. observations by teachers, and related services providers.
 - b. On the basis of that review, and with input from the child's parent/legal guardian, the IEP team will identify what additional data, if any, are needed to determine:
 - i. whether the child is or continues to be a child with a disability, and, if so, the educational needs of the child;
 - ii. the present levels of academic achievement and related developmental needs of the child; and
 - iii. whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum.
 - c. The IEP team may conduct the review without a meeting.
2. If additional data are needed, the District will administer the assessments required to obtain the additional data.
3. If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the District will notify the parent/legal guardian of:
 - a. the determination and the reasons for the determination; and
 - b. the right of the parent/legal guardian to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.
4. The District will evaluate a child before determining that the child is no longer a child with a disability, except when the termination is due to graduation with a regular high school diploma or the child reaching age twenty-two (22).
5. When the child's eligibility terminates because of graduation or reaching age twenty-two (22), the District will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals.

For the following disabilities, the full and individual initial evaluation shall include:

1. emotional disability: verification of a disorder by a qualified professional;
2. hearing impairment: an audiological evaluation by a qualified professional; and an evaluation of communication/language proficiency;
3. other health impairment: verification of a health impairment by a qualified professional;
4. specific learning disability: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to

age, state-approved grade-level standards, or intellectual development that meets the District's criteria through one of the following methods:

- a. a discrepancy between achievement and ability,
 - b. the child's response to scientific, research-based interventions, or
 - c. other alternative research-based procedures;
5. orthopedic impairment: verification of the physical disability by a qualified professional;
 6. speech/language impairment: an evaluation by a qualified professional;
 7. speech impairments appear to be limited to articulation, voice, or fluency problems:
 - a. an audiometric screening within the past calendar year;
 - b. a review of academic history and classroom functioning;
 - c. an assessment of the speech problem by a speech therapist; or
 - d. an assessment of the student's functional communication skills;
 8. traumatic brain injury: verification of the injury by a qualified professional; and/or
 9. visual impairment: verification of a visual impairment by a qualified professional.

The Arizona Department of Education maintains a list of qualified professionals, subject to review and approval by the State Board of Education.

Determination of Eligibility

1. Upon completion of the evaluation process, the District will ensure that:
 - a. a group of qualified professionals and the parent/legal guardian of the child determine:
 - i. if the child is a child with a disability under the Individuals with Disabilities Education Act and the Arizona state statutes; and
 - ii. if so, the educational needs of the child; and
 - b. the parent/legal guardian is provided, at no cost, a copy of the evaluation report and eligibility determination.
2. A child will not be determined to be a child with a disability if the primary factor for the determination is:
 - a. lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the Elementary and Secondary Education Act (ESEA);
 - b. lack of appropriate instruction in math; or
 - c. limited English proficiency.
3. The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if deemed eligible and in need of special education and related services, an IEP will be developed in accordance with [34 C.F.R. §§ 300.320 through 300.324](#).

Observation

1. The District must ensure that the child is observed in the child's learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty.
2. In the case of a child less than school age or out of school, a group member must observe the child in an environment appropriate for a child that age.

Additional Procedures for Identifying Students with Specific Learning Disabilities

The District will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA regulations [34 C.F.R. §§ 300.307 through 300.311](#):

1. the State-adopted criteria based on a child's response to scientific, research-based intervention;
2. the identification of a severe discrepancy between intellectual ability and achievement; or
3. other alternative research-based procedures.

If a student is found eligible as a student with a disability due to a specific learning disability, the student's IEP shall indicate whether the student has been diagnosed with dyslexia.

Additional Group Members

The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parent/legal guardian and a team of qualified professionals, which must include:

1. the child's regular teacher; or
2. if the child does not have a regular teacher, then a regular teacher qualified to teach children of that age; or
3. for a child of less than school age, an individual qualified by the State to teach children of that age; and
4. at least one person qualified to conduct individual diagnostic evaluations of children, such as the District psychologist, speech-language pathologist, or remedial reading teacher.

Determining the Existence of a Specific Learning Disability

1. A child may be determined to have a specific learning disability if:
 - a. the child does not achieve adequately for the child's age or meet State-approved grade level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or meet State-approved grade level standards in:
 - i. oral expression
 - ii. listening comprehension

- iii. written expression
 - iv. basic reading skills
 - v. reading fluency skills
 - vi. reading comprehension
 - vii. mathematics calculation
 - viii. mathematics problem solving;
 - b. the child does not make sufficient progress to meet age or State-approved grade level standards in one or more of the areas in (1)(a) when using a process based on the child's response to scientific, research-based intervention; or
 - c. the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.
2. The findings of underachievement are not primarily the result of:
 - a. a visual, hearing, or motor disability;
 - b. intellectual disability;
 - c. emotional disturbance;
 - d. cultural factors;
 - e. environmental or economic disadvantage; or
 - f. limited English proficiency.
 3. The group must ensure that the underachievement is not due to a lack of appropriate instruction in reading or math and must consider:
 - a. data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - b. data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parent/legal guardian.
 4. The District must promptly request parent/legal guardian consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in (3)(a) and (3)(b).

Observation

In determining whether a child has a specific learning disability, the team must decide to:

- a. use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
- b. have at least one member of the team conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.

Specific Documentation for the Eligibility Determination

1. For a child suspected of having a specific learning disability, the eligibility determination must contain a statement of:
 - a. whether the child has a specific learning disability;
 - b. the basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
 - c. the relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
 - d. the educationally relevant medical findings, if any;
 - e. whether the child does not achieve adequately for the child's age or to meet State-approved grade level standards consistent with IDEA implementing regulations; and either (1) does not make sufficient progress to meet age or State-approved grade level standards consistent with IDEA implementing regulations; or (2) exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development consistent with IDEA implementing regulations; and
 - f. the determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level.
2. If the child participated in a process that assessed the child's response to scientific, research-based intervention, the eligibility determination must contain:
 - a. the instructional strategies used, and the student-centered data collected;
 - b. the documentation that the child's parent/legal guardian was notified about the State's policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
 - c. strategies for increasing the rate of learning; and
 - d. the parent's/legal guardian's right to request an evaluation.
3. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

D. Free Appropriate Public Education

A free appropriate public education (FAPE) will be available to all children within the boundaries of responsibility of the District, including children with disabilities who have been suspended or expelled from the District as provided for in [34 C.F.R. § 300.530](#)(d) of the IDEA regulations.

The District will make the determination that a child is eligible for special education and related services on an individual basis by a properly constituted team.

The District will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.

The District is responsible for providing transitional services and FAPE as required by A.R.S. § 15-768.

E. Powers of the Governing Board

1. The District will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the District for provision of special education services.
2. The special education programs and services shall be provided only in a District facility that houses regular education classes or in other facilities approved by the Arizona Department of Education Division of Special Education.

F. Assistive Technology

1. The District will ensure that assistive technology devices or services or both will be available to a child with a disability, if required, as a part of:
 - a. special education,
 - b. related services, and
 - c. supplementary aids and service.
2. On a case-by-case basis, the District will ensure the use of District-purchased assistive technology devices in a child's home or other setting, if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

G. Extended School Year Services (ESY)

1. The District will make extended **District school** year services available as necessary to provide FAPE to children with disabilities.
 - a. ESY services will be provided only if a child's IEP team determines, in accordance with [34 C.F.R. §§ 300.320 through 300.324](#), that the services are necessary for the provision of FAPE.
 - b. Services will not be:
 - i. limited to a particular category of disability; or
 - ii. unilaterally limited to the type, amount, or duration of services.
2. The ESY services that are provided to a child with a disability will:
 - a. be provided beyond the normal school year of the District;
 - b. be provided in accordance with the child's IEP;
 - c. be provided at no cost to the parent/legal guardian of the child; and
 - d. meet the standards of the State.
3. Eligibility shall be determined by the IEP team no later than forty-five (45) calendar days prior to the last day of school.
4. Participation in ESY is not mandatory and services are not required for all students with a disability.
5. Eligibility shall not be based on need or desire for any of the following:
 - a. a day care or respite care;
 - b. a program to maximize the academic potential of a student with a disability; or

- c. a summer recreation program for students with a disability.

H. Nonacademic Services

1. The District will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.
2. Nonacademic and extracurricular services and activities may include but are not necessarily limited to: (a) counseling services; (b) athletics; (c) transportation; (d) health services; (e) recreational activities; (f) special interest groups or clubs sponsored by the District; (g) referrals to agencies that provide assistance to individuals with disabilities; and (h) employment of students, including both employment by the District and assistance in making outside employment available.

I. Physical Education

1. The District will make regular physical education services available to children with disabilities to the same extent that the District provides those services to children without disabilities, unless:
 - a. the child is enrolled full time in a separate facility; or
 - b. the child needs specially designed physical education as prescribed in the child's IEP.
2. If a child is enrolled in a separate facility, the District will ensure that the child receives appropriate physical education services.
3. If special physical education is prescribed in a child's IEP, the District will provide for those services, either directly or through other public or private programs.

J. Program Options

The District will ensure that children with disabilities have available to them the variety of education programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education.

K. Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices

1. The District will ensure that the hearing aids worn in school by children with hearing impairments are functioning properly.
2. The District will ensure that the external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that the District will not be responsible for any post-surgical maintenance,

programming or replacement of any component, external or internal, of the medical device.

L. Methods of Ensuring Services

1. The District may use Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that the District:
 - a. may not require the parent/legal guardian to sign up for or enroll in public benefits or insurance programs to receive FAPE;
 - b. may not require the parent/legal guardian to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that the parent/legal guardian otherwise would be required to pay; and
 - c. may not use a child's public benefit if that use would:
 - i. decrease lifetime benefits;
 - ii. result in the family paying for non-District services that would otherwise be paid for by public benefits;
 - iii. increase premiums or lead to discontinuation of benefits; or
 - iv. risk loss of eligibility.
2. The District must notify the parent/legal guardian that their refusal to allow access to public benefits does not relieve the District of its responsibility to provide all required IDEA services.
3. Prior to accessing a child's or parent's/legal guardian's public benefits or insurance for the first time, and after providing written notification to the child's parent/legal guardian, the District must obtain written parental consent.

M. Individualized Education Program

The District shall ensure that an IEP is developed and implemented for each eligible child served by the District and for each eligible child placed in or referred to a private school or facility by the District in accordance with [34 C.F.R. §§ 300.320 through 300.325](#) of the IDEA regulations.

Contents of the IEP

The contents of each IEP will include a statement of:

1. the child's present levels of academic achievement and functional performance, including:
 - a. how the child's disability affects the child's involvement and progress in the general curriculum; or
 - b. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

2. measurable annual goals, including academic and functional goals designed to:
 - a. meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum;
 - b. meet each of the child's other educational needs that result from the child's disability; and
 - c. for children with disabilities who take alternative assessments aligned to alternative achievement standards, a description of benchmarks or short-term objectives;
3. how the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;
4. the special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, and the program modifications or supports for District personnel that will be provided to enable the child:
 - a. to advance appropriately toward attaining the annual goals; and
 - b. to be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children;
5. the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;
6. any individual accommodations that are needed to measure the academic achievement and functional performance of the child on State and District-wide assessments; and
7. the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.

If the IEP team determines that the child must take an alternative assessment instead of a particular regular state or District-wide assessment of student achievement, the IEP must include a statement of why:

- a. the child cannot participate in the regular assessment; and
- b. the particular alternate assessment selected is appropriate for the child.

Beginning not later than the first IEP to be in effect when the child ends ninth grade or turns sixteen (16), whichever is first, or younger if determined appropriate by the IEP team, and updated annually, the IEP will also include a statement of:

- a. appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;
- b. transition services (including courses of study) needed to assist the child in reaching those goals; and
- c. the child's estimated graduation date as aligned with the transition plan.

Beginning not later than one year before a student reaches the age of eighteen (18), the IEP will include a statement that the parent/legal guardian and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of eighteen (18).

The District will provide written notification to the parent/legal guardian of a student's anticipated graduation date at least one year before the anticipated high school graduation date.

IEP Team

1. The IEP team for each child with a disability will include:
 - a. the parent/legal guardian of the child;
 - b. not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - c. not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
 - d. a representative of the District who:
 - i. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - ii. is knowledgeable about the general education curriculum;
 - iii. is knowledgeable about the availability of resources of the District; and
 - iv. may be the District team member described in (b) through (f) if the above criteria are met;
 - e. an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (b) through (f);
 - f. at the discretion of the parent/legal guardian or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - g. whenever appropriate, the child with a disability.
2. The District will include a child of any age if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals. If the student does not attend the IEP meeting, the District will take other steps to ensure that the student's preferences and interests are considered.
3. To the extent appropriate and with consent of the parent/legal guardian or the adult child, the District will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services for a child who is transitioning from the Arizona Early Intervention Program (AzEIP). Representatives from AzEIP must be invited to the initial IEP team meeting if the parent/legal guardian requests.
4. A member of the IEP team described in (1)(b) through (1)(e) is not required to attend the IEP meeting if the parent/legal guardian and the District agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.

5. A member of the IEP team described in (1)(b) through (1)(e) may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent/legal guardian, and the District consent in writing to the excusal and the member submits, in writing to the IEP team, input into the development of the IEP prior to the meeting.
6. In the case of a child previously served by AzEIP, an invitation to the initial IEP team meeting must, at the request of the parent/legal guardian, be sent to the AzEIP service coordinator to assist with the smooth transition of services.

Parent Participation

1. The District will ensure that the parent/legal guardian of a child with a disability shall:
 - a. be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and provision of FAPE to the child;
 - b. be provided notice consistent with [34 C.F.R. § 300.322](#) to ensure they have opportunity to participate in meetings; and
 - c. be members of any group that makes decisions on the educational placement of their child.
2. The District will take steps to ensure the parent/legal guardian of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:
 - a. notifying the parent/legal guardian of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. scheduling the meeting at a mutually agreed on time and place.
3. The meeting notice will:
 - a. indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - b. inform the parent/legal guardian of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP (if the meeting is for an initial IEP of a child transitioning from AzEIP).
 - c. beginning not later than the first IEP to be in effect when the child turns 16, the notice will also:
 - i. indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;
 - ii. indicate that the District will invite the student; and
 - iii. identify any other agency that will be invited to send a representative.
4. If neither parent/legal guardian can attend, the District will use other methods to ensure parent/legal guardian participation, including individual or conference telephone calls.
5. A meeting may be conducted without a parent/legal guardian in attendance if the District is unable to convince the parent/legal guardian that they should attend. In

this case, the District will maintain a record of its attempts to arrange a mutually agreed on time and place, such as:

- a. detailed records of telephone calls made or attempted and the results of those calls;
 - b. copies of correspondence sent to the parent/legal guardian and any responses received; and
 - c. detailed records of visits made to the parent's/legal guardian's home or place of employment and the results of those visits.
6. The District will take whatever action is necessary to help the parent/legal guardian understand the proceedings at the IEP meeting, including arranging for an interpreter for a parent/legal guardian with deafness or whose native language is other than English.
 7. The District will give the parent/legal guardian a copy of the child's IEP at no cost to the parent/legal guardian.

When IEPs Must Be in Effect

1. At the beginning of each school year, the District must have in effect for each child with a disability in its jurisdiction an IEP as defined in [34 C.F.R. § 300.320](#).
2. The District will ensure that:
 - a. A meeting to develop an IEP for an eligible child is conducted within thirty (30) days of a determination of eligibility for special education and related services.
 - b. As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child. An IEP will be in effect at the beginning of each school year.
3. The District will ensure that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for implementing the IEP. Each teacher and related service provider will be informed of the teacher's and related service provider's specific responsibilities in implementing the IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.
4. For a child with an IEP who transfers into the District from another District in Arizona, the District, in consultation with the parent/legal guardian, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:
 - a. reviews and adopts the child's IEP from the previous District; or
 - b. develops, adopts, and implements a new IEP.
5. For a child with an IEP who transfers into the District from another state, the District, in consultation with the parent/legal guardian, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:
 - a. conducts an evaluation for eligibility for special education in Arizona or determines that such an evaluation is unnecessary; and
 - b. develops, adopts, and implements a new IEP, if appropriate.

6. To facilitate the transition of a child enrolling from another public education agency, either from within or from outside of Arizona, the District will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous school in which the child was enrolled.
7. When a records request is received from another public agency, from either within or outside of Arizona, the District will promptly respond to the request within ten (10) school days.

Development, Review, and Revision of an IEP

1. In developing each child's IEP, the IEP team will consider:
 - a. the strengths of the child and the concerns of the parent/legal guardian for enhancing the education of their child;
 - b. the results of the initial or most recent evaluation of the child; and
 - c. the academic, developmental, and functional needs of the child.
2. In consideration of special factors, the IEP team must:
 - a. in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior;
 - b. in the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 - c. in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;
 - d. consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - e. consider whether the child requires assistive technology devices and services.
3. The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of:
 - a. appropriate positive behavioral interventions and strategies for the child; and
 - b. supplementary aids and services, program modifications, and/or supports for District personnel that will be provided for the child, consistent with [34 C.F.R. § 300.320\(a\)\(4\)](#).
4. In making changes to the IEP after the annual IEP meeting, the parent/legal guardian and the District may agree to amend the IEP without a meeting for the

purpose of making those changes and, instead, develop a written document to amend or modify the child's current IEP. The District must:

- a. inform all members of the child's IEP team of those changes; and
 - b. upon request, provide the parent/legal guardian with the revised copy of the IEP.
5. To the extent possible, the District will encourage the consolidation of evaluation, reevaluation and IEP meetings for a child.
 6. The District will ensure that the IEP team reviews the child's IEP periodically, but not less than annually, to determine if goals are being achieved, and revise the IEP, when appropriate, to address:
 - a. any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
 - b. the results of any reevaluation;
 - c. information about the child provided to or by the parent/legal guardian;
 - d. the child's anticipated needs; and
 - e. other matters.
 7. If a participating agency other than the District fails to provide the transition services in an IEP, the District must reconvene the IEP team to identify alternative strategies to meet the child's transition outcomes.

A parent/legal guardian or the District may request in writing a review of the IEP. Such review shall take place within ~~fifteen (15)~~ **forty-five (45)** school days of receipt of the request or at a mutually agreed upon time. ~~, but not to exceed thirty (30) school days.~~

N. Least Restrictive Environment (LRE)

Children with disabilities, including children in public or private institutions or other care facilities, will be educated to the maximum extent appropriate with children who are not disabled in accordance with [34 C.F.R. §§ 300.114 through 300.117](#) of the IDEA regulations.

The District will ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Continuum of Alternative Placements

1. The District will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services.
2. The continuum of alternative placements will include:
 - a. instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; and
 - b. supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

Educational Placements

The District must ensure that the parent/legal guardian of a child with a disability are members of any group that makes decisions on the educational placement of their child.

1. The placement decision for each child will be:
 - a. made by a group that includes the parent/legal guardian and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
 - b. in conformity with the LRE provisions of the IDEA regulations;
 - c. determined at least annually;
 - d. based on the child's IEP; and
 - e. as close as possible to the child's home.
2. Unless the IEP of a child requires some other arrangement, the child will be educated in the school that the child would attend if not disabled.
3. In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that s/he needs.
4. A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Private Placements by the District

1. Before the District places a child with a disability in a private school or facility, the District must initiate and conduct a meeting to develop an IEP for the child and ensure that a representative of the private school or facility attends the meeting in person or by conference call.
2. Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of the District. However, the District must ensure that the parent/legal guardian and District representative:
 - a. are involved in any decisions about the child's IEP; and
 - b. agree to any proposed changes in the IEP before those changes are implemented.
3. The District remains responsible to ensure that FAPE is provided to a child placed by the District in a private school or facility.

Nonacademic Settings

1. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the District must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.
2. The District will ensure that the supplementary aids and services determined by the IEP team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings.

O. Discipline

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from the child's current placement to an appropriate interim alternative educational setting, another setting, suspension, or expulsion in accordance with IDEA Regulations [34 C.F.R. §§ 300.530 through 300.536](#).

Authority of District Personnel

1. On a case-by-case basis and in consideration of any unique circumstances, District personnel may remove a child with a disability who violates a student code of conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under [34 C.F.R. § 300.536](#).
2. After a child with a disability has been removed from the child's current placement for ten (10) school days in the same school year, during any subsequent days of removal, the District must provide services to the extent required to:
 - a. enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the child's IEP goals; and
 - b. receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.
3. The District is only required to provide services during periods of removal to a child with a disability who has been removed from the child's current placement for ten (10) days or less in that school year, if it provides services to non-disabled children similarly removed.
4. After a child with a disability has been removed from the child's current placement for ten (10) school days, and the current removal is for not more than ten (10) consecutive school days and not a change of placement, District personnel, in consultation with at least one of the child's teachers, shall determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.
5. If the removal is a change in placement, the child's IEP team determines the appropriate services.
6. Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a student code of conduct, the District, parent/legal guardian, and relevant members of the IEP team must review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:
 - a. if the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or

- b. if the conduct in question was the direct result of the District's failure to implement the IEP.
- 7. The conduct must be determined to be a manifestation of the disability if either (6)(a) or (6)(b) occurred, and, if the IEP was not implemented, the District must take immediate steps to remedy that deficiency.
- 8. If the District, parent/legal guardian, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child must be returned to the placement from which the child was removed, unless the parent/legal guardian and District agree to a change of placement. The IEP team must either:
 - a. conduct a functional behavioral assessment, unless already done, and implement a behavioral intervention plan; or
 - b. if a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior.
- 9. District personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to manifestation of disability if the child:
 - a. carries a weapon to or possesses a weapon at school, on District premises to or at a District function;
 - b. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on District premises, or at a District function; or
 - c. has inflicted serious bodily injury upon another person while at school, on District premises, or at a District function.
- 10. The District will notify the parent/legal guardian and provide notice of procedural safeguards on the day the District determines that the student has violated the code of conduct and that the violation constitutes the basis for a change in placement (i.e., interim alternative education setting).

Determination of Setting

The child's IEP team determines the interim alternative educational setting for services.

Appeal

- 1. The parent/legal guardian of a child with a disability who disagrees with any decision regarding placement under [34 C.F.R. §§ 300.530](#) and [300.531](#) or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with [34 C.F.R. §§ 300.310 through 300.314](#) and [A.A.C. R7-2-405.I](#).
- 2. A District that believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others may request an expedited due process hearing in conformance with [34 C.F.R. §§ 300.310 through 300.314](#) and [A.A.C. R7-2-405.I](#).

Placement During Appeals

The student must remain in the interim alternative educational setting pending the decision of the Administrative Law Judge or expiration of the interim setting, whichever comes first, unless the parent/legal guardian and District agree otherwise.

Protections for Children not Determined Eligible for Special Education and Related Services

1. A non-eligible student who engaged in a behavior that violated a student code of conduct may assert protections, if the District had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The District must be deemed to have such knowledge if any of the following occurred:
 - a. The parent/legal guardian of the child expressed concern in writing to supervisory or administrative personnel of the District school or a teacher of the child, that the child is in need of special education and related services,
 - b. The parent/legal guardian of the child requested an evaluation of the child pursuant to [34 C.F.R. §§ 300.300 through 300.311](#),
 - c. The teacher of the child, or other personnel of the District, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the District or school.
2. The District is not deemed to have knowledge if the parent/legal guardian of the child:
 - a. has not allowed an IDEA evaluation of the child;
 - b. has refused special education services for the child; or
 - c. if the child has been evaluated and determined to not be a child with a disability under IDEA.
3. If the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined in the same manner as other children without disabilities who engage in comparable behaviors.
4. If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
 - a. Until the evaluation is completed, the child remains in the educational placement determined by the District, which can include suspension or expulsion without educational services.
 - b. If the child is determined to be a child with a disability, the District must provide special education and related services in accordance with IDEA and state and federal regulations, including the requirements of [34 C.F.R. §§ 300.530 through 300.536](#).

Referral to and Action by Law Enforcement and Judicial Authorities

1. The District may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities.

2. The District in reporting a crime committed by a child with a disability will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime, but only to the extent permitted by the Family Education Rights and Privacy Act (FERPA).

Change of Placement Because of Disciplinary Removals

1. A change of placement occurs if:
 - a. the removal is for more than ten (10) consecutive school days; or
 - b. the child has been subjected to a series of removals that constitute a pattern:
 - i. because the series of removals total more than ten (10) school days in a school year;
 - ii. because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and/or
 - iii. because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
2. The District will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings.

P. Records

The District shall maintain a record of parties who have obtained access to educational records collected under IDEA (other than parents/legal guardians and District employees) to include the name of the accessing party; the date of access; and the purpose.

Upon request, the District shall provide parents/legal guardians with information regarding education records. The District shall comply with requisite provisions of IDEA and federal regulation regarding the destruction of student records once no longer needed to provide educational services.

Adopted:

Legal Authority:

[A.R.S. § 15-763](#)

[A.R.S. § 15-764](#)

[A.R.S. § 15-768](#)

[Ariz. Admin. Code R7-2-408](#)

[Ariz. Admin. Code R7-2-401](#) *et seq.*

[20 U.S.C. § 1414](#)

[34 C.F.R. § 300.101](#)

[34 C.F.R. § 300.105](#)

[34 C.F.R. § 300.106](#)

[34 C.F.R. § 300.107](#)

[34 C.F.R. § 300.108](#)

[34 C.F.R. § 300.110](#)

[34 C.F.R. § 300.113](#)

[34 C.F.R. § 300.114](#)

[34 C.F.R. § 300.115](#)

[34 C.F.R. § 300.116](#)

[34 C.F.R. § 300.117](#)

[34 C.F.R. § 300.154](#)

[34 C.F.R. § 300.300](#)

[34 C.F.R. § 300.301](#)

[34 C.F.R. § 300.303](#)

[34 C.F.R. § 300.304](#)

[34 C.F.R. § 300.305](#)

[34 C.F.R. § 300.306](#)

[34 C.F.R. § 300.307](#)

[34 C.F.R. § 300.308](#)

[34 C.F.R. § 300.309](#)

[34 C.F.R. § 300.310](#)

[34 C.F.R. § 300.311](#)

[34 C.F.R. § 300.320](#)

[34 C.F.R. § 300.321](#)

[34 C.F.R. § 300.322](#)

[34 C.F.R. § 300.323](#)

[34 C.F.R. § 300.324](#)

[34 C.F.R. § 300.325](#)

[34 C.F.R. § 300.327](#)

[34 C.F.R. § 300.530](#)

[34 C.F.R. § 300.531](#)

[34 C.F.R. § 300.532](#)

[34 C.F.R. § 300.533](#)

[34 C.F.R. § 300.534](#)

[34 C.F.R. § 300.535](#)

[34 C.F.R. § 300.536](#)

[34 C.F.R. § 300.614](#)

Participating Trust member districts should review each policy with their school board legal counsel before adoption.

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Policy © 5-203 Students with Disabilities (Individuals with Disabilities Education Act [IDEA])

A. Child Find

The District will ensure that all children with disabilities within its jurisdiction who are in need of special education and related services are identified, located and evaluated.

1. The District will identify, locate and evaluate all children with disabilities within its population served who are in need of special education and related services.
2. The District is responsible for child find activities as required by A.R.S. § 15-768.
3. Child find must also include children who are suspected of being a child with a disability and in need of special education, including:
 - a. Children who are advancing from grade to grade; and
 - b. Highly mobile children, including migrant children.
4. The District will maintain a record of children who are receiving special education and related services.
5. The District shall establish, implement, and disseminate written procedures for the identification and referral of all children with disabilities from birth through twenty-one (21) years.
6. The District will require all District-based staff to review the written procedures related to child identification and referral on an annual basis and maintain documentation of the staff review.
7. Identification (screening for possible disabilities) shall be completed within forty-five (45) calendar days after:
 - a. Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in the District; or
 - b. Parent/legal guardian notification of developmental or educational concerns.
8. Screening procedures shall include vision and hearing status and consideration of the following areas:
 - a. cognitive or academic;
 - b. communication;
 - c. motor;
 - d. social or behavioral; and
 - e. adaptive development.
9. For a student transferring into the District, the District shall review enrollment data and educational performance in the prior district. If there is a history of special education for a student not currently eligible for special education or an indication of inadequate progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.
10. If a concern about a student is identified through screening procedures or review of records, the parent/legal guardian of the student shall be notified of the concern

within ten (10) school days and informed of the District's procedures to follow up on the student's needs.

11. The District shall maintain documentation of the identification procedures utilized, the dates of entry into the District, notification by the parent/legal guardian of a concern and the dates of screening. The dates shall be maintained in the student's permanent records.
12. If the screening indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent/legal guardian or a student may request an evaluation of the student.
13. If, after consultation with the parent/legal guardian, the District determines that a full and individual evaluation is not warranted, the District shall provide prior written notice and procedural safeguards notice to the parent/legal guardian in a timely manner.

B. Parental Consent

1. If the District proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability after reviewing existing data with the parent/legal guardian and providing prior written notice, it will obtain informed consent from the parent/legal guardian of the child before collecting any additional data.
 - a. Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - b. The District must make reasonable efforts to obtain the informed consent from the parent/legal guardian for an initial evaluation.
2. For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent/legal guardian, the District is not required to obtain consent from the parent/legal guardian if:
 - a. despite reasonable efforts to do so, the District cannot discover the whereabouts of the parent/legal guardian of the child;
 - b. the rights of the parent/legal guardian of the child have been terminated by the court; or
 - c. the rights of the parent/legal guardian to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
3. The District may, but is not required to, seek informed consent through due process procedures if the parent/legal guardian of a child who is enrolled or seeking to enroll in the District refuses consent for an initial evaluation.
4. The District must obtain informed consent from the parent/legal guardian of the child before the initial provision of special education and related services to the child and must make reasonable efforts to obtain that consent.
5. If a parent/legal guardian refuses consent for the initial provision of special education and related services, the District may not seek consent through due process hearing procedures. The District:
 - a. will not be considered to be in violation of the requirement to provide a free appropriate public education (FAPE); and

- b. is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child.
- 6. If the parent/legal guardian revokes consent in writing for the continued provision of special education and related services at any time subsequent to the initial provision of special education and related services, the District:
 - a. may not continue to provide special education and related services to the child but must provide prior written notice prior to ceasing the provision of special education and related services;
 - b. may not utilize the due process hearing procedures;
 - c. will not be considered to be in violation of the requirement to provide FAPE; and
 - d. is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services.
- 7. The District must obtain informed consent prior to conducting any reevaluation of a child with a disability.
 - a. If the parent/legal guardian refuses consent, the District may utilize due process hearing procedures to seek consent but does not violate its obligation if it declines to pursue the evaluation or reevaluation.
 - b. The informed parental consent for reevaluation need not be obtained if the District can demonstrate that:
 - i. it made reasonable efforts to obtain such consent and has documented those attempts; and
 - ii. the child's parent/legal guardian has failed to respond.
- 8. Parental consent is not required before:
 - a. reviewing existing data as part of an evaluation or reevaluation; or
 - b. administering a test or other evaluation that is administered to all children unless consent is required of the parent/legal guardian of all children prior to administration.
- 9. The District may not use a parent's/legal guardian's refusal to consent to one service or activity under this section to deny the parent/legal guardian or child any other service, benefit, or activity of the District, except as required by the IDEA implementing regulations.
- 10. If a parent/legal guardian of a child who is homeschooled or placed in a private school by the parent/legal guardian at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent/legal guardian fails to respond to a request to provide consent, the District may not utilize due process hearing procedures to seek consent.

C. Evaluation and Eligibility

A full and individual initial evaluation will be conducted by the District before the initial provision of special education and related services to a child with a disability in accordance with [34 C.F.R. §§ 300.300 through 300.311](#) of the IDEA regulations.

A reevaluation of each child with a disability will be conducted by the District in accordance with [34 C.F.R. §§ 300.300 through 300.311](#) of the IDEA regulations.

Initial Evaluations

1. Consistent with consent requirements of [34 C.F.R. § 300.300](#), either a parent/legal guardian of a child or the District may initiate a request for an initial evaluation to determine if a child is a child with a disability.
2. The initial evaluation must both:
 - a. be completed within sixty (60) days of receiving parental consent for the evaluation, unless:
 - i. the parent/legal guardian and the District agree that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional thirty (30) days;
 - ii. the child enrolls in the District from another District after the parent/legal guardian has provided consent and before the determination of eligibility by the other District. In that event, the District will ensure prompt completion of the evaluation; or
 - iii. the parent/legal guardian of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.
 - b. consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

Reevaluations

1. The District will conduct a reevaluation of a child with a disability if:
 - a. The District determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
 - b. The child's parent/legal guardian or teacher requests a reevaluation.
2. The District will not conduct a reevaluation more than once a year unless the parent/legal guardian and District agree otherwise.
3. The District will conduct a reevaluation at least once every three (3) years, unless the parent/legal guardian and the District agree that a reevaluation is unnecessary.

Evaluation Procedures

1. The District must publish on its website and make available to parents/legal guardians its procedures related to requesting an evaluation for special education, including the District's points of contact.
2. If a parent/legal guardian requests an evaluation, the District will within fifteen (15) school days either begin the evaluation by reviewing existing data or provide a prior written notice refusing to conduct the evaluation. The sixty (60) day evaluation period commences on receipt of the signed informed consent.
3. The District will provide prior written notice to the parent/legal guardian of a child who has, or who is suspected of having, a disability, that describes the evaluation procedures that the District proposes to conduct. The consent for evaluation and prior written notice may be simultaneously provided to the parent/legal guardian

following the determination that additional data are needed as a part of the review of existing data process.

4. In conducting an evaluation or reevaluation, the District will:
 - a. use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent/legal guardian in order to determine:
 - i. whether the child is a child with a disability; and
 - ii. if the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
 - b. not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
 - c. use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
5. The District will ensure that evaluation materials and strategies:
 - a. are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - b. are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - c. are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;
 - d. are administered by trained and knowledgeable personnel;
 - e. are administered in accordance with the instructions provided by the assessment publisher;
 - f. are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impairments (unless those skills are the factors being measured);
 - g. assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities;
 - h. are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability; and
 - i. provide relevant information that directly assists in determining the educational needs of the child.
6. Evaluations of children who transfer to or from another District in the same school year shall be coordinated with the prior and subsequent Districts, in order to expedite the completion of a full evaluation.

Additional Evaluation Requirements

1. As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, will do as follows:
 - a. The IEP team will review existing data on the child including:
 - i. evaluations and information provided by the parent/legal guardian;
 - ii. current classroom-based, local and statewide assessments, and classroom-based observations; and
 - iii. observations by teachers, and related services providers.
 - b. On the basis of that review, and with input from the child's parent/legal guardian, the IEP team will identify what additional data, if any, are needed to determine:
 - i. whether the child is or continues to be a child with a disability, and, if so, the educational needs of the child;
 - ii. the present levels of academic achievement and related developmental needs of the child; and
 - iii. whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum.
 - c. The IEP team may conduct the review without a meeting.
2. If additional data are needed, the District will administer the assessments required to obtain the additional data.
3. If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the District will notify the parent/legal guardian of:
 - a. the determination and the reasons for the determination; and
 - b. the right of the parent/legal guardian to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.
4. The District will evaluate a child before determining that the child is no longer a child with a disability, except when the termination is due to graduation with a regular high school diploma or the child reaching age twenty-two (22).
5. When the child's eligibility terminates because of graduation or reaching age twenty-two (22), the District will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals.

For the following disabilities, the full and individual initial evaluation shall include:

1. emotional disability: verification of a disorder by a qualified professional;
2. hearing impairment: an audiological evaluation by a qualified professional; and an evaluation of communication/language proficiency;
3. other health impairment: verification of a health impairment by a qualified professional;
4. specific learning disability: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to

age, state-approved grade-level standards, or intellectual development that meets the District's criteria through one of the following methods:

- a. a discrepancy between achievement and ability,
 - b. the child's response to scientific, research-based interventions, or
 - c. other alternative research-based procedures;
5. orthopedic impairment: verification of the physical disability by a qualified professional;
 6. speech/language impairment: an evaluation by a qualified professional;
 7. speech impairments appear to be limited to articulation, voice, or fluency problems:
 - a. an audiometric screening within the past calendar year;
 - b. a review of academic history and classroom functioning;
 - c. an assessment of the speech problem by a speech therapist; or
 - d. an assessment of the student's functional communication skills;
 8. traumatic brain injury: verification of the injury by a qualified professional; and/or
 9. visual impairment: verification of a visual impairment by a qualified professional.

The Arizona Department of Education maintains a list of qualified professionals, subject to review and approval by the State Board of Education.

Determination of Eligibility

1. Upon completion of the evaluation process, the District will ensure that:
 - a. a group of qualified professionals and the parent/legal guardian of the child determine:
 - i. if the child is a child with a disability under the Individuals with Disabilities Education Act and the Arizona state statutes; and
 - ii. if so, the educational needs of the child; and
 - b. the parent/legal guardian is provided, at no cost, a copy of the evaluation report and eligibility determination.
2. A child will not be determined to be a child with a disability if the primary factor for the determination is:
 - a. lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the Elementary and Secondary Education Act (ESEA);
 - b. lack of appropriate instruction in math; or
 - c. limited English proficiency.
3. The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if deemed eligible and in need of special education and related services, an IEP will be developed in accordance with [34 C.F.R. §§ 300.320 through 300.324](#).

Observation

1. The District must ensure that the child is observed in the child's learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty.
2. In the case of a child less than school age or out of school, a group member must observe the child in an environment appropriate for a child that age.

Additional Procedures for Identifying Students with Specific Learning Disabilities

The District will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA regulations [34 C.F.R. §§ 300.307 through 300.311](#):

1. the State-adopted criteria based on a child's response to scientific, research-based intervention;
2. the identification of a severe discrepancy between intellectual ability and achievement; or
3. other alternative research-based procedures.

If a student is found eligible as a student with a disability due to a specific learning disability, the student's IEP shall indicate whether the student has been diagnosed with dyslexia.

Additional Group Members

The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parent/legal guardian and a team of qualified professionals, which must include:

1. the child's regular teacher; or
2. if the child does not have a regular teacher, then a regular teacher qualified to teach children of that age; or
3. for a child of less than school age, an individual qualified by the State to teach children of that age; and
4. at least one person qualified to conduct individual diagnostic evaluations of children, such as the District psychologist, speech-language pathologist, or remedial reading teacher.

Determining the Existence of a Specific Learning Disability

1. A child may be determined to have a specific learning disability if:
 - a. the child does not achieve adequately for the child's age or meet State-approved grade level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or meet State-approved grade level standards in:
 - i. oral expression
 - ii. listening comprehension

- iii. written expression
 - iv. basic reading skills
 - v. reading fluency skills
 - vi. reading comprehension
 - vii. mathematics calculation
 - viii. mathematics problem solving;
 - b. the child does not make sufficient progress to meet age or State-approved grade level standards in one or more of the areas in (1)(a) when using a process based on the child's response to scientific, research-based intervention; or
 - c. the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.
2. The findings of underachievement are not primarily the result of:
 - a. a visual, hearing, or motor disability;
 - b. intellectual disability;
 - c. emotional disturbance;
 - d. cultural factors;
 - e. environmental or economic disadvantage; or
 - f. limited English proficiency.
 3. The group must ensure that the underachievement is not due to a lack of appropriate instruction in reading or math and must consider:
 - a. data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - b. data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parent/legal guardian.
 4. The District must promptly request parent/legal guardian consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in (3)(a) and (3)(b).

Observation

In determining whether a child has a specific learning disability, the team must decide to:

- a. use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
- b. have at least one member of the team conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.

Specific Documentation for the Eligibility Determination

1. For a child suspected of having a specific learning disability, the eligibility determination must contain a statement of:
 - a. whether the child has a specific learning disability;
 - b. the basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
 - c. the relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
 - d. the educationally relevant medical findings, if any;
 - e. whether the child does not achieve adequately for the child's age or to meet State-approved grade level standards consistent with IDEA implementing regulations; and either (1) does not make sufficient progress to meet age or State-approved grade level standards consistent with IDEA implementing regulations; or (2) exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development consistent with IDEA implementing regulations; and
 - f. the determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level.
2. If the child participated in a process that assessed the child's response to scientific, research-based intervention, the eligibility determination must contain:
 - a. the instructional strategies used, and the student-centered data collected;
 - b. the documentation that the child's parent/legal guardian was notified about the State's policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
 - c. strategies for increasing the rate of learning; and
 - d. the parent's/legal guardian's right to request an evaluation.
3. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

D. Free Appropriate Public Education

A free appropriate public education (FAPE) will be available to all children within the boundaries of responsibility of the District, including children with disabilities who have been suspended or expelled from the District as provided for in [34 C.F.R. § 300.530](#)(d) of the IDEA regulations.

The District will make the determination that a child is eligible for special education and related services on an individual basis by a properly constituted team.

The District will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.

The District is responsible for providing transitional services and FAPE as required by A.R.S. § 15-768.

E. Powers of the Governing Board

1. The District will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the District for provision of special education services.
2. The special education programs and services shall be provided only in a District facility that houses regular education classes or in other facilities approved by the Arizona Department of Education Division of Special Education.

F. Assistive Technology

1. The District will ensure that assistive technology devices or services or both will be available to a child with a disability, if required, as a part of:
 - a. special education,
 - b. related services, and
 - c. supplementary aids and service.
2. On a case-by-case basis, the District will ensure the use of District-purchased assistive technology devices in a child's home or other setting, if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

G. Extended School Year Services (ESY)

1. The District will make extended school year services available as necessary to provide FAPE to children with disabilities.
 - a. ESY services will be provided only if a child's IEP team determines, in accordance with [34 C.F.R. §§ 300.320 through 300.324](#), that the services are necessary for the provision of FAPE.
 - b. Services will not be:
 - i. limited to a particular category of disability; or
 - ii. unilaterally limited to the type, amount, or duration of services.
2. The ESY services that are provided to a child with a disability will:
 - a. be provided beyond the normal school year of the District;
 - b. be provided in accordance with the child's IEP;
 - c. be provided at no cost to the parent/legal guardian of the child; and
 - d. meet the standards of the State.
3. Eligibility shall be determined by the IEP team no later than forty-five (45) calendar days prior to the last day of school.
4. Participation in ESY is not mandatory and services are not required for all students with a disability.
5. Eligibility shall not be based on need or desire for any of the following:
 - a. a day care or respite care;
 - b. a program to maximize the academic potential of a student with a disability; or

- c. a summer recreation program for students with a disability.

H. Nonacademic Services

1. The District will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.
2. Nonacademic and extracurricular services and activities may include but are not necessarily limited to: (a) counseling services; (b) athletics; (c) transportation; (d) health services; (e) recreational activities; (f) special interest groups or clubs sponsored by the District; (g) referrals to agencies that provide assistance to individuals with disabilities; and (h) employment of students, including both employment by the District and assistance in making outside employment available.

I. Physical Education

1. The District will make regular physical education services available to children with disabilities to the same extent that the District provides those services to children without disabilities, unless:
 - a. the child is enrolled full time in a separate facility; or
 - b. the child needs specially designed physical education as prescribed in the child's IEP.
2. If a child is enrolled in a separate facility, the District will ensure that the child receives appropriate physical education services.
3. If special physical education is prescribed in a child's IEP, the District will provide for those services, either directly or through other public or private programs.

J. Program Options

The District will ensure that children with disabilities have available to them the variety of education programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education.

K. Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices

1. The District will ensure that the hearing aids worn in school by children with hearing impairments are functioning properly.
2. The District will ensure that the external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that the District will not be responsible for any post-surgical maintenance,

programming or replacement of any component, external or internal, of the medical device.

L. Methods of Ensuring Services

1. The District may use Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that the District:
 - a. may not require the parent/legal guardian to sign up for or enroll in public benefits or insurance programs to receive FAPE;
 - b. may not require the parent/legal guardian to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that the parent/legal guardian otherwise would be required to pay; and
 - c. may not use a child's public benefit if that use would:
 - i. decrease lifetime benefits;
 - ii. result in the family paying for non-District services that would otherwise be paid for by public benefits;
 - iii. increase premiums or lead to discontinuation of benefits; or
 - iv. risk loss of eligibility.
2. The District must notify the parent/legal guardian that their refusal to allow access to public benefits does not relieve the District of its responsibility to provide all required IDEA services.
3. Prior to accessing a child's or parent's/legal guardian's public benefits or insurance for the first time, and after providing written notification to the child's parent/legal guardian, the District must obtain written parental consent.

M. Individualized Education Program

The District shall ensure that an IEP is developed and implemented for each eligible child served by the District and for each eligible child placed in or referred to a private school or facility by the District in accordance with [34 C.F.R. §§ 300.320 through 300.325](#) of the IDEA regulations.

Contents of the IEP

The contents of each IEP will include a statement of:

1. the child's present levels of academic achievement and functional performance, including:
 - a. how the child's disability affects the child's involvement and progress in the general curriculum; or
 - b. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

2. measurable annual goals, including academic and functional goals designed to:
 - a. meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum;
 - b. meet each of the child's other educational needs that result from the child's disability; and
 - c. for children with disabilities who take alternative assessments aligned to alternative achievement standards, a description of benchmarks or short-term objectives;
3. how the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;
4. the special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, and the program modifications or supports for District personnel that will be provided to enable the child:
 - a. to advance appropriately toward attaining the annual goals; and
 - b. to be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children;
5. the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;
6. any individual accommodations that are needed to measure the academic achievement and functional performance of the child on State and District-wide assessments; and
7. the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.

If the IEP team determines that the child must take an alternative assessment instead of a particular regular state or District-wide assessment of student achievement, the IEP must include a statement of why:

- a. the child cannot participate in the regular assessment; and
- b. the particular alternate assessment selected is appropriate for the child.

Beginning not later than the first IEP to be in effect when the child ends ninth grade or turns sixteen (16), whichever is first, or younger if determined appropriate by the IEP team, and updated annually, the IEP will also include a statement of:

- a. appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;
- b. transition services (including courses of study) needed to assist the child in reaching those goals; and
- c. the child's estimated graduation date as aligned with the transition plan.

Beginning not later than one year before a student reaches the age of eighteen (18), the IEP will include a statement that the parent/legal guardian and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of eighteen (18).

The District will provide written notification to the parent/legal guardian of a student's anticipated graduation date at least one year before the anticipated high school graduation date.

IEP Team

1. The IEP team for each child with a disability will include:
 - a. the parent/legal guardian of the child;
 - b. not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - c. not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
 - d. a representative of the District who:
 - i. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - ii. is knowledgeable about the general education curriculum;
 - iii. is knowledgeable about the availability of resources of the District; and
 - iv. may be the District team member described in (b) through (f) if the above criteria are met;
 - e. an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (b) through (f);
 - f. at the discretion of the parent/legal guardian or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - g. whenever appropriate, the child with a disability.
2. The District will include a child of any age if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals. If the student does not attend the IEP meeting, the District will take other steps to ensure that the student's preferences and interests are considered.
3. To the extent appropriate and with consent of the parent/legal guardian or the adult child, the District will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services for a child who is transitioning from the Arizona Early Intervention Program (AzEIP). Representatives from AzEIP must be invited to the initial IEP team meeting if the parent/legal guardian requests.
4. A member of the IEP team described in (1)(b) through (1)(e) is not required to attend the IEP meeting if the parent/legal guardian and the District agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.

5. A member of the IEP team described in (1)(b) through (1)(e) may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent/legal guardian, and the District consent in writing to the excusal and the member submits, in writing to the IEP team, input into the development of the IEP prior to the meeting.
6. In the case of a child previously served by AzEIP, an invitation to the initial IEP team meeting must, at the request of the parent/legal guardian, be sent to the AzEIP service coordinator to assist with the smooth transition of services.

Parent Participation

1. The District will ensure that the parent/legal guardian of a child with a disability shall:
 - a. be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and provision of FAPE to the child;
 - b. be provided notice consistent with [34 C.F.R. § 300.322](#) to ensure they have opportunity to participate in meetings; and
 - c. be members of any group that makes decisions on the educational placement of their child.
2. The District will take steps to ensure the parent/legal guardian of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:
 - a. notifying the parent/legal guardian of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. scheduling the meeting at a mutually agreed on time and place.
3. The meeting notice will:
 - a. indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - b. inform the parent/legal guardian of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP (if the meeting is for an initial IEP of a child transitioning from AzEIP).
 - c. beginning not later than the first IEP to be in effect when the child turns 16, the notice will also:
 - i. indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;
 - ii. indicate that the District will invite the student; and
 - iii. identify any other agency that will be invited to send a representative.
4. If neither parent/legal guardian can attend, the District will use other methods to ensure parent/legal guardian participation, including individual or conference telephone calls.
5. A meeting may be conducted without a parent/legal guardian in attendance if the District is unable to convince the parent/legal guardian that they should attend. In

this case, the District will maintain a record of its attempts to arrange a mutually agreed on time and place, such as:

- a. detailed records of telephone calls made or attempted and the results of those calls;
 - b. copies of correspondence sent to the parent/legal guardian and any responses received; and
 - c. detailed records of visits made to the parent's/legal guardian's home or place of employment and the results of those visits.
6. The District will take whatever action is necessary to help the parent/legal guardian understand the proceedings at the IEP meeting, including arranging for an interpreter for a parent/legal guardian with deafness or whose native language is other than English.
 7. The District will give the parent/legal guardian a copy of the child's IEP at no cost to the parent/legal guardian.

When IEPs Must Be in Effect

1. At the beginning of each school year, the District must have in effect for each child with a disability in its jurisdiction an IEP as defined in [34 C.F.R. § 300.320](#).
2. The District will ensure that:
 - a. A meeting to develop an IEP for an eligible child is conducted within thirty (30) days of a determination of eligibility for special education and related services.
 - b. As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child. An IEP will be in effect at the beginning of each school year.
3. The District will ensure that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for implementing the IEP. Each teacher and related service provider will be informed of the teacher's and related service provider's specific responsibilities in implementing the IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.
4. For a child with an IEP who transfers into the District from another District in Arizona, the District, in consultation with the parent/legal guardian, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:
 - a. reviews and adopts the child's IEP from the previous District; or
 - b. develops, adopts, and implements a new IEP.
5. For a child with an IEP who transfers into the District from another state, the District, in consultation with the parent/legal guardian, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:
 - a. conducts an evaluation for eligibility for special education in Arizona or determines that such an evaluation is unnecessary; and
 - b. develops, adopts, and implements a new IEP, if appropriate.

6. To facilitate the transition of a child enrolling from another public education agency, either from within or from outside of Arizona, the District will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous school in which the child was enrolled.
7. When a records request is received from another public agency, from either within or outside of Arizona, the District will promptly respond to the request within ten (10) school days.

Development, Review, and Revision of an IEP

1. In developing each child's IEP, the IEP team will consider:
 - a. the strengths of the child and the concerns of the parent/legal guardian for enhancing the education of their child;
 - b. the results of the initial or most recent evaluation of the child; and
 - c. the academic, developmental, and functional needs of the child.
2. In consideration of special factors, the IEP team must:
 - a. in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior;
 - b. in the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 - c. in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;
 - d. consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - e. consider whether the child requires assistive technology devices and services.
3. The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of:
 - a. appropriate positive behavioral interventions and strategies for the child; and
 - b. supplementary aids and services, program modifications, and/or supports for District personnel that will be provided for the child, consistent with [34 C.F.R. § 300.320\(a\)\(4\)](#).
4. In making changes to the IEP after the annual IEP meeting, the parent/legal guardian and the District may agree to amend the IEP without a meeting for the

purpose of making those changes and, instead, develop a written document to amend or modify the child's current IEP. The District must:

- a. inform all members of the child's IEP team of those changes; and
 - b. upon request, provide the parent/legal guardian with the revised copy of the IEP.
5. To the extent possible, the District will encourage the consolidation of evaluation, reevaluation and IEP meetings for a child.
 6. The District will ensure that the IEP team reviews the child's IEP periodically, but not less than annually, to determine if goals are being achieved, and revise the IEP, when appropriate, to address:
 - a. any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
 - b. the results of any reevaluation;
 - c. information about the child provided to or by the parent/legal guardian;
 - d. the child's anticipated needs; and
 - e. other matters.
 7. If a participating agency other than the District fails to provide the transition services in an IEP, the District must reconvene the IEP team to identify alternative strategies to meet the child's transition outcomes.

A parent/legal guardian or the District may request in writing a review of the IEP. Such review shall take place within forty-five (45) school days of receipt of the request or at a mutually agreed upon time.

N. Least Restrictive Environment (LRE)

Children with disabilities, including children in public or private institutions or other care facilities, will be educated to the maximum extent appropriate with children who are not disabled in accordance with [34 C.F.R. §§ 300.114 through 300.117](#) of the IDEA regulations.

The District will ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Continuum of Alternative Placements

1. The District will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services.
2. The continuum of alternative placements will include:
 - a. instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; and
 - b. supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

Educational Placements

The District must ensure that the parent/legal guardian of a child with a disability are members of any group that makes decisions on the educational placement of their child.

1. The placement decision for each child will be:
 - a. made by a group that includes the parent/legal guardian and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
 - b. in conformity with the LRE provisions of the IDEA regulations;
 - c. determined at least annually;
 - d. based on the child's IEP; and
 - e. as close as possible to the child's home.
2. Unless the IEP of a child requires some other arrangement, the child will be educated in the school that the child would attend if not disabled.
3. In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that s/he needs.
4. A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Private Placements by the District

1. Before the District places a child with a disability in a private school or facility, the District must initiate and conduct a meeting to develop an IEP for the child and ensure that a representative of the private school or facility attends the meeting in person or by conference call.
2. Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of the District. However, the District must ensure that the parent/legal guardian and District representative:
 - a. are involved in any decisions about the child's IEP; and
 - b. agree to any proposed changes in the IEP before those changes are implemented.
3. The District remains responsible to ensure that FAPE is provided to a child placed by the District in a private school or facility.

Nonacademic Settings

1. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the District must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.
2. The District will ensure that the supplementary aids and services determined by the IEP team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings.

O. Discipline

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from the child's current placement to an appropriate interim alternative educational setting, another setting, suspension, or expulsion in accordance with IDEA Regulations [34 C.F.R. §§ 300.530 through 300.536](#).

Authority of District Personnel

1. On a case-by-case basis and in consideration of any unique circumstances, District personnel may remove a child with a disability who violates a student code of conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under [34 C.F.R. § 300.536](#).
2. After a child with a disability has been removed from the child's current placement for ten (10) school days in the same school year, during any subsequent days of removal, the District must provide services to the extent required to:
 - a. enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the child's IEP goals; and
 - b. receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.
3. The District is only required to provide services during periods of removal to a child with a disability who has been removed from the child's current placement for ten (10) days or less in that school year, if it provides services to non-disabled children similarly removed.
4. After a child with a disability has been removed from the child's current placement for ten (10) school days, and the current removal is for not more than ten (10) consecutive school days and not a change of placement, District personnel, in consultation with at least one of the child's teachers, shall determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.
5. If the removal is a change in placement, the child's IEP team determines the appropriate services.
6. Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a student code of conduct, the District, parent/legal guardian, and relevant members of the IEP team must review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:
 - a. if the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or

- b. if the conduct in question was the direct result of the District's failure to implement the IEP.
- 7. The conduct must be determined to be a manifestation of the disability if either (6)(a) or (6)(b) occurred, and, if the IEP was not implemented, the District must take immediate steps to remedy that deficiency.
- 8. If the District, parent/legal guardian, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child must be returned to the placement from which the child was removed, unless the parent/legal guardian and District agree to a change of placement. The IEP team must either:
 - a. conduct a functional behavioral assessment, unless already done, and implement a behavioral intervention plan; or
 - b. if a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior.
- 9. District personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to manifestation of disability if the child:
 - a. carries a weapon to or possesses a weapon at school, on District premises to or at a District function;
 - b. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on District premises, or at a District function; or
 - c. has inflicted serious bodily injury upon another person while at school, on District premises, or at a District function.
- 10. The District will notify the parent/legal guardian and provide notice of procedural safeguards on the day the District determines that the student has violated the code of conduct and that the violation constitutes the basis for a change in placement (i.e., interim alternative education setting).

Determination of Setting

The child's IEP team determines the interim alternative educational setting for services.

Appeal

- 1. The parent/legal guardian of a child with a disability who disagrees with any decision regarding placement under [34 C.F.R. §§ 300.530](#) and [300.531](#) or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with [34 C.F.R. §§ 300.310 through 300.314](#) and [A.A.C. R7-2-405.I](#).
- 2. A District that believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others may request an expedited due process hearing in conformance with [34 C.F.R. §§ 300.310 through 300.314](#) and [A.A.C. R7-2-405.I](#).

Placement During Appeals

The student must remain in the interim alternative educational setting pending the decision of the Administrative Law Judge or expiration of the interim setting, whichever comes first, unless the parent/legal guardian and District agree otherwise.

Protections for Children not Determined Eligible for Special Education and Related Services

1. A non-eligible student who engaged in a behavior that violated a student code of conduct may assert protections, if the District had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The District must be deemed to have such knowledge if any of the following occurred:
 - a. The parent/legal guardian of the child expressed concern in writing to supervisory or administrative personnel of the District school or a teacher of the child, that the child is in need of special education and related services,
 - b. The parent/legal guardian of the child requested an evaluation of the child pursuant to [34 C.F.R. §§ 300.300 through 300.311](#),
 - c. The teacher of the child, or other personnel of the District, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the District or school.
2. The District is not deemed to have knowledge if the parent/legal guardian of the child:
 - a. has not allowed an IDEA evaluation of the child;
 - b. has refused special education services for the child; or
 - c. if the child has been evaluated and determined to not be a child with a disability under IDEA.
3. If the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined in the same manner as other children without disabilities who engage in comparable behaviors.
4. If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
 - a. Until the evaluation is completed, the child remains in the educational placement determined by the District, which can include suspension or expulsion without educational services.
 - b. If the child is determined to be a child with a disability, the District must provide special education and related services in accordance with IDEA and state and federal regulations, including the requirements of [34 C.F.R. §§ 300.530 through 300.536](#).

Referral to and Action by Law Enforcement and Judicial Authorities

1. The District may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities.

2. The District in reporting a crime committed by a child with a disability will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime, but only to the extent permitted by the Family Education Rights and Privacy Act (FERPA).

Change of Placement Because of Disciplinary Removals

1. A change of placement occurs if:
 - a. the removal is for more than ten (10) consecutive school days; or
 - b. the child has been subjected to a series of removals that constitute a pattern:
 - i. because the series of removals total more than ten (10) school days in a school year;
 - ii. because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and/or
 - iii. because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
2. The District will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings.

P. Records

The District shall maintain a record of parties who have obtained access to educational records collected under IDEA (other than parents/legal guardians and District employees) to include the name of the accessing party; the date of access; and the purpose.

Upon request, the District shall provide parents/legal guardians with information regarding education records. The District shall comply with requisite provisions of IDEA and federal regulation regarding the destruction of student records once no longer needed to provide educational services.

Adopted:

Legal Authority:

[A.R.S. § 15-763](#)

[A.R.S. § 15-764](#)

A.R.S. § 15-768

[Ariz. Admin. Code R7-2-408](#)

[Ariz. Admin. Code R7-2-401](#) *et seq.*

[20 U.S.C. § 1414](#)

[34 C.F.R. § 300.101](#)

[34 C.F.R. § 300.105](#)

[34 C.F.R. § 300.106](#)

[34 C.F.R. § 300.107](#)

[34 C.F.R. § 300.108](#)

[34 C.F.R. § 300.110](#)

[34 C.F.R. § 300.113](#)

[34 C.F.R. § 300.114](#)

[34 C.F.R. § 300.115](#)

[34 C.F.R. § 300.116](#)

[34 C.F.R. § 300.117](#)

[34 C.F.R. § 300.154](#)

[34 C.F.R. § 300.300](#)

[34 C.F.R. § 300.301](#)

[34 C.F.R. § 300.303](#)

[34 C.F.R. § 300.304](#)

[34 C.F.R. § 300.305](#)

[34 C.F.R. § 300.306](#)

[34 C.F.R. § 300.307](#)

[34 C.F.R. § 300.308](#)

[34 C.F.R. § 300.309](#)

[34 C.F.R. § 300.310](#)

[34 C.F.R. § 300.311](#)

[34 C.F.R. § 300.320](#)

[34 C.F.R. § 300.321](#)

[34 C.F.R. § 300.322](#)

[34 C.F.R. § 300.323](#)

[34 C.F.R. § 300.324](#)

[34 C.F.R. § 300.325](#)

[34 C.F.R. § 300.327](#)

[34 C.F.R. § 300.530](#)

[34 C.F.R. § 300.531](#)

[34 C.F.R. § 300.532](#)

[34 C.F.R. § 300.533](#)

[34 C.F.R. § 300.534](#)

[34 C.F.R. § 300.535](#)

[34 C.F.R. § 300.536](#)

[34 C.F.R. § 300.614](#)

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

DATE OF MEETING: September 22, 2026

TITLE: Resolution Declaring September 24, 2026 as “Legendary Teacher Day”

BACKGROUND:

In 2014, Tucson Mayor Jonathan Rothschild signed a Mayoral Proclamation for the very first “Legendary Teacher Day”. Other municipalities and school districts have followed this lead and Legendary Teacher Day is recognized across eight states each year on the fourth Thursday in September.

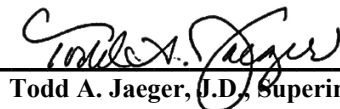
This year, Legendary Teacher Day will be observed on Thursday, September 24, 2026. The accompanying Resolution serves to set that day apart here in our District.

RECOMMENDATION:

This is presented for the Board’s information and recognition.

INITIATED BY:

Date: September 14, 2026



Todd A. Jaeger, J.D., Superintendent

**A RESOLUTION OF THE GOVERNING BOARD OF
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10
OF PIMA COUNTY, ARIZONA,
RECOGNIZING LEGENDARY TEACHERS**

WHEREAS, we have all had special teachers that have made a significant difference in our lives – teachers we call “legendary;” and

WHEREAS, those teachers possessed and consistently demonstrated a specialized set of skills and talents and a commitment to children that allowed them to transform their deep content knowledge into life-changing student learning; and

WHEREAS, the importance of those teachers in the lives of children and in the stability of communities is widely recognized; and

WHEREAS, those teachers have historically made classrooms safe and fun by creating a caring family culture; and

WHEREAS, those teachers expected you to exceed your own expectations and helped you believe that you had potential beyond what you could see; and

WHEREAS, we often do not fully understand and recognize the profound influence teachers have on our future until later in life; and

WHEREAS, it is important to take time to fully recognize the special teachers in our lives and their dedication to generations of individuals and our community as a whole;

NOW, THEREFORE, BE IT RESOLVED by the Amphitheater Unified School District No. 10 Governing Board that the District hereby set apart Thursday, September 24, 2026, as “Legendary Teacher Day” in the District.

PASSED AND ADOPTED by the Governing Board this 22nd day of September 2026.

Governing Board Members:

Vicki Cox Golder
President

Matthew A. Kopec
Vice President

Deanna M. Day, M.Ed.

Michael Gemma, Ed.D.

Susan Zibrat



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

DATE OF MEETING: September 22, 2026

TITLE: Executive Session

1. Motion to Recess Open Meeting and Hold Executive Session for:

A. Pursuant to A.R.S. § 38-431.03(A)(1)-Discussion and Consideration of the Process, Parameters, and Timeline for the Superintendent Search, Term of Employment to Begin July 1, 2027

BACKGROUND:

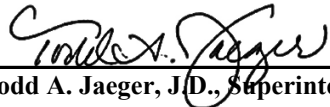
As required by law, notice is given that this executive session is strictly for an introductory discussion regarding the potential framework, search process, and legal procedures for selecting the District's next Superintendent, following the retirement of the current Superintendent. Pursuant to statutory constraints and the structural intent of this session, no specific candidates or applicants will be discussed or considered during this meeting.

RECOMMENDATION:

The Administration recommends that the Governing Board convene an executive session for the limited purpose of discussing and considering a potential framework for the next superintendent selection process.

INITIATED BY:

Date: September 17, 2026



Todd A. Jaeger, J.D., Superintendent