

**NOTICE OF REGULAR BOARD MEETING
KINGMAN UNIFIED SCHOOL DISTRICT #20 GOVERNING BOARD**

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the members of the Governing Board of Kingman Unified School District #20 and to the general public that the Governing Board of Kingman Unified School District #20 will hold a meeting open to the public at **4:30 PM, Tuesday, April 14, 2026**. The meeting will be held in the **Kingman Unified School District Office, 3033 MacDonald Avenue, Kingman, AZ 86401**. Agenda is subject to revision 24 hours prior to meeting. A copy of the agenda background material provided to KUSD Board members (with exception of material relating to possible executive sessions) is available for public inspection 24 hours before the meeting at our district office, 3033 MacDonald Avenue, Kingman, AZ. When necessary, the Board may vote to go into Executive Session, which will not be open to the public, for discussion and consultation for legal advice regarding any of the agenda items (A.R.S. § 38-431.03 (A)(3)), to discuss personnel matters (A.R.S. § 38-431.03 (A)(1)), records exempt by law from public inspection (A.R.S. § 38-431.03 (A)(2)), or for legal advice and consultation regarding pending or contemplated litigation (A.R.S. § 38-431.03 (A)(4)).

The agenda for the meeting, posted on April 9, 2026, is as follows.

Agenda of the Governing Board; Dr. Gretchen Dorner, Superintendent

Members of the Kingman School District Governing Board will attend in person, by telephone, video or internet conferencing. Agenda is subject to revision 24 hours prior to meeting.

To watch the School Board meeting via computer or a smartphone with a data plan:

<https://www.youtube.com/c/KUSD20>

Regular Board Meeting

Tuesday, April 14, 2026

4:30 PM

Kingman Unified School District Office, 3033 MacDonald Avenue, Kingman, AZ 86401

1. Call to Order
Agenda Item Type: Procedural
2. Pledge of Allegiance
Agenda Item Type: Procedural
3. Roll Call
Agenda Item Type: Procedural
4. Call to the Audience (The Board will listen to any comment from the public but will not respond except as permitted by A.R.S. § 38-431.01 (G). The Board may refer the item to the administration or request to have it placed on a future agenda.)
Agenda Item Type: Procedural
5. Reports:

Superintendent:
 - Cambridge Early Years Program Update
 - Staff and Student Demographic Report
 - National Board Presentation
6. Board Reports:
Agenda Item Type: Informational
7. Consent Agenda
Approval of Routine Orders of Business. Documentation concerning the matters on the Consent Agenda may be reviewed at the Kingman Unified District Office, 3033 MacDonald Ave. Any Board member may request an item be pulled off the

agenda for further discussion.

Agenda Item Type: Discussion/Action

A. Approve Minutes:

- B. March 3, 2026
- C. Special Board Meeting
- D. March 3, 2026
- E. Board Budget Workshop
- F. March 10, 2026
- G. Regular Board Meeting

H. Approve Vouchers:

- 1. Payroll Vouchers: 37-39, 1036-1038
- 2. KUSD Vouchers: 2044-2049

I. Approve Personnel Hire Ratification List:

J. Approve Personnel Term/Leave Ratification List

K. Approve or ratify the requests for employee contract/work agreement adjustments for changes in position

L. Approve March 2026 Financials

M. Approve School Fundraisers

N. Ratify coach/advisor stipend agreements issued in the 4th quarter of the school year

O. Approve paid day off on June 18, 2026, to observe the Federal holiday, Juneteenth, for 12-month/4 day per week employees

P. Approve out-of-state travel for 5 students and 2 chaperones from Kingman High School's Culinary Club to participate in the National ProStart Invitational in Baltimore, MD from April 23-27, 2026

Q. Approve out of state travel for students and chaperones who may qualify for CTSO National Competitions (listed in Board packet)

R. Approve out of state travel for 43 Kingman High School seniors and 4 chaperones to travel to southern California for their Senior Trip (Disneyland, Knotts Berry Farm, Universal Studios) from May 7-9, 2026

8. Possible action to approve affiliation agreement with the University of St. Augustine for student placement

Agenda Item Type: Discussion/Action

9. Approve CTDS modification request for Cerbat Elementary School (CTDS# 080220115) and Black Mountain School (CTDS# 080220116) to include preschool

Agenda Item Type: Discussion/Action

10. Possible action to approve closure of Kingman Online Learning Academy (KOLA) Middle school (CTDS# 080220206)

Note: Online availability is not changing. Online middle school will be available through their home campus

Agenda Item Type: Discussion/Action

11. Curriculum to be displayed for the required sixty (60) days starting April 14, 2026:

This curriculum will be used in high school level Spanish 1 & 2 classes.

Publisher: Vista Higher Learning

Encuentros-Level 1, ISBN: 978-1-66993-464-6

Encuentros-Level 2, ISBN: 978-1-66993-465-3

Agenda Item Type: Informational

12. Curriculum to be displayed for the required sixty (60) days starting April 14, 2026:

This is a writing & grammar curriculum to be used at the high school level in grades 9-12.

Title: NoRedInk

Website: noredink.com

Agenda Item Type: Informational

13. Curriculum to be displayed for the required sixty (60) days starting April 14, 2026:
This is an English curriculum to be used at the high school level in grades 9-12
Publisher: Imagine Learning
StudySync, Grade 9
StudySync, Grade 10
StudySync, Grade 11
StudySync, Grade 12
Agenda Item Type: Informational
14. Information regarding MagicSchool, an AI platform
Agenda Item Type: Informational
15. Possible action to approve additional compensation level to the Classified New Hire Placement Schedule and reclassify Speech Language Pathologist Assistants to this support level
Agenda Item Type: Discussion/Action
16. Possible action to approve a new District position of Safety Coordinator
Agenda Item Type: Discussion/Action
17. Approve Listed Donations:
Agenda Item Type: Discussion/Action
18. Possible action to engage the services of Eric Oestmann, Betty Henning, Ronald Bowman, Catherine Judd Woods, Wendy Kufleitner, and Janet Trujillo as leased employees through Educational Services, Inc. (ESI) for the 2026-27 school year
Agenda Item Type: Discussion/Action
19. Board Comments:
Agenda Item Type: Discussion
20. Adjourn
Agenda Item Type: Action

Pursuant to the Americans with Disabilities Act (ADA), Kingman Unified School District #20 endeavors to ensure the accessibility of all its programs, facilities and services to all persons with disabilities. If you need an accommodation for this meeting, please contact the Kingman Unified School District Office at (928) 753-5678 or email vportillo@kUSD.org.

Requests should be made as early as possible to allow time to arrange accommodation.

C. Approve Personnel Hire Ratification List:

LAST NAME	FIRST NAME	SITE	POSITION	DATE
Alaniz	Evelyn	Little Explorers	CDC Caregiver	03/23/2026
Carbajal Arriaga	Mireya	Transportation	Bus Monitor	03/25/2026
Cooper	Vern	District Office	Substitute Teacher	03/02/2026
De Blok	Katelyn	Little Explorers	CDC Caregiver	03/02/2026
Dispenza	Sarah	Transportation	Bus Monitor	03/23/2026
Gaddis	Dennis Jr.	District Office	Attendance Officer	03/31/2026
Knight	Christian	Kingman High School	Teacher	03/23/2026
Law	Darla	Transportation	Bus Driver	03/03/2026
Lee	Shawnee	Transportation	Bus Driver	03/05/2026
Mendenhall	Tammi	Little Explorers	Paraeducator IV/V	04/01/2026
Torres	Marisol	District Office	Substitute Teacher	03/23/2026

D. Approve Personnel Term/Leave Ratification List:

LAST NAME	FIRST NAME	SITE	POSITION	DATE
Adan	John	Kingman High School	SPED Teacher	05/20/2026
Apayor	Ruth	Mt. Tipton	SPED Teacher	05/20/2026
Baitinger	Gracianna	District Office	Substitute Teacher	03/31/2026
Beerdsen	Johnna	Desert Willow	Clerk	04/16/2026
Bernabe	Rosendo	Kingman Middle School	Teacher	05/20/2026
Binker	Christopher	Kingman High School	Teacher	05/20/2026
Bowley	Benjamin	Transportation	Mechanic	06/30/2026
Burt	James	Districtwide	Substitute Nurse	03/18/2026
Calderon	Ferdinand	Manzanita	Paraeducator Specialist	03/05/2026
Camay	Almera	Cerbat	SPED Teacher	05/20/2026
Chastain	Jacqueline	Manzanita	Teacher	05/20/2026
Christy	Bethany	District Office	Substitute Teacher	03/31/2026
Coggins	Jennifer	White Cliffs Middle School	Teacher	05/20/2026
Dispenza	Sarah	Transportation	Bus Monitor	03/26/2026
Divinagracia	Garry	Kingman High School	Teacher	05/20/2026
Dransfield	Kila	Little Explorers	CDC Caregiver	03/17/2026
Federico	Rory	Kingman High School	Teacher	05/20/2026
Fernandez	Jessica	Kingman High School	Teacher	05/20/2026
Harker	Emily	Cerbat	Paraeducator II	03/31/2026
Holmes	Julie L.	Hualapai	Teacher	05/20/2026
Knight	Christopher	District Office	Substitute Teacher	03/20/2026
Krystowiak	Whitney	Black Mountain	SPED Teacher	05/20/2026
Labrum	Rachel	Cerbat	Teacher	05/20/2026
Luceno	Pauline	Manzanita	Teacher	05/20/2026
Macatimpag	Queenie	Little Explorers	SPED Teacher	05/20/2026
Mascher	Ayeesha	Desert Willow	Teacher	05/20/2026
Moore	Marcus	Black Mountain	Teacher	05/20/2026
O'Connor	Michael	District Office	Substitute Teacher	03/05/2026
Oder	Kelley	Black Mountain	Teacher	05/20/2026
Pelham	Skyler	District Office	Substitute Teacher	05/20/2026
Phillips	Karla	Desert Willow	Teacher	05/20/2026
Pilones	Jayzel	Mt. Tipton	SPED Teacher	05/20/2026
Quattlebaum	Stephanie	Little Explorers	SPED Teacher	05/20/2026
Roberge	Sheryl	District Office	Substitute Teacher	03/11/2026
Russell	Clare	Kingman Middle School	SPED Teacher	05/20/2026
Santiago	Dohna	Little Explorers	SPED Teacher	05/20/2026
Siller	Julie	Little Explorers	Paraeducator IV/V	03/05/2026
Solorzano	Robert	Transportation	Bus Driver	03/09/2026
Stewart	Tyffnee	Kingman Middle School	SPED Teacher	05/20/2026
Zenner	Bethany	Manzanita	Teacher	05/20/2026

Approve or ratify the requests for employee contract/work agreement adjustments for changes in position:

LAST NAME	FIRST NAME	SITE FROM	POSITION FROM	SITE TO	POSITION TO	DATE
Baldenegro	Wendy	Transportation	Dispatcher/Bus Driver	Transportation	Dispatcher	03/25/2026
Campos	Roger Jr.	Hualapai	Paraeducator I	Hualapai	Opportunity Room Intervener	03/30/2026
Darling	Daniell	Cerbat	Clerk	Cerbat	Coordinator Classified	03/02/2026
Jose	Lori	District Office	Clerk	Kingman High School	Opportunity Room Intervener	03/09/2026
Weiche	Lydia	Hualapai	Opportunity Room Intervener	Cerbat	Clerk	03/30/2026

School Fundraisers

School Name: White Cliffs Middle School

For Board Agenda Month: April

Group Name <i>NO acronyms only- Spell Out name of group!</i>	Fundraiser Type:	Date(s) of Fundraiser	Location of Fundraiser	Purpose of fundraiser
WCMS Office	Paw Print Sales	2026-2027 School Year	WCMS	Raise funds for student & staff Incentives and staff meetings
WCMS Office	Candy Bar Sales	2026-2027 School Year	WCMS	Raise funds for student & staff Incentives and staff meetings
WCMS Office	Snack & Drink Sales	2026-2027 School Year	WCMS	Raise funds for student & staff Incentives and staff meetings
WCMS Office	Pride Rock	2026-2027 School Year	WCMS	Raise funds for student & staff Incentives and staff meetings
WCMS Office	Field Day Concessions	May 20, 2026	WCMS	Raise funds for student & staff Incentives and staff meetings

School Fundraisers

School Name: Cerbat Elementary School

For Board Agenda Month: April 2026

Group Name
*NO acronyms only-
Spell Out name of group!*

Fundraiser Type:

Date(s)
of Fundraiser

Location
of Fundraiser

Purpose of fundraiser

5th Grade Classes

Hat's Off

April 20-23, 2026

Cerbat

Raise funds for field trip

5th Grade Classes

Splash and Sponsor –
Water Balloon event

April 28, 2026

Cerbat

Raise funds for field trip

School Fundraisers

School Name: Kingman Middle School

For Board Agenda Month: April 2026

Group Name
*NO acronyms only-
Spell Out name of group!*

Fundraiser Type:

Date(s)
of Fundraiser

Location
of Fundraiser

Purpose of fundraiser

KMS Athletics

Online ticket sales

4/15/26-5/22/2026

Online

To raise money for the athletic department

School Fundraisers

School Name: Lee Williams High School

For Board Agenda Month: April 2026

Group Name <i>NO acronyms only- Spell Out name of group!</i>	Fundraiser Type:	Date(s) of Fundraiser	Location of Fundraiser	Purpose of fundraiser
Lee Williams Football	Scoreboard Fundraiser	4/27/26 -5/9/26	Lee Williams High School Online	We will use the funds to purchase new football uniforms, helmets, & Shoulder pads for the incoming season
Criminal Justice Club	Baseball Concessions	April 15, 2026	Lee Williams High School	To provide funds for upcoming club activities. These will include field trips and team building activities.
Junior Cohort	Powder Puff Game	May 2026	Lee Williams High School Football Field	To raise funds for Junior Cohort

Memorandum

To: KUSD Governing Board

From: Margot Jones, Executive Director of Business and Finance

RE: Federal holiday - Juneteenth

FOR AGENDA

- Possible action to approve paid day off on June 18, 2026 to observe the Federal holiday, Juneteenth, for 12-month/4-day per week employees

FOR PACKET

This is a clerical, housekeeping item. This holiday was erroneously left off the FY25-26 work calendar for 12-month/4-day per week employees. Federal regulations mandate that employers offer this as an in-lieu holiday, allowing employees this day off on a work day, if it falls on a non-work day. 12-month, 5-day per week employees will observe this holiday on June 19th, as previously approved by the board.

March 30, 2026

Request to Attend Nationals 2026

Dear KUSD School Board,

Our CTE department would like to bring eligible members of FBLA, HOSA, Skills USA, FFA, and FCCLA to the National Conference during the summer of 2026. We would like to get your approval to attend this event if students qualify at State and are eligible to move onto the competition held at the national level. We have listed the location and dates of the competitions at the bottom of this memo.

National Leadership Conferences are the culminating experience for students who have spent their membership year immersed in leadership development, academic competitions, educational programs, and chapter engagement.

These conferences are an opportunity for students to participate in motivational general sessions, train with professional leaders and experts from the industry. Students have the opportunity to expand their career plans through workshops and network with individuals from across the globe. Students will be able to prove that they are the best in the nation amongst states and territories in their competitive event.

This is also a great opportunity for CTE teachers to participate in excellent professional development and explore new trends in the field and share best practices. Attending these events allows teachers and students to grow both personally and professionally, develop leadership skills, and gain new perspectives.

WAVE will cover the cost for registration, travel, and hotel expenses for students who qualify for Nationals along with their advisor and chaperones. CTSO students and chapters will be responsible for all other costs outside of registration, travel, and hotel expenses. To ensure this experience benefits the entire chapter, the students in attendance will deliver a presentation of what they learned.

Listed below are the National Leadership conference dates and informational websites:

FBLA National Leadership Conference

6/27/2026-7/3/2026 in San Antonio, Texas

<https://www.fbla.org/nlc-ms-hs/>

HOSA International Leadership Conference

6/17/2026-6/20/2026 in Indianapolis, IN

<https://hosa.org/ilc/>

FCCLA National Leadership Conference

6/06/2026-6/11/2026 in Washington, DC

<https://fcclainc.org/attend/national-leadership-conference>

Skills USA National Leadership and Skills Conference

06/01/2026-06/05/2026 in Atlanta, Georgia

<https://www.skillsusa.org/events/national-leadership-skills-conference/>

Arizona CTSO Calendar of Events <https://www.azed.gov/sites/default/files/2023/05/CTSO-Calendar-of-Events.pdf>

Thank you for taking the time to review this request. We look forward to speaking with you about this opportunity. Please feel free to reach out to me with any questions or concerns I can address.

Lindsay Wolsey

KUSD CTE Coordinator

wolsey@kUSD.org



UNIVERSITY of ST. AUGUSTINE for HEALTH SCIENCES

Student Affiliation Agreement

- *Between* -

Kingman Unified School District #20
3033 MacDonald Avenue
Kingman, AZ 86401

- *And* -

University of St. Augustine for Health Sciences

- Physical Therapy (PT)
- Occupational Therapy (OT)
- Speech-Language Pathology (SLP)*
- Nursing (MSN, DNP, PG Cert-FNP, PG Cert-PMHNP)
- Physician Assistant (PA)

This Agreement is made and entered into this 13th day of March, 2026
(**Effective Date**) by and between Kingman Unified School District #20
hereinafter known as the **Facility** and the **University of St. Augustine for Health Sciences**, hereinafter known as the **University**.

- *RECITALS* -

The University is a provider of education for PT, OT, SLP, PA and Nursing students in master and doctorate entry-level, and post-professional master, doctorate, graduate certificate, and clinical residency programs. Such programs require in-depth, clinical experience for the students under supervision of competent health care providers in actual clinical conditions.

The Facility is a health care provider, health care practitioner, social service or academic institution and recognizes a benefit in fashioning an environment of collegiality, mentoring and respect for continuing academic efforts and research.

Now therefore, the parties agree as follows,

IT IS AGREED:

1. Duties of the University

- (a) Assume responsibility for continuing compliance with the educational standards of the appropriate

* The Master of Science (M.S.) education program in Speech-Language Pathology {residential Austin, TX; satellite Dallas, TX; satellite San Marcos, CA; satellite St. Augustine, FL; all distance education} at the University of St. Augustine for Health Sciences is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

accreditation and licensing bodies.

- (b) Designate a member of the faculty or staff to communicate with the Facility on all items pertinent to clinical education.
- (c) Notify the Facility about the planned schedule of student assignment, level of academic preparation, length and dates of internship assignments.
- (d) Refer to the Facility only those students who have completed the prerequisite didactic portion of the curriculum applicable to the Facility.
- (e) Inform the student of any specific requirements of the Facility for acceptance, uniform requirements if applicable and the necessity to conform to the standards, practices, policies and procedures of the Facility.
- (f) Require students to complete training on the applicable provisions of the Administrative Simplification section of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. 1320 through d-8 (“HIPAA”), and the requirements of any regulations promulgated there under, including, without limitation, the federal privacy regulations as contained in 45 C.F.R. Part 164 (collectively, the “Regulations”) to the extent such laws and regulations apply during the term hereof. University shall not use or further disclose any protected health information, as defined in 45 C.F.R. 164.504, or individually identifiable health information, as defined in 42 U.S.C. 1320d (collectively, the “Protected Health Information”), other than as permitted by this Agreement and the requirements of HIPAA or the Regulations.
- (g) Require each student to carry a current medical insurance policy and be certified in CPR and first aid (first aid is required for OT, PT and SLP programs, BLS/CPR for Healthcare is required for PA Program) by the American Heart Association, and complete mandatory training in blood borne pathogens (OSHA).
- (h) Obtain and maintain evidence that each student is in good general health, as determined by a physical examination, and that s/he is free from a health impairment, which is of potential risk to a patient or which might interfere with the performance of his/her duties, or any other condition which would interfere with ability to satisfy the requirement(s) of this Agreement and/or potentially create a risk to the health and safety of the Facility, its patients, staff, visitors, and other Affiliates and the student, him/herself.
- (i) Obtain and maintain evidence that each student has received (i) vaccination for measles, mumps and Rubella (MMR) or evidence of immunity through screening blood test and documentation of serologic evidence of immunity; (ii) Hepatitis B series vaccination or written declination, (iii) negative tuberculosis skin or blood testing (chest x-ray where indicated) established prior to clinical placement with annual renewal thereafter via self-assessed questionnaire; (iv) vaccination for Varicella or evidence of immunity screening blood test and documentation of serologic evidence of immunity; (v) Tdap vaccine, (vi) flu shot, and (vii) Texas campus - bacterial meningitis according to the Texas Higher Education Coordinating Board.
- (j) Post-professional OT and PT students must maintain a current license to practice in the state in which the residency is occurring. Nursing students must maintain a current unrestricted registered nurse (RN) license to practice nursing in the state in which the practicum is occurring.
- (k) Obtain and maintain evidence that each student has received a (i) fingerprint report; (ii) background check; and (iii) drug screen.
- (l) The University reserves the right to remove students from the affiliation when the learning experience

does not meet the objectives of the University or if appropriate supervision and mentorship is not provided.

2. Duties of the Facility

- (a) Maintain standards for appropriate health care services, which are conducive to sound educational experiences for students participating in the affiliation.
- (b) Designate an individual who will be responsible for the coordination of services with the University, assisting in maintaining contracts and providing student orientation. Orientation shall include but is not limited to addressing appropriate facility/site specific security and safety measures.
- (c) Designate an individual who is the primary mentor to the student and is responsible for evaluation of student performance and planning clinical experiences. This clinical supervisor shall have at least one year of clinical experience in the area to be supervised. The student will work under the immediate and direct supervision of this individual.
 - Nursing preceptors will have a minimum of a master's degree and one year's experience.
- (d) Students may be assigned to more than one clinical supervisor/preceptor/educator. The facility is responsible for continuity and effective communication between the supervising clinicians to assure an appropriate learning environment and student performance evaluation.
 - Nursing: Designate or approve an individual who is the primary preceptor to the student and is responsible for planning practicum experiences and evaluation of student performance along with the practicum course faculty. This preceptor shall have a minimum of a master's degree and at least one year of specialty experience in the specialty area of the student (e.g., a preceptor serving as a preceptor for a nurse executive student must have at least one year of experience as a nurse executive). The student will work under the supervision of the preceptor.
- (e) Make available to the students the space, facilities, equipment and supplies necessary for rendering Facility directed patient care and treatment, including appropriate PPE as required by the facility and/or by state and federal guidelines.
- (f) Assist students with obtaining emergency medical care if they become ill or injured during their clinical affiliation, if medically appropriate and necessary. The student shall arrange for medical care beyond that of emergency nature. The student shall be responsible for the cost of emergency care and for the cost of any additional medical care beyond that.
- (g) Advise the University of any serious deficits noted in the ability of assigned students to progress toward achievement of the stated objectives of the internship.
- (h) Reserves the right to terminate students from the affiliation who do not comply with the Facility rules and regulations, policies and procedures or who endanger patient health, welfare or safety.
- (i) Will provide the University with a written description of the objectives and the experience being offered. For post-professional students, these objectives are developed by mutual efforts of the facility, the University and the student.
- (j) Permit the student to participate in patient care services to the extent of their skill and training.
- (k) Will assure that equitable practices will be evident when assessing and evaluating student performance.

3. Mutual Duties of the University and the Facility

- (a) Establish the educational objectives for the fieldwork/clinical experience/clinical practicum experience and continually evaluate the effectiveness of the fieldwork/clinical experience/clinical practicum.
- (b) Agree that there shall be no unlawful discrimination concerning the affiliation based upon race, color, ancestry, religion, gender, sexual orientation, age, disability, or veteran status.
- (c) A dispute involving the discipline of a student while participating in a clinical experience shall be jointly addressed by the University clinical education faculty member, clinical supervisor/preceptor and student. The University Catalog/Handbook and Clinical or Fieldwork Education Handbook shall be used as the standard for policies and procedures for any unresolved disputes.
- (d) Each party reserves the right to control the use of any of its copyrighted materials, symbols, trademarks, service marks, and other proprietary rights presently existing or hereafter established. Each party agrees that it will not use such works, symbols, trademarks, service marks, or other devices in advertising, promotional materials or otherwise and that it will not advertise or display such devices without the prior consent of the other party and will cease all such usage immediately upon termination of this Agreement.
- (e) No failure by either party to insist upon strict performance of any covenant, term or condition of this Agreement or to exercise a right or remedy shall constitute a waiver. No waiver of any breach shall affect or alter this Agreement, but each covenant, condition, and term of this Agreement shall continue in full force and effect with respect to any other existing or subsequent breach.
- (f) Nothing in this Agreement shall be construed as creating or giving rise to any right in any third parties or other persons other than the parties hereto.
- (g) Each party shall indemnify, defend and hold the other party harmless from all claims, loss, damage or injury of any kind or character (including, without limitation, attorney fees and costs of defense) to any person or property arising from the performance of the terms and responsibilities under this Agreement caused by the negligent act or omission of the indemnifying party, its agents or employees. Nothing herein is intended or shall be construed to waive the Facility's entitlement to sovereign immunity, if applicable.
- (h) If either the University or the Facility becomes aware of any alleged injury arising out of the care or treatment of any patient in connection with the Program, each party has a duty to give the other party written notice containing the particulars sufficient to identify the name and address of the alleged person, place and circumstances of the alleged incident and addresses of the available witnesses.
- (i) Students assigned to the Facility shall not be considered employees of the Facility.
- (j) The parties in this Agreement are independent contractors and agree and stipulate that this Agreement in no way creates a partnership, joint venture, employment or agency relationship between the parties.
- (k) This Agreement may not be assigned by either party without the express written consent of the other.
- (l) The invalidity or unenforceability of any provision of this Agreement shall not affect the other provisions hereof, and this Agreement shall be construed and enforced under and in accordance with the laws of the State.
- (m) Whenever any notice, demand or consent is required or permitted under this Agreement, such notice,

demand or consent shall be written and shall be deemed given when sent by certified mail, return receipt requested.

- (n) The University provides continuing education opportunities to affiliated sites and employees who provide supervisor for students. The clinical site and employees warrant that payments and other things of value provided by the University under his Agreement will be used for the professional benefit of the site or employee and not for the personal benefit of any individual who might influence the awarding of clinical positions for USAHS students.

4. **Insurance**

University and Facility shall always each secure and maintain during the Term of this Agreement, at their respective sole expense, workers’ compensation and employers’ liability insurance covering their respective employees. Such coverage provided by University and Facility may be afforded via commercial insurance or self-insurance at the following limits:

Workers’ Compensation:	Statutory limits
Employers’ Liability:	\$1,000,000 each accident; \$1,000,000 disease policy limit; \$1,000,000 disease each employee
Commercial General Liability	\$1,000,000/\$2,000,000
Business Automobile Liability:	\$1,000,000 per accident for bodily injury and property damage
Professional Liability:	\$1,000,000/\$3,000,000

Both University and Facility agree to endorse such policy to (1) waive subrogation in favor of each other, and (2) have a 30-day notice of cancellation. Such coverage shall be primary and non-contributory. Upon either party’s request, the other party shall provide a certificate of insurance evidencing such coverage.

5. **Renewal, Termination and Modification**

- a. This term of this Agreement shall commence on the Effective Date and continue for a period of five (5) years from the Effective Date (“Initial Term”) unless earlier terminated in accordance with this Agreement or prohibited by state regulation. This Agreement will auto-renew at the end of the Initial Term, and each term thereafter, for additional five-year periods (each a “Renewal Term,” and together with the Initial Term, the “Term”) until terminated in accordance with this Agreement or prohibited by state regulation.
- b. This Agreement may be amended at any time by mutual agreement of the parties, provided that before any amendment shall be operative and valid, it shall have been reduced to writing and signed by both parties.
- c. This Agreement may be terminated at any time by either party after ninety (90) days’ notice of termination is served by one party on the other by US Mail, postage prepaid, Certified Mail, and Return Receipt Requested. Any notice of termination shall not affect the right of students then participating in the clinical program to complete their program.

AS TO THE UNIVERSITY:

Signed by:
By: Maria J. Puzziferro, Ph.D.
D45D754210DA413...

Maria J. Puzziferro, Ph.D.
Interim Chief Academic Officer (CAO)
University of St. Augustine for Health Sciences

Execution Date:

3/13/2026

AS TO THE FACILITY:

By: _____

Name: Vicki Trujillo

Title: Director of Special Education

Execution Date: _____

By: _____

Name: _____

Title: _____

Execution Date: _____

To: KUSD Governing Board

From: Vicki Trujillo, Director of Education

Re: Affiliation Agreement with the University of St. Augustine for Health Services

For Agenda:

Approve affiliation agreement with the University of St. Augustine for student placement.

For Packet:

KUSD is proposing an affiliation agreement with the University of St. Augustine for Health Sciences to host students in Physical Therapy (PT), Occupational Therapy (OT), and Speech-Language Pathology (SLP). These students would work alongside KUSD staff to build professional skills while gaining practical experience.

For students to receive credit for their internship, KUSD must have a formal affiliation agreement in place. The agreement would be for five years, starting on July 1, 2026.

Benefits of the Agreement:

- Provides professional development opportunities for staff
- Supports students with additional services
- Creates potential pathways to recruit future staff members

Recommendation:

It is recommended that the Governing Board approve the affiliation agreement with the University of St. Augustine for student placement

Memorandum

To: KUSD Governing Board

From: Gretchen Dorner, Superintendent

RE: Approve modifications for current CTDS numbers for Cerbat Elementary School and Black Mountain School

FOR AGENDA

- Approve CTDS modification request for:

CTDS: 080220115 – Cerbat Elementary School – to add preschool

CTDS: 080220116 – Black Mountain School – to add preschool

FOR PACKET

We are seeking modifications for the current CTDS number at Cerbat Elementary School and Black Mountain School to include preschool that will be housed at these locations. We are seeking to add students in the preschool grade.

Memorandum

Date: March 26, 2026

To: KUSD Governing Board

From: Liz Albin, Director of Curriculum & Assessment

RE: KOLA Middle School

FOR AGENDA

Possible action to approve closure of Kingman Online Learning Academy (KOLA) Middle school (CTDS# 080220206). (Discussion/Action)

Online availability is not changing. Online middle school will be available through their home campus.

FOR PACKET

District staff is recommending that students enrolled in Kingman Online Learning Academy (KOLA) MS be transitioned to a brick and mortar middle school starting SY26-27. Middle school students needing online classes will have the opportunity to do so through KUSD's Instructional Time Model (ITM). With this shift in instructional models, Sheila Beitman, a current online teacher at KOLA, will be the dedicated teacher for online middle school students. She will continue to monitor student progress, grade assignments, and meet regularly with students to provide tutoring and mentoring. There will also continue to be online administrators supporting Ms. Beitman and students.

This transition to the ITM at a brick and mortar school allows KUSD to receive full funding for online students as opposed to the 95% of funding that KUSD receives for Arizona Online Instruction (AOI) students.

Additional information:

KOLA Middle School was originally opened in FY22 in response to COVID for grades 6-8 as an Arizona Online Instruction (AOI) serving an average of 117 students throughout the school year. The total active enrollments at any given time has fluctuated based on student need and/or success in the program.

Memorandum

Date: March 27, 2026

To: KUSD Governing Board

From: Liz Albin, Director of Curriculum & Assessment

RE: Curriculum to be put on display for 60 days

FOR AGENDA

Curriculum to be displayed for the required sixty (60) days starting April 14, 2026.

This curriculum will be used in high school level Spanish 1 & 2 classes.

Publisher: Vista Higher Learning

Encuentros-Level 1, ISBN: 978-1-66993-464-6

Encuentros-Level 2, ISBN: 978-1-66993-465-3

FOR PACKET

Encuentros was presented to the Curriculum Committee on March 24, 2026. After reviewing information from the SY25-26 pilot at KHS & LWHS, the Curriculum Committee voted to bring the curriculum to the KUSD Governing Board for possible approval after the required 60 day public display.

Summary of information from the Curriculum Committee:

Encuentros was piloted during SY25-26 at KHS & LWHS because the campuses were using 2 different textbooks which were 15-20 years old and no longer in print. After reviewing 3 textbooks from 3 different companies, Spanish teachers selected this textbook to pilot. Teachers have been happy with the curriculum in the physical textbooks and have been troubleshooting issues with the online platform. Since an online component is critical for absences, teachers will continue to work on those issues with the publisher, as well as KUSD's IT and Curriculum Departments.

The Privacy Report from KUSD's IT Cybersecurity Administrator states that because Vista is rostered through ClassLink, student PII is protected.

Memorandum

Date: March 27, 2026

To: KUSD Governing Board

From: Liz Albin, Director of Curriculum & Assessment

RE: Curriculum to be put on display for 60 days

FOR AGENDA

Curriculum to be displayed for the required sixty (60) days starting April 14, 2026.

This is a writing & grammar curriculum to be used at the high school level in grades 9-12.

Title: NoRedInk

Website: noredink.com

FOR PACKET

NoRedInk was presented to the Curriculum Committee on March 24, 2026. After reviewing information from the multi-year pilot at KHS & LWHS, the Curriculum Committee voted to bring the curriculum to the KUSD Governing Board for possible approval after the required 60 day public display.

Summary of information from the Curriculum Committee:

NoRedInk has been piloted in KUSD high schools since SY23-24 as there was not a consistent grammar curriculum at the time. During the pilot, it has been used consistently as practice for the English section of the ACT which assesses grammar skills. When looking at student performance on the English benchmark & state assessments (Aspire & ACT) there is a pattern of growth. If adopted, this platform could be used for writing across all subject areas.

The Privacy Report from KUSD's IT Cybersecurity Administrator states NoRedInk meets all of the requirements for a privacy focused platform. They follow all federal regulations and only use the PII provided by KUSD.

Memorandum

Date: March 27, 2026

To: KUSD Governing Board

From: Liz Albin, Director of Curriculum & Assessment

RE: Curriculum to be put on display for 60 days

FOR AGENDA

Curriculum to be displayed for the required sixty (60) days starting April 14, 2026.

This is an English curriculum to be used at the high school level in grades 9-12

Publisher: Imagine Learning

StudySync, Grade 9

StudySync, Grade 10

StudySync, Grade 11

StudySync, Grade 12

FOR PACKET

StudySync was presented to the Curriculum Committee on March 24, 2026. After reviewing information from the multi-year pilot at KHS & LWHS, the Curriculum Committee voted to bring the curriculum to the KUSD Governing Board for possible approval after the required 60 day public display.

Summary of information from the Curriculum Committee:

StudySync has been piloted at KHS & LWHS since SY24-25. This curriculum was identified for pilot by the KUSD Curriculum Department & HS English Department Chairs. Feedback from teachers during the pilot is that there is a need for a consistent English curriculum that supports teachers new to the classroom, new to the subject, or anyone needing instructional support. Experienced teachers like the curriculum because it gives them the freedom to provide instruction using the standard curriculum or novels which follow the same standards map as the curriculum. It is important to note that optional novels must be approved by the KUSD School Board prior to instruction. See 2nd page for approved novels.

In reviewing student performance on the Reading benchmarks and state assessments (Aspire & ACT) there is a pattern of growth.

The Privacy Report from KUSD's IT Cybersecurity Administrator states StudySync meets all of the requirements for a high school privacy focused platform. They follow all federal regulations and only use the PII provided by KUSD.

KUSD approved novels

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
9	American Born Chinese	The Hobbit	Animal Farm	Romiette and Julio	Untwine	Everything, Everything
	Of Mice and Men	Bless Me, Ultima	Outliers: The Story of Success	Lord of the Flies	Anthem	I Know Why the Caged Bird Sings
	Angela's Ashes	A Walk in the Woods	Odyssey	The Tragedy of Romeo & Juliet	Great Expectations	To Kill a Mockingbird
10	I Will Always Write Back	The Alchemist	Paper Towns	Antigone	How the Garcia Girls Lost Their Accents	The Book Thief
	Fahrenheit 451	Night	Oedipus Rex	Julius Caesar	The Woman Warrior: Memoirs of a Girlhood Among Ghosts	The Joy Luck Club
	Things Fall Apart	The House of the Spirits	The Immortal Life of Henrietta Lacks	Macbeth	The Jungle	Silent Spring
11	The Namesake	Adventures of Huckleberry Finn	The Road	A Raisin in the Sun	The Great Gatsby	The Grapes of Wrath
	The Crucible	Into the Wild	As I Lay Dying	Fences	Death of a Salesman	Invisible Man
	The Awakening	Walden	Their Eyes Were Watching God	Americanah	Othello	Bury My Heart at Wounded Knee
12	The Metamorphosis	Hamlet	Nectar in a Sieve	The Importance of Being Earnest	1984	The Kite Runner
	When Breath Becomes Air	Beowulf (Heaney translation)	Gulliver's Travels	Pride and Prejudice	Frankenstein	Death and the King's Horseman
	Brave New World	A Midsummer Night's Dream	Long Walk to Freedom	Jane Eyre	The Bluest Eye	A Bend in the River

Memorandum

To: KUSD Governing Board

From: Timothy Gardner, Director of Technology

RE: Information regarding MagicSchool free trial and as a potential AI platform for staff and students

FOR AGENDA

- Information on MagicSchool, an AI platform

FOR PACKET

We would like to provide information on MagicSchool and start a free trial of the product that would last until September of 2026. Due to the guardrails and resources this platform provides, it is currently our leading contender for a staff and student AI platform.



Strengthening teaching and learning with AI:

MagicSchool's impact



MAGiCSCHOOL®

Executive summary

K–12 districts are navigating unprecedented challenges.

Expectations around rigor, personalization, and accountability continue to rise, while budgets remain constrained and staffing shortages persist. Even well-resourced districts are finding it harder to sustain high-quality instruction at scale, not because of a lack of effort or expertise, but because the demands on districts have fundamentally changed.

We believe the next chapter of education should make teaching and learning easier to do well. That means reinforcing instructional quality at its core and supporting the people who make learning happen every day. Teachers deserve professional tools built specifically for their complex responsibilities. Artificial intelligence can play a role in this shift by supporting quality, alignment, and trust across classrooms and districts. That belief is what MagicSchool was built around.



Today, more than 7 million educators have signed up for MagicSchool across over 36,000 school partners.

Educators in 173 countries now use the platform, with support for 48 languages.

7 million+ educators

36,000+ school partners

173 countries use the platform

48 languages supported

3 ways districts are strengthening teaching and learning

Drawing on survey responses from over 3,600 educators and administrators, platform usage data, and qualitative district interviews, this report examines how districts are deploying MagicSchool and the impact of their use. From this analysis, we identified three core ways districts are strengthening teaching and learning.



Strengthening teacher practice

Teachers use MagicSchool to efficiently strengthen planning, enrich differentiation, provide more targeted feedback, and deepen student relationships so they can bring their best to every lesson.



Accelerating student learning

Teacher-led, AI-powered learning experiences enable students to receive tutoring, feedback, and differentiated support, accelerating growth through real-time, individualized interaction.



Advancing district priorities

Teachers and staff use MagicSchool to align with adopted curricula, embed literacy strategies, support MTSS, scaffold for multilingual learners, and reinforce common assessment practices, turning district priorities into everyday classroom practice.

Trust, safety, and governance

Safe and responsible use is the foundation of effective AI adoption in schools. Responsible AI use means AI systems operate within clear instructional boundaries, protect student data, provide oversight and visibility, and align with district governance policies.

MagicSchool is designed with these principles at its core. Student use stays within teacher-defined contexts, aligns with district standards, and provides visibility into engagement. Monitoring, moderation, data protection, and transparency work together to ensure AI use remains within district oversight and authority.


MagicSchool continues to lead the field in defining safety and quality standards for responsible AI use in schools. This includes *The AI Safety Loop for Students*, a pioneering framework outlining how student AI systems must integrate robust guardrails, meaningful human oversight, and continuous monitoring. We've also introduced *Safe Student-Facing AI: Mitigating Companionship Risks in Schools*, a first-of-its-kind examination of emerging risks related to AI companions, making a clear, principled case that learning-focused AI must never simulate personal relationships with students.

Together, these novel frameworks empower districts to evaluate AI tools with greater clarity, confidence, and discernment—setting a new standard as student-facing AI becomes increasingly embedded in education.



95%


of district and school leaders agree or strongly agree that MagicSchool provides a safe and trustworthy AI solution for their district.






**We've shut off almost everything else for kids.
MagicSchool is the safe option.**

Assistant Superintendent,
City School District of Albany, New York



**District leaders maintain
visibility, safeguards, and
decision-making authority
over how AI is used,
ensuring student safety
and alignment with policy.**

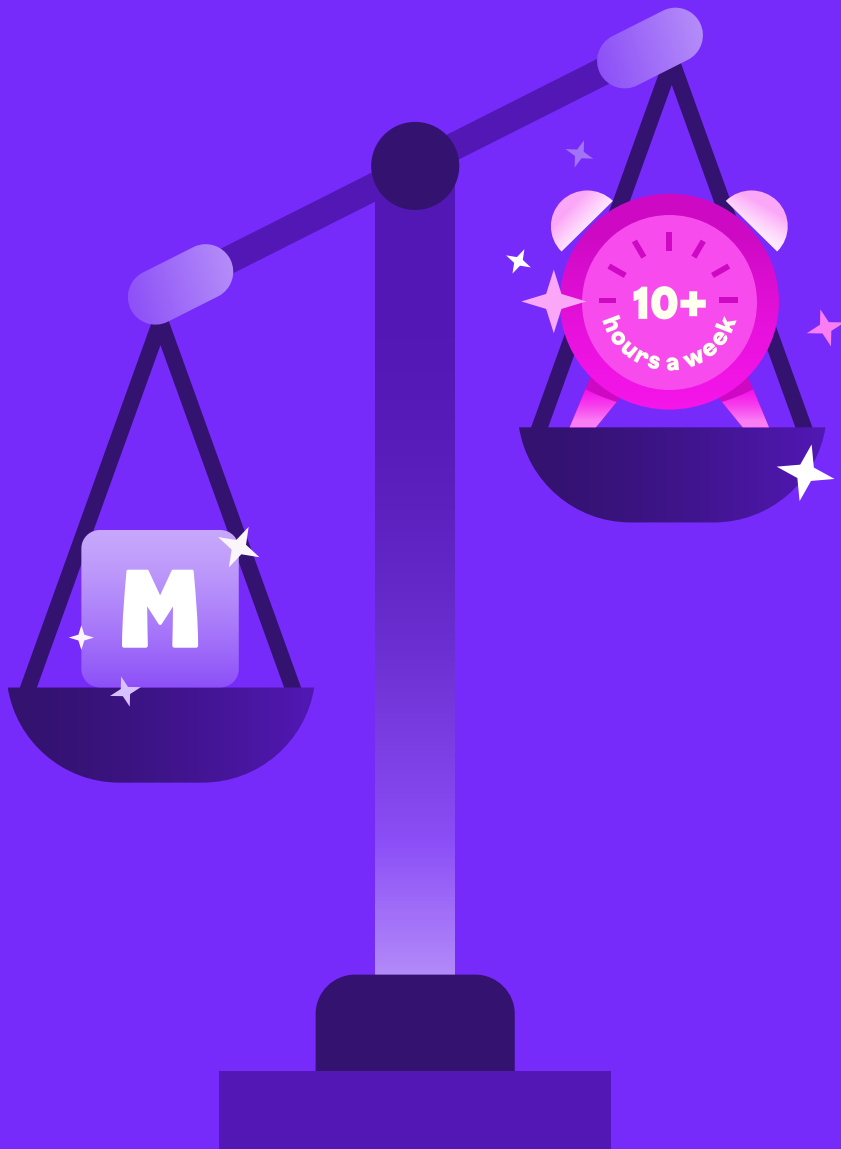


Educator impact

How does AI support teachers at the center of learning?

Teachers use MagicSchool to work more efficiently and strengthen the quality of their practice. By streamlining administrative work and repetitive tasks, MagicSchool gives teachers more time to focus on instruction, students, and professional growth. This reduces burnout and supports retention.





How much time are teachers saving?

Previously, we reported that teachers save an average of 7-10 hours weekly using MagicSchool. Our 2025 survey found that 1 in 5 teachers now save 8-10 hours or more.



In my 28 years, every top-down initiative promised it would make my life better—and it always cost me time. There has never been a single initiative that actually gave me time back. Except this.

eLearning Specialist,
Richmond Community Schools, Indiana

Inside the classroom with MagicSchool

Tools teachers used most in 2025

In 2025, MagicSchool generations increased by 87%, reflecting growing teacher adoption across planning, differentiation, and feedback. Teachers most often used AI tools that helped them move quickly from preparation to instruction.



Text Rewriter

Helps teachers tailor classroom content for different reading levels, learners, and contexts.



Multiple Choice Quiz / Assessment

Supports quick checks for understanding and standards-aligned assessments.



Worksheet Generator

Creates flexible classroom materials teachers can adapt and reuse.



Writing Feedback

Provides structured feedback that helps students revise and strengthen their writing.



Lesson Plan Generator

Helps teachers walk into class prepared with aligned objectives, activities, and assessments.

How do teachers reinvest the time they save?

Teachers consistently report that the time they regain goes back into instructional work, rather than new administrative demands.

District leaders see this reinvestment as a core instructional benefit.



One of our biggest goals from a district perspective is to streamline teacher workload. If a teacher is using MagicSchool to write emails, build materials, and prep lessons, that gives them time back to work with students.

Digital Learning Specialist,
Seattle Public Schools, Washington

71% report using MagicSchool for instructional planning

56% report using MagicSchool to differentiate instruction and accommodate diverse learners

56% say MagicSchool helps strengthen alignment to standards and rigor

48% use MagicSchool for direct student support

Stability, confidence, and retention

Time savings support long-term sustainability for teachers. In a profession facing ongoing burnout and early-career attrition, teachers say having more capacity improves their quality of life.

Teachers describe feeling more capable and better able to manage the demands of the role.



We've seen such a mass exodus from the profession. We're losing early-career teachers in under five years. Tools like MagicSchool can actually change that, because they take some of the load off teachers' backs.

Teacher,
New York City Public Schools, New York

77%

of teachers report that MagicSchool has significantly improved their quality of life.




Key findings

✦ **1 in 5 teachers now save 8–10 hours per week**


✦ **71% reinvest time into instructional planning**

✦ **77% report improved quality of life**

✦ **Time savings contribute to sustainability and retention**



When teachers save meaningful time on repetitive tasks, they reinvest that time into planning, differentiation, and direct student support, strengthening instruction without increasing workload.

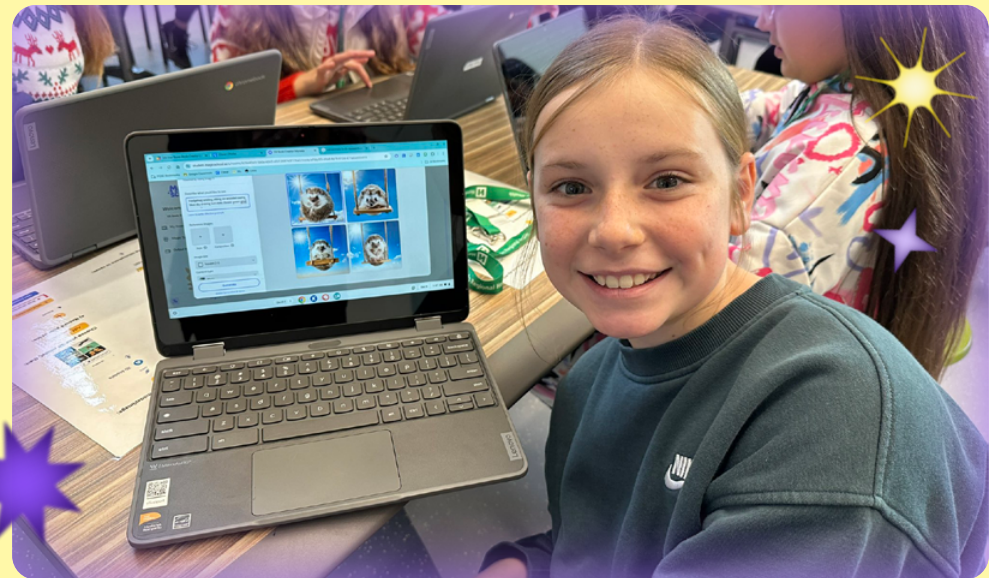


Student impact

How does AI support engagement and differentiation?

In 2025, MagicSchool supported tens of millions of student feedback interactions, with 80% aligned to core learning outcomes. While concerns exist about AI replacing critical thinking, our data shows a different pattern: roughly a third of student sessions support independent practice and confidence-building, while more than half focus on deeper understanding and differentiated learning rather than task completion.

Four out of five teachers in partner districts report that MagicSchool benefits their students through stronger engagement, learning behaviors, and instructional coherence.





What does safe, teacher-led AI use look like in schools?

Students already use general-purpose AI outside school, often without adult guidance. District leaders increasingly recognize the opportunity to help students develop judgment, ethics, and academic integrity as AI becomes part of everyday life. MagicSchool gives teachers visibility and control over classroom AI use while providing students with structured, age-appropriate engagement that supports learning.

Teacher-led AI use refers to structured student engagement with AI within parameters set by educators, aligned to district standards, and monitored for safety, quality, and instructional purpose.

In 2025, millions of student interactions on our platform specifically supported AI literacy and responsible use.



Success for us is intentional, monitored student use—building AI literacy, prompting skills, and judgment. MagicSchool helps us do that in a controlled, learning-oriented way.

Superintendent,
Kalamazoo Public School District, Michigan

Inside the classroom with MagicSchool

How students used AI in 2025

Student sessions grew 300% in 2025 as teachers introduced guided AI use into classroom routines. Students used AI to revise their work, practice skills, and develop foundational AI literacy. These interactions weren't one-off moments—students returned to these tools regularly as part of their learning routines.



Custom Chatbot

Acts as a tutor that guides students toward answers rather than providing them.



Writing Feedback

Helps students revise their work and strengthen their voice through structured feedback.



Character Chatbot

Brings recognizable characters to life, making lessons more engaging and imaginative.



Quiz Me

Supports purposeful study by allowing students to quiz themselves on any topic or type of test.



Study Bot

Helps students stay organized and prepare for quizzes and exams.

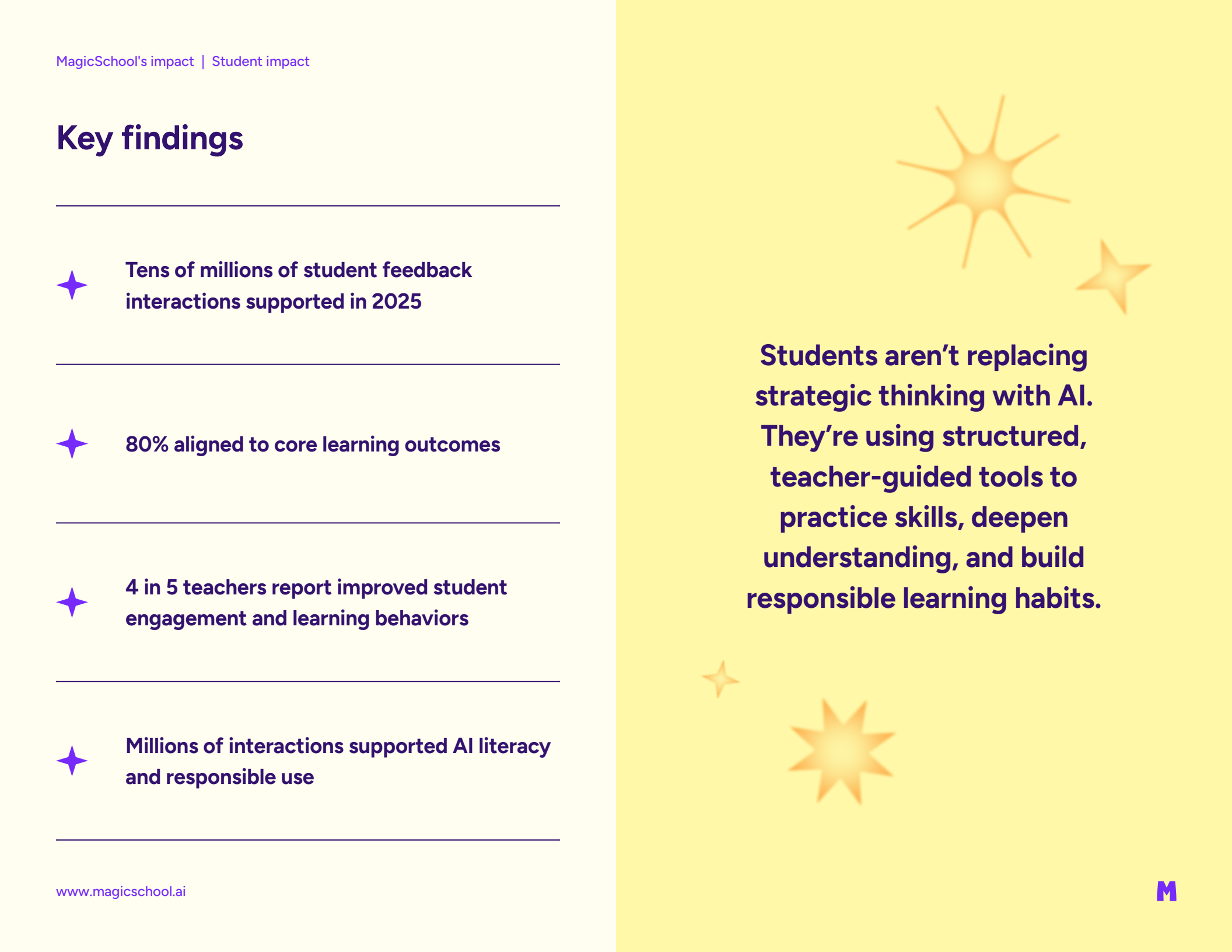
Key findings

- ✦ **Tens of millions of student feedback interactions supported in 2025**

- ✦ **80% aligned to core learning outcomes**

- ✦ **4 in 5 teachers report improved student engagement and learning behaviors**

- ✦ **Millions of interactions supported AI literacy and responsible use**



Students aren't replacing strategic thinking with AI. They're using structured, teacher-guided tools to practice skills, deepen understanding, and build responsible learning habits.

District impact

How does AI build instructional capacity at scale?

MagicSchool partners report improvements in rigor and consistency across classrooms, pointing to stronger alignment with district priorities, higher student engagement, and growing teacher satisfaction and retention.



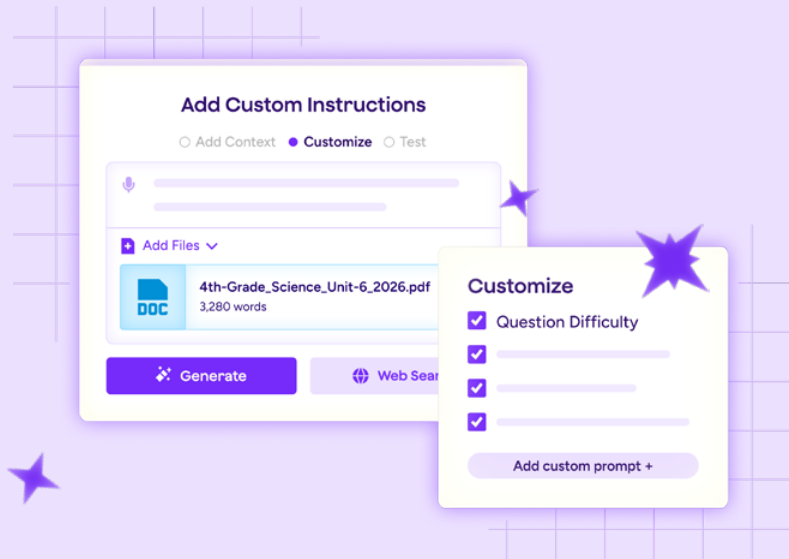
For this to become real systemwide change, it can't just live with six people on the digital learning team. Every content lead has to become an expert in how AI supports their area. We're now doing that work with MagicSchool.

Digital Learning Leader,
Seattle Public Schools, Washington

83%

of district and school leaders report that partnering with MagicSchool has helped their district navigate AI adoption challenges.

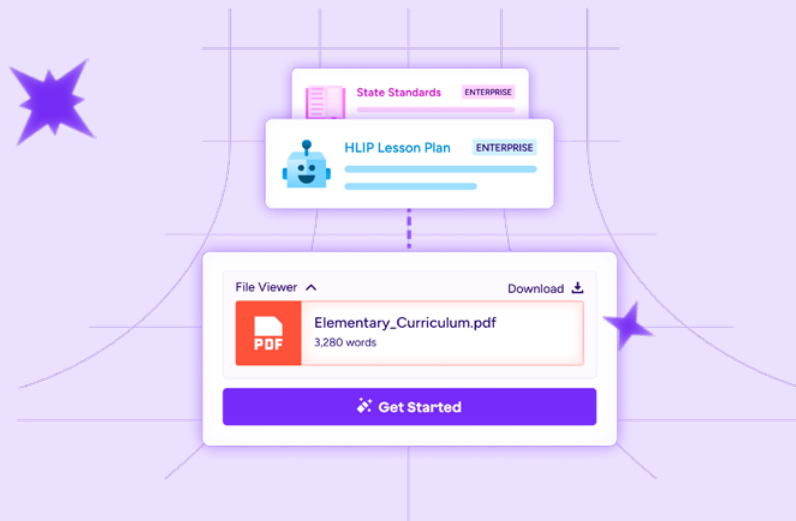




How does AI align with district priorities?

Customization plays a central role in this shift. 600+ districts have built 2,500+ enterprise-wide custom tools aligned to local curriculum, pacing guides, and instructional models.

Teachers also engage with these district-defined tools **61% more than with generic tools**, signaling that alignment drives sustained use.



How does customization support district adoption?

Many districts begin with core use cases like lesson planning and communication, then expand to custom tools that reflect their instructional frameworks, including alignment to Danielson© or Marzano© evaluation models, embedding HQIM, and supporting key district initiatives such as dual-language instruction, special education, or literacy acceleration.

Administrators describe the ability to customize MagicSchool as a way to operationalize strategy, ensuring district priorities show up in everyday practice rather than remaining in guidance documents. Teachers report that customization supports smoother adoption of district standards and curricula, as familiar language and templates reinforce coherence while preserving professional judgment.



We've started building custom chatbots that are grounded in our own frameworks, like UDL and our curriculum. We can then deploy those districtwide and track which schools and which departments are actually using them.

Digital Learning Specialist,
Seattle Public Schools, Washington



We customize the lesson plan tool once and it remembers our context and adds targeted accommodations like visual supports, ADHD strategies, and SPED options all year.

K-6 Math Interventionist,
East Coloma-Nelson CESD, Illinois

Key findings

✦ **83% of leaders report improved navigation of AI adoption challenges**


✦ **600+ districts built 2,500+ custom tools**

✦ **District-defined tools see 61% higher engagement**

✦ **Customization strengthens alignment, coherence, and sustained use**



When AI tools reflect district curriculum, frameworks, and priorities, adoption increases and instructional consistency improves across schools.



Conclusion

When education-specific AI is introduced with clear purpose, strong alignment, and thoughtful guardrails, it strengthens teaching and learning. Teachers gain time and sustainability. Students receive more engaging, differentiated instruction and develop AI literacy through guided use. District leaders see improved coherence, stronger alignment to priorities, and the capacity to adopt AI responsibly at scale.

These outcomes don't come from technology alone—they come from intentional design, deep partnership, and a shared commitment to quality and trust. MagicSchool works because it's built around the realities of teaching and learning, with educators at the center of every decision.



As AI continues to shape education, districts need tools they can trust and systems they can stand behind. This report shows what's possible when AI supports instruction, reinforces district values, and helps educators and students thrive.

Survey methodology

This report draws on multiple sources of quantitative and qualitative data to understand how MagicSchool district partners are using AI in practice, and what conditions support responsible, system-level implementation.

Findings are based on:



3,439 educator survey responses from our Partner districts



185 school and district leader survey responses from our Partner districts



MagicSchool platform usage data, analyzed to understand patterns of adoption, engagement, and alignment with instructional workflows



Qualitative interviews with educators and administrators

Survey data reflects self-reported perceptions and experiences at a point in time. Usage data reflects aggregated, anonymized patterns across the MagicSchool platform. Qualitative insights were used to contextualize trends and surface themes not captured through surveys alone.

MAGiCSCHOOL[®]

Amplify educator impact, unlock student potential



www.magicschool.ai

Memorandum

To: KUSD Governing Board

From: Margot Jones, Executive Director of Business and Finance

RE: Additional Support Level on Classified New Hire Placement Schedule and reclassify Speech Language Pathologist Assistants to this level

FOR AGENDA

- Possible action to approve additional compensation level to the Classified New Hire Placement Schedule and reclassify Speech Language Pathologist Assistants to this support level

FOR PACKET

Through our continued compensation analysis, and in our efforts to recruit and retain highly qualified employees, we propose an additional support level be added to the Classified New Hire Placement Schedule, School Support 10 at \$24.00/hour and reclassify Speech Language Pathologist Assistants (SLPAs) to this support level. We currently employ two SLPAs and contract with outside vendors for an additional 5 SLPAs. Our contracted vendors charge us \$60-85/hr for the same work.

SLPAs are required to complete secondary education in one of the following: attend an SLPA accredited program (associates' degree equivalent) or complete Bachelor level work in speech pathology/communication disorders, or hold a Bachelor's degree and complete a leveling program. Then they must complete 100 practicum hours under a licensed Speech Pathologist to become licensed. They are also required to be registered with a National Provider Identification so the District can receive reimbursement through Medicaid for work performed.

The increased compensation will allow the district to be competitive with other employers in the area and reduce costly contracted services.

Staff recommends the Governing Board approve the additional Support Level and reclassification of Speech Language Pathologist Assistants to School Support 10 and authorize staff to issue revised at-will notices to current incumbents effective April 13, 2026 commensurate with the reclassification.



**Kingman Unified School District No. 20
Classified New Hire Placement Schedule
FY 2025-2026**

School Support 1 - \$15.15/hour	
Position Type	Descriptions
Bus Monitor	Bus Monitor (9 MO), Bus Monitor (11 MO)
Bus/Classroom Monitor	
CDC Caregiver	
Information Technology Apprentice	
Paraeducator I	Kindergarten
Paraeducator II	Alternative, CTE, K-3 Literacy, Online Education Support, SPED, Student Outreach, Title 1
Speech Paraeducator	

School Support 2 - \$15.45/hour	
Position Type	Descriptions
Clerk	Attendance, General, Occupational Therapy, Records
CTE Career Center Assistant	
Health Office Worker	Attendant
Opportunity Room Intervener	
Paraeducator IV/V	PreK, SPED
Receptionist	Receptionist (10 MO)
Registrar (Middle School)	
Secretary	Guidance, SPED
Student Accts/ Bookstore	

School Support 3 - \$16.10/hour	
Position Type	Descriptions
Attendance Officer	Attendance Officer (11 MO)

School Support 4 - \$16.60/hour	
Position Type	Descriptions
Administrative Assistant	Administrative Assistant (11 MO), Administrative Assistant (12 MO)
Dispatcher	
Registrar (High School)	

School Support 5 - \$17.45/hour	
Position Type	Descriptions
Success Coach	
Classified Coordinator	Program Site, Title I Outreach
Paraeducator Specialist	Computer, Library, Physical Education, SPED
Specialist	ASL, Curriculum, ELL, Student Information



**Kingman Unified School District No. 20
Classified New Hire Placement Schedule
FY 2025-2026**

School Support 6 - \$18.25/hour	
Position Type	Descriptions
Bus Driver	Bus Driver (9 MO), Bus Driver (11 MO)
Dispatcher/Bus Driver	
Health Office Worker	Licensed Aide
Maintenance/Bus Driver MTTP	

School Support 7 - \$19.00/hour	
Position Type	Descriptions
Computer Technician	
Coordinator Classified	School Office
Mechanic	
Safety Trainer	
Warehouse Manager	

School Support 8 - \$19.75/hour	
Position Type	Descriptions
Junior Network Administrator	
Mechanic Lead	
Nurse	Registered

School Support 9 - \$21.00/hour	
Position Type	Descriptions
District Coordinator	Accounting, Benefits, Federal Programs, Human Resources, Payroll, Payroll/Procurement, Special Education,

School Support 10 - \$24.00/hour	
Position Type	Descriptions
Speech-Language Pathology Asst.	

Kingman Unified School District #20

Safety Coordinator

Classification

Exempt

Salary Grade/Family

Exempt/Certified Coordinator

Reports to

Superintendent of Schools

Date Revised

April 7, 2025

Summary/Objective

This role is crucial in ensuring the safety and preparedness of our schools by leading safety initiatives, coordinating emergency drills, and developing comprehensive safety plans. This position offers a unique opportunity to make a significant impact on the safety and security of students, staff, and the broader school community. The role may be part-time or full-time based on the current needs of the District.

Essential Functions

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions:

1. Lead the District Safety Committee by organizing and facilitating regular meetings, setting agendas, and guiding the committee in reviewing and updating safety protocols.
2. Coordinate and evaluate emergency drills across all district schools to ensure compliance with state and federal regulations.
3. Develop, maintain or update school safety plans tailored to meet the needs at each site in coordination with school principals and the superintendent.
4. Serve as liaison between community agencies and district administrators and schools regarding safety.
5. Organize and lead training sessions for staff and students on emergency preparedness, response protocols, and safety awareness.
6. Perform regular site visits and safety inspections at each school to assess and improve safety measures.
7. Maintain open lines of communication with the Superintendent and Communications Manager to report on safety initiatives and incident responses.
8. Provide oversight and support for any other safety supervision tasks as required by the district.

Other Duties

This job classification is not a comprehensive listing of duties, responsibilities, or activities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Competencies

- Ability to develop constructive and cooperative working relationships with others, and maintain them over time.
- Ability to observe, receive, and otherwise obtain information from all relevant sources.
- Ability to use relevant information and individual judgment to determine whether events or processes comply with Arizona school safety law, Arizona State Board of Education rules and regulations, Kingman Unified School District policies and regulations, and school regulations and procedures.
- Ability to effectively communicate with others by telephone, in written form, and in person.
- Ability to effectively present information and communicate with people outside the district, representing the organization to the public, partnering agencies, and other external sources.

Kingman Unified School District #20

- Ability to perform day-to-day administrative tasks, effectively use technology, and operate standard office equipment.

Supervisory Responsibility

This position does not have supervisory responsibilities.

Work Environment

The incumbent will work within a professional office environment as well as on school campuses throughout the District. Work is typically performed indoors in an environmentally-controlled environment. Attendance at outdoor school functions and safety walks may occasionally be required.

Physical Demands

1. Constantly required to communicate, detect, converse with, discern, convey, express oneself, and exchange information with others.
2. Constantly required to detect, determine, perceive, identify, recognize, judge, observe, inspect, estimate, and assess details as needed to complete job functions.
3. Regularly required to remain stationary, and focus on a computer screen for long periods of time.
4. Regularly required to be mobile and travel to meetings and events throughout the district.
5. Occasionally move, transport, position, put, install, and remove items up to 10 pounds.

Position Type/Expected Hours of Work

This is an exempt, full-time, 12-month position. Employee will regularly work extended hours to participate in necessary decision-making conversations and collaborations outside of the typical work day, to resolve urgent situations, and to meet deadlines. Occasional travel to conferences, with overnight stays, may be required.

Required Education and Experience

1. Any combination of education and experience that would allow the incumbent to successfully perform the essential functions of the job.

Preferred Education and Experience

1. Demonstrated experience in data-driven decision making in regards to safety measurements.
2. Demonstrated ability to collaborate with site administrators and safety teams.

Required Certifications/Licenses

1. Valid administrative certificate through Arizona Department of Education
2. Valid driver's license

Work Authorization/Security Clearance

Must be able to pass a criminal background check and obtain a Fingerprint Clearance Card with an IVP number through the Arizona Department of Public Safety.

Memorandum

To: KUSD Governing Board

From: Margot Jones, Executive Director of Business and Finance

RE: New district position – Safety Coordinator

FOR AGENDA

- Possible action to approve a new District position of Safety Coordinator

FOR PACKET

The District proposes a new position of Safety Coordinator. This role will be crucial in ensuring the safety and preparedness of our schools by leading safety initiatives, coordinating emergency drills, and developing comprehensive safety plans. This position offers a unique opportunity to make a significant impact on the safety and security of students, staff, and the broader school community. Currently the duties have been covered by different positions in the district, which doesn't sustain a comprehensive safety program and the regulatory reporting required. The role may be part-time or full-time based on the current needs of the District. Currently we are estimating this position to be parttime, or .25 fte.

(See job description attached)

Approve Listed Donations:

Cerbat Elementary School:

- Mohave Block of Golden Valley recently made a generous donation of over 1,000 “second” cinder blocks to support the garden
- Home Depot donated 75 bags of Top Soil for the garden club
- Starbucks donated coffee and condiments for the staff members
- Chili’s donated 20 servings of chips and salsa to the staff members
- Kyle and Sue Pottenburgh donated 2 galvanized raised beds
- Cheryl and Robert Quinn donated Top Soil and garden fencing for the garden club
- Annie’s Attic donated bags of shoes and clothing to Cerbat’s Care closet

Hualapai Elementary School:

- Tami McNamee donated office supplies such as, manila folders, hanging file folders and a box of pens, pencils and highlighters

Kingman High School:

- Martin Swanty donated \$250 to the Marching Band
- Preston Financial donated \$1000 each to the Culinary Club and the Baseball team
- Pest, Pest LLC donated \$500 to the Baseball team
- Westside Disposal Services, Inc. donated \$1000 to the Baseball team
- Suzette Lavender donated \$200 to Mr. Adan’s class to enable them to pay for training for food handler’s cards and supplies

Lee Williams High School:

- Preston Investments donated \$1000 to the Softball team
- Anderson Ford Auto donated \$1000 to the Softball team
- Soroptimist International of Kingman donated \$1300.19 to the S-Club
- LWHS Booster Club donated \$1200 to the school
- Re/Max Prestige Properties donated \$750 to the HOSA Club for the Desert Fun Run 5K
- Gamma Omega 8550 donated \$300 to the Care Closet
- An anonymous donor donated \$10278.34 to the Football team

Manzanita Elementary School:

- Matthew Olson donated small percussion instruments and band method books estimated at \$125 to the Manzanita music department
- Kailey Mulligan donated 4 boxes of washable markers to the school
- Family Care Home Hospice donated pizzas for the students who earned “Pizza with the Principal”
- McKee Foods donated 6 cases of Little Debbie Treats