

Amphitheater Education Matters

Serving Your Community
Since 1893

LEGISLATURE’S PROPOSED CUTS WILL HURT AMPHITHEATER STUDENTS; YOUR HELP IS NEEDED

- Amphitheater High
- Canyon del Oro High
- Ironwood Ridge High
- San Joaquin Alternative
- El Hogar Alternative
- Amphitheater Middle
- Cross Middle
- La Cima Middle
- Coronado K-8
- Wilson K-8
- Copper Creek Elementary
- Donaldson Elementary
- Harelson Elementary
- Holaway Elementary
- Keeling Elementary
- Mesa Verde Elementary
- Nash Elementary
- Painted Sky Elementary
- Prince Elementary
- Rio Vista Elementary
- Walker Elementary
- Rillito Center

A statewide budget deficit in Arizona for the current fiscal year and an even greater deficit projected for next year (2009-2010) was a central issue facing the Amphitheater School District as this issue of Education Matters went to print. After beginning its first session in mid-January, the 49th Arizona Legislature approved a revision to the current year (2008-2009) budget late in the same month which resulted in a loss of \$2,134,024 in state funds for Amphitheater. With Arizona funding for schools already ranking 49th among the states, the impact of a cut like this is extremely significant. “This is a terrible time for our state, and it’s a difficult time for our country. We realize that, of course. But, cuts to our already underfunded educational system further jeopardizes our current economy and our potential for recovery and long term growth,” said Dr. Vicki Balentine, Superintendent of the District. “That being said, what’s done is done, and our job now is to work as hard as possible to prevent the dramatic, current year cut from affecting our classrooms. It’s a job I take seriously and have every intention of fulfilling. What the legislature is proposing for next year, however, is so extraordinary, that it takes my breath away to even imagine what it would do to our schools.”

At the time of publication, the legislative proposal for next year which Dr. Balentine spoke of included nearly \$15 million in additional cuts to the Amphi District’s budget. Detailed in the table below, the proposal includes reductions in funding which represent approximately 22% of the District’s budget. *(continued on next page)*

**Overview of Proposed State Budget Changes for School Districts
and Estimated Impact on School District Spending**

	State FY 2010 Impact	Amphitheater FY 2010 Impact	FTE Impact
Lump sum reduction for all districts and charter schools for FY2010. The exact method is not yet specified, but a reduction of this size would average approximately \$205 per student.	\$220 million	\$4,341,069	77.5
No increase in the base level for FY2010	\$100 million	\$1,532,658	27.4
Reduce the state funding formula for FY2010 by an amount equal to the amount that school districts are above the Constitutional Limit for 2008-09. This would reduce funding by \$98,198,000 for FY2010.	\$98.1 million	\$1,652,877	29.5
Phase out Career Ladder funding by reducing the program by approximately 12% per year from FY2010 through FY2017	\$10.9 million	\$499,385	8.9
Phase out Teacher Experience Index (TEI) over 8 years, beginning in FY2010	\$7.3 million	\$272,678	4.9
Put a hard cap on Desegregation for FY2010	\$6.2 million	\$80,500	1.4
Suspending all soft capital funding for FY2010	\$218.9 million	\$3,535,706	
Eliminate the Group B weight for kindergarten (eliminate full-day K funding) 0 \$218 million	\$218 million	\$2,789,895	49.8
Eliminate state funding for kindergarten students that are not 5 years old by September 1	\$11.2 million	\$0	0.0
Rollback the FY2007 increase in funding for gifted students starting in FY2010	\$2 million	\$53,384	1.0
Reduce funding to school districts with above average administrative costs	\$39.5 million	\$0	0.0
Eliminate early graduation scholarship program	\$4.6 million	\$9,141	0.2
Eliminate extended year program for vocational education in FY2010	\$0.6 million	\$0	0.0
Eliminate the new funding formula for utility costs which was the replacement for excess utilities	\$81 million	\$0	0.0
Fund enrollment growth in the Technology Assisted Project Based Instruction (TAPBI Program) at 85%	\$1.5 million	\$0	0.0
Continue cap on funding JTEDs at 91% of formula amount (state total of \$75 million)	0	\$0	0.0
Totals		\$14,767,293	200.5

FTE = Full Time Employee

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(right) Kindergarten students at Nash Elementary share their message.



YOUR HELP IS NEEDED CONTD.

“The impact of such a cut would be staggering,” said Dr. Balentine. “People naturally have a difficult time putting these numbers into perspective. Hopefully, however, we all understand the relationship between the funding we receive from the State legislature and the jobs which that funding pays for. In those terms, the cuts proposed by our legislative leadership for next fiscal year would result in over 200 lost jobs within the District. That level of cutting would affect the services for and education of every child in this District. There would be no way around it.” Given the significance and depth of the cuts to our schools which have been proposed, the assumption of most people in our state might be that there must be no other options. Why, after all, would the legislature take such drastic actions, unless it was absolutely necessary? The fact is: *there are other options* which have not been adequately addressed or considered. For example, Arizona presently has something called the County Equalization Tax which normally supports the state’s K-12 education budget and helps provide fairness in that funding statewide. Several years ago, the legislature acted to temporarily suspend this funding source. That temporary suspension ends this year, *making \$225 million available to public schools again for next year*. But the leadership of the legislature and many members of both Houses have indicated their intention to permanently repeal this source of funds – unbelievably – at a time when they propose drastic cuts which they say are necessary due to *a lack of funds*.

In another example of actions that seem contrary to one another, several bills have been introduced which would expand the current school tax credit and voucher programs which pull funds out of the public education budget and permit their use for such things as private school tuition. While proponents of such legislation argue similar provisions benefit public schools as well, the truth is that private schools receive the benefit of tax credits at a rate 2 ½ times that of public schools. And, private schools are also allowed to use their tax credit proceeds to hire teachers, whereas your public schools can only use those funds for very limited purposes – such as extracurricular programs. While the issue is complicated, the point is that the tax credit program pulls money off the table which could help solve the crisis facing the state, yet legislators are simultaneously proposing bills that would actually make that situation worse.

What you can do if this concerns you.

You, and your friends and family, can communicate your viewpoints to your legislators. Tell them how you feel about the proposed cuts and other actions which will harm your schools. In doing so, tell them your personal story – about your child and his or her education in our public schools.

When teachers and school administrators speak to legislators, they often reply that the opinions of educators don’t mean much to them. “We expect,” they will say, “school employees to say something like that.” One can understand that viewpoint to some extent, even though school employees are also usually parents, grandparents and taxpayers.

So, to be sure, your legislators will appreciate hearing from *you*. *You*, after all, are the greatest and most powerful voice for your child.

Arizona legislators may be contacted at www.azleg.gov.

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YOUR MONEY AT WORK

In the special election of November of 2007, Amphi taxpayers approved the sale of bonds to build and improve District facilities. Since then, bond projects throughout the district have begun providing better facilities while providing jobs in the community. Current and upcoming projects include: replacing aging portable classrooms and deteriorating facilities with permanent buildings, expanding facilities such as health offices and bus drops to accommodate increased student enrollment at particular sites, updating facilities to comply with ADA (Americans with Disabilities Act) regulations, expanding technological services to provide 21st century facilities, as well as a renewing the district's fleet of school busses. In an effort to keep the taxpayers informed about the status of such projects, the Amphi administration makes monthly reports to the Governing Board. Additionally, the administration posts monthly updates to the Amphi website (www.amphi.com) and sends out a monthly email update to hundreds of its constituents. To the right is a list of the projects that are currently being completed, have been completed or are expected to be completed before June of 2009. \$15,459,821 of bond funds have been committed, as of 02/01/09, on current projects



(Top) Students at Prince Elementary express their approval for the renovation of their school at the ground breaking ceremony for Prince Elementary School in December. (Bottom) Superintendent Balentine and Governing Board Members (left to right) Linda Loomis, Patricia Clymer, Dr. Kent Barabee, Board President Jeff Grant, break ground on the addition at La Cima Middle in January. (Top Right) The walls for the renovation at Prince Elementary are almost completely erected in February.



Current (2008-2009) Bond Projects

Many others to begin in 2009-2010

Amphi High School

- Replace Gym Floor
- Remodel unused space as two computer labs

CDO High School

- Replace aging walkway coverings
- Remove and replace deteriorating football field and bleachers
- Modernize restrooms to ensure ADA compliance

Coronado K-8 School

- Expand nurse office to ensure ability to serve expanding student population

El Hogar Alternative Program

- Improve site drainage and resurface parking lot

Holaway Elementary School

- Expand bus drop off area to ensure student safety (completed)

La Cima Middle School

- Replace campus security fencing
- Reconfigure current media instruction support space to classrooms
- Build 4 new classrooms to replace aging portables
- Build library and instructional space to replace current administration building

Mesa Verde Elementary School

- Replace campus security fencing (completed)

Prince Elementary School

- Create and expand parent/staff parking spaces
- Replace campus security fencing
- Modernize and add restrooms to ensure ADA compliance
- Build 15 new classrooms to replace aging portables

Transportation

- Modernize bus fleet (50% completed)

THE DISTRICT'S ON GOING FUNDING DILEMMA

Just a few years ago students only received, Art, Music and Physical Education for 20 minutes a week in some grades. In addition, prior to 2005, class sizes particularly at the elementary level, were routinely at 29 and sometimes over 30 students. In high school, English, Math & Science classes could reach as high as 36 students. In middle school, English and writing classes could be as high as 35, meanwhile math and science classes often topped out at 38 students. It was at that point that voters acted to supplement the state budget for the express purpose of lowering class size and meeting other important District needs. Thanks to district voters, however, much lower class sizes averages are the rule, rather than the exception in the Amphi District.

Why is class size important?

The quality of a child's learning environment is as important as the number of hours spent in the process of learning. Educational studies have shown that smaller classes relate to higher achievement in reading and mathematics among other things. This is particularly true if the students are socially or economically disadvantaged and remain in small classes for at least two years. In smaller classes, teachers see improvements in student behavior, increased productivity, and more hands-on participatory learning. Large classes promote a cycle that ends in decreased student interest and less learning. Class sizes are also relevant to hiring and retaining the best teachers possible – fewer students allow teachers more time to help individual students learn, providing greater job satisfaction.

What happens when a community steps up?

Thanks to the generosity of our community and the passage of the 2005 Maintenance and Operations (M&O) Override, the District has enjoyed several years of additional educational support to our students. In addition to funding 107 staff positions, this support allowed:

- Art, Music and Physical Education enhancement for all elementary students.
- Math and Writing Labs were added at each middle school along, as were elective courses in Technology, Science, Fine Arts, MESA (Mathematics, Engineering, and Science Achievement), Drama, and Dance.
- High school course additions including Studio Art, Computer Science, Engineering, French III and IV, Music Theory, AP Psychology, AP Environmental Science, Academic Challenges, and Teen Court.
- The implementation of tutoring and other intervention programs throughout the school year, as well as summer programs. In the summer of 2008, nearly 1600 students in need of academic support attended summer school.

In November 2007, the Amphitheater community also voted to permit bond sales to increase instructional space, to modernize and add additional technology facilities and to make needed improvements for the health, safety and security of district students. Projects currently underway include, but are not limited to;

- New permanent instructional space to replace aging portable classrooms at Prince Elementary and La Cima Middle; and
- New security fencing at Mesa Verde and Holaway.

Although the community has shown its support for our district, there are still, to this day, some unmet capital needs. One example of such needs would be the 18 computer labs throughout the district which have aging, antiquated equipment that cannot properly run current software applications that are vital for 21st century learning. Bonds cannot be issued to purchase computers under Arizona law and with cuts to the Districts budget by the Arizona legislature looming, a capital budget override may be necessary to consider.

What does the future hold?

The community has recognized that its future lies in the education of its children. In the coming years, the support of the community for the maintenance, operations and capital revenue necessary to prevent the loss of vital educational programs, services, timely technology, and equipment will become essential. To maintain the current level of services now being provided to our students, the community must help decide whether or not to renew the Maintenance and Operations Budget Override (currently \$8,145,624) which expires in 2012. Additionally, to ensure student instruction is focused on 21st Century Learning Skills, the district must decide whether to replace outdated computers, as well as purchase new equipment, at a cost totaling \$2,100,000 per year. This could require the approval of a Capital Override. The renewal of the existing override and implementation of a new capital would not increase your current property tax rate - that rate, with regard to the Override, would remain the same.

Help the Governing Board decide.

Should the Amphitheater Governing Board ask the community to renew the current budget override that is in place?

Should the Amphitheater Governing Board ask the community to approve a capital override for computers and important instructional equipment that cannot be acquired through the regular budget, bond or current operations override?

OR

Should the Amphitheater Governing Board initiate planning for a phase out of the current override funds over the next three years?

AND/OR

Should the Amphitheater Governing Board continue to delay important computer and instructional equipment acquisitions for our students?

Please visit www.amphi.com to complete a survey and share your thoughts on school issues

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Studies have shown that there is a direct correlation between a student's attendance and his success rates. These studies suggest that for every 5 days of school a student is absent his grade average suffers 2%. Amphi encourages you to be smart about your child's attendance at the start of school as well as throughout the year. Please remember,

EVERY DAY MATTERS.

THE AMPHI LINK

Studies have shown that if students have a positive experience their freshman year of high school, their chance for success, both academically and socially, increases dramatically. The Link Crew high school transition program at Amphi High provides a structure for freshman to receive support and vital guidance from upperclassman who have faced the struggles and rigors that freshman year sometimes poses. Lending a hand are juniors and seniors who understand that the transition to a larger, more diverse campus following middle school can be overwhelming. Once a month the Link Crew goes into ninth-grade homerooms (or provides lunchtime activities) to provide positive support to the freshman. They provide guidance in areas such as making good choices on campus, getting involved in school activities and creating a positive environment at school.

The Link Crew leaders go through a special selection process. They receive training before they become mentors and must also meet strict academic qualification standards in order to be nominated for the program.

Amphi High administrators look for potential Link Crew leaders in all of the school's different social groups and organizations including student athletes, music lovers, theater enthusiasts and students who don't belong to any other group except Link Crew. Amphi High is not the only school in the district to employ the Link Crew method, CDO High School also has a Link Crew.



(above) Members of the Amphi High Link Crew; Sergio Canez (senior), Dennis Harp (junior), Joe Maestas (senior), and Essence Johnson (junior).

THE PRIDE OF AMPHI



• **Amphitheater Public Schools Superintendent, Vicki Balentine, Ph.D.**, was named Arizona's Superintendent of the Year for 2008 (large districts).

• **Wilson K-8 teacher, Betsy Wilkening**, has been chosen as a PolarTREC Teacher of the Year. She will join researchers at the OASIS project in Barrow Alaska for 3 weeks. They will be studying the physical and chemical exchanges between the snow, ice, atmosphere and water.

• **Karen Edmiston**, Kindergarten teacher at **Coronado K-8**, who was named Peter Piper Pizza January's Teacher of the Month for the state of Arizona.

• **Anne Wheaton and Terry Tinney** at **Mesa Verde Elementary School** who received a Gold Bell Runner – Up award from the state for "Brain-Based Learning Mesa Verde Style."

• The **3rd Grade classes** at **Painted Sky Elementary School** had a very successful "Kids Who Care" toy sale and donated the proceeds to the schools winter adopt-a-family program.

• The **CDO Academic Decathlon team** won their 8th consecutive regional championship. Team members include; **Taylor Cleland, Anna Hainsworth, Jennifer Wendel, Ellie Strasser, Rush Moore, Dylan Ousley, Ben Ferrell, Marie Clymer, and Jordan Kurker-Mraz**. They were coached by teacher **Chris Yetman**.

• The **Amphi High School FFA (Future Farmers of America) Agricultural Communications Team** won a Bronze award at the national competition. The team consisted of **Jonathan Jimenez, Daniel Lopes, Cynthia Gracia, Kelsey Scott and Yvonne Williams**, and was lead by sponsor and award winning teacher, **Jose Bernal** (2008 Arizona Agriculture Teacher of the Year).

• **Harelson Elementary** hosted its 9th annual **Peace Conference and Unity Rally**. This years speakers included **Miss Arizona, Kimberly Joiner** who spoke against bullying as well as **Olympic Medalist, LaTanya Sheffield** who spoke about teamwork.

• In the December issue of US News and World Report, **IRHS** was given a "silver medal" award for making the magazines list of the top 2% of high schools in the nation.



www.amphi.com

the link to your child's education



PARTY TIME: PROJECT GRAD

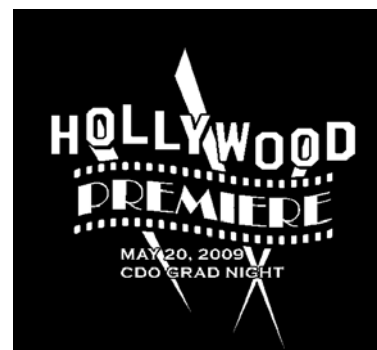
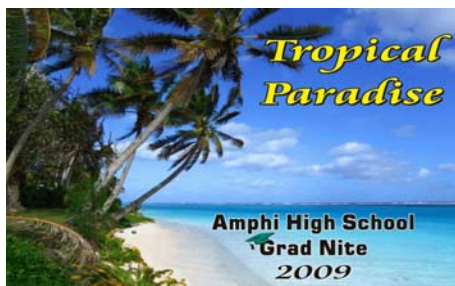
In 1979, the Oxford Hills area in Maine experienced seven alcohol and other drug-related teen deaths during the high school graduation season. As a result of this tragic experience, the schools and community in the area offered their students an alternative to the "traditional" graduation night activities of drinking and driving that all too often end in tragedy. They called their event, "Project Graduation", and by 1986, Project Graduation activities had spread across all fifty states. The Amphitheater School District has participated in Project Graduation since 2002 and seen tremendous participation by students and the community. All of these programs are already underway and need the community's support. Donations of time are particularly important.

This year, **Amphi High School's** 2009 Grad Night theme will be *A Tropical Paradise*. The seniors this year are a competitive group and are looking forward to several contests to be held throughout the night of May 21st - a dance contest, a poker tournament, a billiards tournament and much more. In the past, their other entertainment has included a cashless casino, a simulator ride, hot tubs, carnival games, a hypnotist and more. According to coordinator Daphne Madson, "The last 3 years, there has been a very small group of parent and staff volunteers who have managed to create a night of fun, food and entertainment for Amphi's graduating seniors. Although it is a lot of hard work, it is also very rewarding to know that we have provided a safe environment for these young people to celebrate their achievement so they will be able to go on to the next phase in their lives."

Ironwood Ridge High School's Grad Night theme will be *Adventure of a Lifetime*. Currently, the decorating and construction committees are working on designs that will transform the west campus. They will set up a casino in the small gym and a food court/game room in the big gym. The big gym will also have the stage where talents like local cartoon editorialist David Fitzsimmons, live bands, and a hypnotist show are slated to perform. After the hypnotist show (3:45 AM), the group will hand out five chance prizes

and the two grand prizes. This year, the grand prizes will be a check for \$2,009 and a car. The entertainment committee is planning several events: a rock climbing wall, a virtual reality ride, mobile gaming, hot tubs, a game room (with everything from guitar hero to pool tables), a salon and a crash area for those who need a nap. According to IRHS coordinator, Barbara Gephart, "We have had a 92% turn out over the last five years, and we are doing what we can to match or beat that percentage again this year. It takes 300 volunteers to help the night of the event. The reason why we do all this is simply put - it is our gift to our children! We love them so much we want to make sure they have a safe alternative to celebrating that special night. This event gives them the chance to enjoy one last night of innocent youth together as a class that truly makes a lifetime of memories."

Canyon del Oro High School's graduating seniors chose *Hollywood Premiere* as their theme for Grad Night this year. CDO Grad Night relies on its volunteer student advisors to guide the dinner menu as well as the entertainment provided during the event. This year's scintillating dinner promises to be followed by some outstanding entertainment inside the decoratively transformed gym, and outside on the lower fields as well. Transforming the gym, arranging the vendors, and putting on the event requires the efforts of numerous parent volunteers, generous community members, the dedicated staff at Canyon del Oro high school, as well as Amphitheater district support staff. "Without the help and expertise of the district's support staff, we could never put on an event of this magnitude", states appreciation, Operations Chair, Cindy Ashbaugh. "Not only does every Amphitheater high school Grad Night committee rely on the assistance of each school's administration, but on the custodial staff, the district electricians, even the district legal department gives us guidance!" It is through the efforts of many; school staff, district support staff, community business partners, parent volunteers, and student advisors, that project graduation succeeds in keeping students safe on the occasion of their graduation.



Interested in helping to save lives and create lasting memories for a graduate?

Amphi High
Daphne Madson
696-5545
amhiparentassoc@yahoo.com

Contact:
CDO
Cindy Ashbaugh
696-5578
cdogradnight@aol.com

IRHS
Barbra Gephart
904-4397
barbaragephart@comcast.net

AMPHI PROJECT IS EXCELLING!

Amphitheater received a \$29 million dollar five year grant from the USDOE in the summer of 2007 to design and implement an incentive program for teachers and principals who work in high need schools. The program provides recruitment and retention stipends for teachers in hard to fill positions and provides substantial support to teachers and principals who assume leadership roles and pursue professional development. This program also rewards staff for school and class level student achievement. Participants have a total potential of earning \$10,000 in incentive payout per year. Currently 500, teachers and 20 administrators are taking part in the project.

The Professional Development component of the program requires teachers to collaborate with their colleagues by looking at student work, designing, implementing and aligning curriculum, studying and developing student assessments and working together to solve any problems that are identified. This has opened classroom doors and provided opportunities for teachers to benefit from the talents of their peers in order to increase student achievement. The Leadership component has offered teachers the opportunity to assist their schools in a variety of ways, some of which include: leading professional study groups, working to build school/business partnerships, leading training sessions, serving on school improvement teams, serving as mentors to new teachers, and more.

The student achievement aspect of the program takes an in-depth look at student growth from year to year on standardized measures in reading and mathematics. Each child's progress is examined individually. Teachers and principals are awarded for above average growth. In addition to standardized testing results, teachers must also design or choose a classroom assessment to measure student accomplishments that occur throughout the school year.

What does this look like inside a school? At Prince Elementary School it has brought many teachers to the proverbial table, where experiences are shared and problems are solved more efficiently, to the benefit of the students. Principal Tassi Call states, "Teachers are willing to share their data. We are all in this together. What can we do better to improve achievement of our kids?" The grant is fostering collaboration at her school. As a leadership activity there, one teacher formed a partnership with Evergreen Air which has resulted in new school supplies, matching funds for a Smart Board and assistance for families over the holidays.

At Keeling Elementary School, principal Bob Stoner reports that the grant helps with their school-wide goal of improving student learning in all academic areas. Teachers are in the beginning phases of building "exceptional systems" which ensure that more student learning will occur and that all students will have even more instruction and support. There is greater collaboration and an understanding about the need for transparency in sharing student data in order to work together to make necessary improvements in practice.

Student achievement data at all of the project schools will be examined continually throughout the grant cycle. We look forward to sharing the results further, but there are already early signs of some great success.

FOUNDATION FOOTNOTES

Thank You for Supporting the Great Sock Stock 2008!!

The Board of Directors of the Amphitheater Public Schools Foundation and the volunteers at the Amphi Clothing Bank would like to thank everyone in the district who donated to the Great Sock Stock 2008. Over 11,000 items, including new socks and underwear, were collected for the Clothing Bank, nearly doubling last years total. Many people were involved in coordinating the Great Sock Stock and we want to thank them for their support and commitment to this very successful project: Pat Sledge, Heather Reeves, and all of the staff members in Facilities Support Services planned the event and handled the pick up, counting and delivery of the donated items. Also, Dakota Likewise, Executive Chef at Sullivan's Steak House, provided an incentive brunch for each of the winning classrooms.

New Giving Program ~ Celebration and Memorial Gifts

A donation to the Amphitheater Public Schools Foundation is a wonderful way to celebrate achievements and milestones or to honor a friend or loved one. The Amphi Foundation received \$3215.00 during the first month of our new Celebration Gifts program. We would like to thank the following donors and congratulate those that they honored. (*Donors are listed in italics.*)

In honor of Dee Dinota (IRHS)

Mary and Greg Snider

In honor of IRHS Teachers & Staff

The Humenik Family

In honor of La Cima Middle School

Anonymous

In honor of Ms. Pat Leonardo (Donaldson)

Gary Kilbourne

In honor of Gary Minor (IRHS)

Eric Xiao and Lucy Quan

In honor of Janet Munro (IRHS)

Eric & David Xiao

Donate Online to the Amphi Foundation

In cooperation with the National School Foundation Association (NSFA) and Give2Schools.org, the Amphi Foundation has implemented online giving through its website at www.amphifoundation.org. Using easy links throughout the website, donors can make general and Celebration donations to the Foundation or give to specific programs such as the 21st Century Classrooms Initiative, MathPLUS+ Tutoring, Amphi Clothing Bank, or Project Graduation scholarship funds. Tickets and sponsorships for Foundation events such as the Gala and Bowl-a-Thon can also be purchased using the online giving feature. All transactions are secure and donors immediately receive an e-mail confirmation of their donation.

Gala

The 25th Anniversary Gala will be held at the Hilton El Conquistador on Saturday, March 28. For more information please contact 696-5147.

(right) Facilities Manager, Pat Sledge, spends his hours after work sorting and counting over 11,000 pairs of socks and underwear that were donated to the Amphi Clothing Bank during the Great Sock Stock of 2008.



Important Dates to Remember

March '09

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April '09

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May '09

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June '09

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



Every Day Matters

www.amphi.com

- School Days
- School Holidays/Vacation (dist ofcs. open)
- Returning Teachers Reporting Days
- Holidays/Vacation (all district facilities closed)
- Teacher Planning Day

Arizona School Tax Credit Payment Form

I would like to donate to an Amphitheater School and receive an Arizona State Tax Credit of up to \$200 (\$400 for married couples filing a joint return).

Name: _____

Address: _____
(City) (State) (Zip)

Phone: (_____) _____

Donation Amount: \$ _____ .00 Date of Donation: _____

Please choose one of the following:

- Please direct my payment to the following school: _____
- Please direct my payment to the schools with the greatest need.

(Optional) I'd like my payment to benefit all children participating in:

- Athletics (specify): _____
- Other (specify*): _____

*Use this space if you would like your payment to support a more specific activity, for example: chorus, band, library club, science club, debate club, field trips, etc. Please feel free to call us to see if a particular activity qualifies.

- You may donate online at www.amphi.com
- Make your check or money order payable to either:
The Amphitheater School of your choice, OR Amphitheater Public Schools
- You may drop off your donation or Mail your check or money order to either:
Amphitheater District Offices, OR The school's address
701 W. Wetmore Road
Tucson, AZ 85705
- Please check with your tax advisor for answers to specific tax-related questions.

THANK YOU FOR YOUR SUPPORT!

Amphitheater Education Matters

Amphitheater Education Matters is published periodically throughout the school year. It is distributed to parents of students as well as employees and friends of the Amphitheater Public School District at no cost to the District.

GOVERNING BOARD

Jeff Grant, President

Diana Boros, Vice President

Kent Paul Barrabee, Ph.D.

Patricia J. Clymer

Linda Loomis, Ph.D.

ADMINISTRATION

Vicki Balentine, Ph.D., Superintendent

Todd A. Jaeger, J.D., Associate to the Superintendent

Patrick Nelson, Associate Superintendent

THE AMPHI 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.

Please direct questions and article ideas to:

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Print Media Specialist

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wstratton@amphi.com