

Final Posting: Monday, June 9, 2025 at 4:50pm

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, June 10, 2025

6:00 PM

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

AMPHITHEATER PUBLIC SCHOOLS

MISSION

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

We Believe

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

We Value

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

AGENDA*

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

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

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

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

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

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

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

1. <u>CALL TO ORDER</u>	
Ms. Susan Zibrat, President	
2. <u>PLEDGE OF ALLEGIANCE</u>	
3. <u>ANNOUNCEMENT OF DATE AND TIME OF THE NEXT SPECIAL GOVERNING BOARD MEETING</u>	
Tuesday, June 24, 2025 at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center, SE Entrance and Parking.	
4. <u>RECOGNITIONS</u>	
A. Recognition of Canyon del Oro 2025 5A Softball State Runners-Up	4
B. Recognition of Canyon del Oro 2025 Division II Girls Tennis State Runner-up	5
C. Recognition of Amphitheater High School Track Division III State Champion	6
D. Recognition of Ironwood Ridge High School Track Division III State Champion and Arizona State Runner-up	7
5. <u>INFORMATION²</u>	
A. Superintendent's Report	8
B. Status of Construction Projects	28
6. <u>PUBLIC COMMENT¹</u> (30 Minutes Maximum)	
7. <u>CONSENT AGENDA³</u>	
A. Approval of Appointment of Non-Administrative Personnel	46
B. Approval of Personnel Changes	49
C. Approval of Leave(s) of Absence	56
D. Approval of Separation(s) and Termination(s)	58
E. Approval of Stipend for Coaching Volunteers	61
F. Approval of Minutes of Previous Meeting(s)	63
G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,421,927.49	68
H. Acceptance of Gifts	69
I. Approval of Facility Rental Program Fees	71
J. Approval of Revision to the 2025-2026 Governing Board Meeting Schedule	75
K. Approval of Revised District Calendar for the School Year 2026-2027	77
L. Approval of Intergovernmental Agreement for Dual Enrollment with the University of Arizona	79
M. Approval of the Amphitheater Teacher Performance Evaluation System for the 2025-2026 School Year	88
N. Approval of Out of State Travel	270
8. <u>STUDY/ACTION</u>	
A. Study of Senior Honors Recognition System	272
9. <u>ACTION</u>	
A. Approval of the 2025-2026 Code of Conduct	286
10. <u>PUBLIC COMMENT¹</u> (30 Minutes Maximum)	
11. <u>BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS</u>	

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12. ADJOURNMENT

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

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

DATE OF MEETING: **June 10, 2025**

TITLE: **Recognition of Canyon del Oro 2025 5A Softball State Runner-Up**

BACKGROUND:

The AIA State 5A Softball Championship game was played on May 19th, 2025 at Farrington Softball Stadium in Tempe, Arizona. The Canyon del Oro Softball Team finished as State Runner-up.

Seniors

Addison Potter
Adriana Machado (5A State 2nd Team)
Amelia Streuber (5A State Player of the Year)
Briseis Ramirez
Brooke Sandoval
Brooklyn Machado
Kayla Hendrix
Maddie Priest
Molly Herman (5A State 1st Team)
Sammy Hudgens (5A State 2nd Team)
Taya Kelly (5A State Offensive Player of the Year)

Sophomores

Emma Shaffer
Jacey Mazura
McKenna Kwapich
Sadie Jones

Juniors

Amelia DeAnda
Haley Deeb
Braelyn Leiber
Kelsey Rolls

Freshmen

Avery Golder

Head Coach: Kelly Fowler (5A State Coach of the Year)
Assistant Coaches: Maggie Morales, Katie Stracco, Sabrina Garcia

RECOMMENDATION:

This item is for the Governing Board's information and recognition.

INITIATED BY:

Armando Soto, Director of Interscholastic

Date: June 3, 2025

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **June 10, 2025**

TITLE: **Recognition of Canyon del Oro 2025 Division II Girls Tennis
State Runner-Up**

BACKGROUND:

The AIA State Championship Tennis Doubles matches were held on May 2nd and 3rd, with the finals being held on May 5th at Paseo Racquet Center in Phoenix. Canyon del Oro had one doubles team finish as State Runner-Up.

Division II Girls Tennis Doubles State Runner Up:

Camryn Hansen and Avery Eliscu

The AIA State Championship Team Tennis match was held on May 10th at Paseo Racquet Center in Phoenix
Canyon del Oro Girls Tennis Team finished as State Runner-Up.

Seniors:

Scarlett Bakken
Jordan Crawford
Camryn Hansen

Sophomore:

Elle Thompson

Juniors:

Emma Bartruff
Avery Eliscu
Haylee Wendel

Freshman:

Aubrey Banek

Head Coach: Linda Lucas
Asst Coach: Kathy Kang
Asst Coach: Stephen Cook

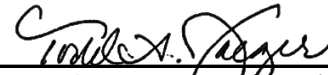
RECOMMENDATION:

This item is for the Governing Board's information and recognition.

INITIATED BY:


Armando Soto, Director of Interscholastic

Date: June 1, 2025


Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: June 10, 2025

TITLE: Recognition of Amphitheater High School Track Division III State Champion

BACKGROUND:

The Amphitheater High School track team competed at Deer Valley High School, home of the Arizona Interscholastic Association Division III Track State Championships, on May 9th and 10th, 2025. The following student athlete will be recognized for her outstanding effort and achievement:

Monica Verrett, Division III Triple Jump State Champion, Amphitheater High School

Head Coach: Stileda Rose

Head Coach: Bethany Evans

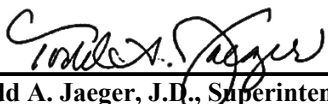
RECOMMENDATION:

This item is for the Governing Board's information and recognition.

INITIATED BY:


Armando Soto, Director of Interscholastic

Date: June 1, 2025


Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: June 10, 2025

TITLE: Recognition of Ironwood Ridge High School Track Division III State Champion and Arizona State Runner-up

BACKGROUND:

The Ironwood Ridge High School track team competed in the DIII State Championships at Deer Valley High School on May 9th and 10th. Jett Merrill finished first place in the 110-meter hurdles.

Jett Merrill's finishing time allowed him to come back the following week for the Arizona State Championships, held on May 16th and 17th at Mesa Community College, where Jett finished as Arizona State Runner-Up in the 110-meter hurdles. The following student athlete will be recognized for his outstanding effort and achievements:

Jett Merrill, DIII State Champion 110 Meter Hurdles

Jett Merrill, Arizona State Runner Up 110 Meter Hurdles

Head Coach: Michael Smith

Head Coach: Bob Jones

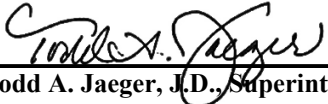
RECOMMENDATION:

This item is for the Governing Board's information and recognition.

INITIATED BY:


Armando Soto, Director of Interscholastic

Date: June 1, 2025


Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: June 10, 2025

TITLE: Superintendent's Report

BACKGROUND:

The Superintendent will provide a brief review of recent and future activities in the District and community.

RECOMMENDATION:

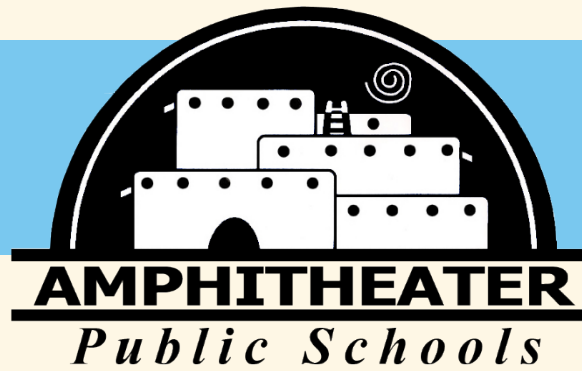
This item is presented for the Board's information.

INITIATED BY:

Date: May 30, 2025

A handwritten signature in black ink, appearing to read "Todd A. Jaeger", is written over a horizontal line.

Todd A. Jaeger, J.D., Superintendent



June 10, 2025

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Superintendent's Report





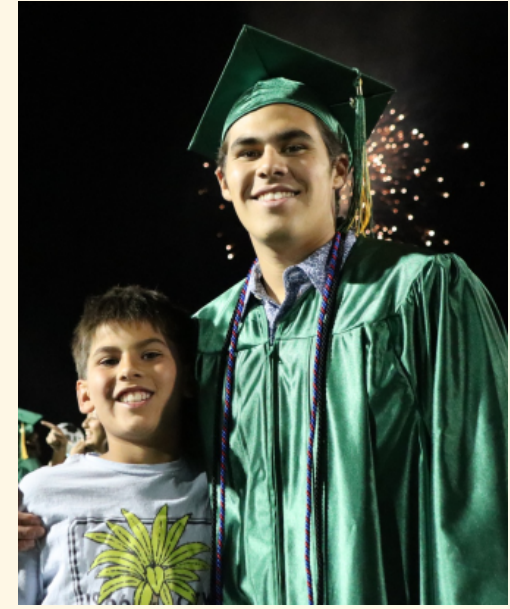
Class of 2025



Congratulations to our Class of 2025! In all, more than 900 seniors crossed their graduation stages this year, earning their high school diplomas. Our Canyon del Oro, Ironwood Ridge and Amphi High students are ready for their next steps: more than 700 graduates heading to four-year colleges; about 120 starting at Pima Community College; 30+ pursuing skilled trade education; and approximately 30 joining the Armed Forces. And, our seniors left us with \$22 million in scholarship offers! We are so proud of this group of outstanding graduates!



Canyon del Oro





Ironwood Ridge

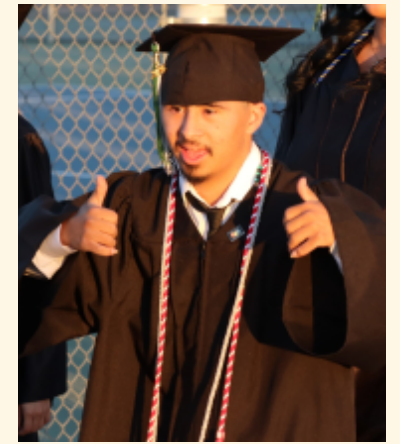




Amphi High



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Graduation Set-Up Crew



The Facilities Support Services team made sure that everything was set up and good to go for each of our graduations, starting with prepping CDO on a Sunday to finishing up at Amphi High a few days later. Thank you to this team that worked so hard to make our ceremonies seamless.



End of Year Activities



Eighth-graders across the District also celebrated promotions. Above left is the ceremony at Amphi Middle School. And, at right, you see our Rillito Center graduate for this year, Marcus. I felt blessed to join attend Marcus' graduation ceremony and see his family, and all the Rillito staff, celebrate a wonderful moment for a single student. What an example of the Pride (and heart) of Amphi!



End of Year Activities



Our elementary schools celebrated milestones at the end of the year as well. Above, Rio Vista preschoolers celebrate promotion to kindergarten. At right, Wilson K-8 kindergarteners performed for their promotion ceremony, and at far right, we see our Innovation Academy fifth-grade promotion. Congrats, everyone!



State Budget Status

- Last week, I received a letter to district superintendents from ADE stating that Districts should prepare for only a partial payment of our state funding this month.
- The letter states that ADE's K-12 coffers will be approximately \$206M "short" for the current fiscal year unless the legislature approves a supplemental appropriation by June 13th.
- Given the fact that the Arizona Legislature is not set to return to floor session until June 16, a 40% cut to public schools' June remittance from the state is all but certain.
- This shortage is triggered by the staggering ESA private school voucher costs, which are set to surpass \$1 billion in the upcoming fiscal year – obscenely exceeding the \$360M originally budgeted by our legislature.



State Budget Status

- Last year, Superintendent of *Public* Instruction Tom Horne bragged about “surpluses” in his department, arguing that ESA vouchers were not causing budget deficits.
- Yet, now, ADE has submitted a massive supplemental funding request due to vouchers.
- Notably, voucher funding is drawn down by ADE quarterly, so it is disbursed before public school funding
- Thus, vouchers are paid first, while our state's public schools are apparently left empty-handed.
- If this is unresolved, summertime cuts will have a significant negative impact on schools across the state, particularly on our smaller or rural school district colleagues.



State Budget Status

- While the state House reconvened for one day last week to debate and vote on a handful of bills, the state Senate has been shuttered for a while. Again, both chambers will reconvene on June 16 – to hopefully address this issue, as well as the FY26 state budget.
- Inside track info: the Republican plan is to introduce budget bills on the day they return to the floor and send a budget to the governor's desk by June 19.¹⁹
- Budget negotiations are continuing, but lawmakers are very far apart.
- Resolution may well push up against the June 30 deadline, or perhaps even beyond.
- One pressure to resolve: Rep. Matt Gress (R-4) must leave for his wedding in Italy on June 22, and other House and Senate members are also attending – potentially leaving the Republicans with a minority on both floors.



A Tale of One Charter

- After much delay (both recently and over years), the Arizona State Board of Charter Schools voted last week to move forward with revoking the charter of Primavera, the state's largest online charter school.
- The school has often provided summer and other online courses to students simultaneously enrolled in school Districts, including Amphi, leading to funding losses for the districts.
- Primavera has years of dramatically poor student performance academically, as well as financial issues.
- Damian Creamer, the school's founder and a major donor to the Republican Party, is seeking support from Republicans .
- Creamer is offering students with a 2.0 GPA or better \$500 scholarships in exchange for essays "about how Primavera helped them succeed" to aid him in his efforts.



A Tale of One Charter

- Primavera also operates American Virtual Academy. It is the only charter school in Arizona that the state Board of Education slapped with a “D” rating in each of the last three years.
- The state charter board has given Primavera its second worst rating (Does Not Meet Standard) for the last two years.
- The charter board has also given its very worst rating (Falls Far Below Standard) to Primavera four times since 2017.
- And yet:
 - Primavera received nearly \$80 million in state funding last year alone.
 - And, Mr. Creamer has reportedly personally pocketed \$24 million in public money just since 2016 – throughout the levels of poor performance mentioned above. *(Source: 12 News, Phoenix)*



Our Federal Education Budget Status

- Ten days ago, the Trump Administration released additional budget materials to Congress for FY26.
- Overall, the FY26 Budget Summary for the USDOE calls for a \$12 billion cut in funding and presents Congress with some proposed trade-offs.
- The relative good news:
 - Title I, Part A would receive level funding
 - IDEA Part B (Grants to States) would receive a \$677 million increase
 - These two programs would receive a total of \$14.9 billion
- However, these “increases” are somewhat performative given reductions to various other special education programs.



Our Federal Education Budget Status

- The budget also proposes a K-12 Simplified Funding Program (K12 SFP) which would “consolidate most currently funded formula and competitive grant programs for elementary and secondary education into a single State formula grant program” to provide greater flexibility to districts and reduce administrative burden.
- However, the total for this block grant would be \$2 billion, while cutting programs (at right) that total more than \$6 billion - a significant reduction education funding.

Programs Consolidated in K-12 SFP	FY24 Allocations (since not all FY25 numbers are final)
Title II, Part A: Supporting Effective Instruction State Grants	\$2.19 billion
Title IV, Part B: 21 st Century Community Learning Centers	\$1.33 billion
Title IV, Part A: Student Support and Enrichment Grants	\$1.38 billion
Neglected, Delinquent, and At-Risk Children and Youth	\$49.2 million
Comprehensive Literacy State Development Grants	\$194 million
Innovative Approaches to Literacy	\$30 million
State Assessments	\$380 million
Promise Neighborhoods	\$91 million
McKinney Vento	\$129 million
Native Hawaiian Education	\$45.9 million
Alaska Native Education	\$45 million
REAP	\$220 million
American History and Civics Education	\$23 million
Magnet Schools Assistance	\$139 million
Javits Gifted and Talented Education	\$16.5 million
Statewide Family Engagement Centers	\$20 million
Arts in Education	\$36.5 million
School Safety National Activities	\$216 million
Total	6.535 billion



Our Federal Education Budget Status

- Programs that are proposed to be eliminated and not included in K-12 Simplified Funding Program:
 - Title I, Part, C (Migrant Education)
 - Title III (English Language Learner funding)
 - Teacher and School Leader Incentive Grants
 - Supporting Effective Educator Development (SEED) Grants
 - Full-Service Community Schools



Our Federal Education Budget Status

- Federal Voucher Bill:
 - Last week, the US House Ways & Means Committee approved the nation's first federal voucher program — titled "Qualified Elementary and Secondary Education Scholarships".
 - This program is embedded in President Trump's "one big, beautiful" bill and would fund a voucher program that would cost US taxpayers a projected \$20 billion over the next four years.



But Our Good Work Continues – as It Must!

- SUMMER SCHOOL:
 - We have approximately 100 MS students who are participating in math acceleration opportunities (@WIL, CRS, LAC, and AMS).
 - We have approximately 300 HS students (165 @ IRHS, 135 @ AHS). They are enrolled in 50+ courses (@IRHS) and 30+ courses (@AHS).
 - And across the district and for the first time, we providing students with access to Clever, which gives students access to our digital curricula for both summer enrichment and their own learning interests. Students can build on their learning of previously taught materials or expand beyond what they learned last year.



More Good Work This Summer!

- SUMMER INSTITUTE:

- Professional Development Courses currently being offered for our educators – 11 categories of learning with 67 distinct courses:
 - AVID
 - Educational Technology
 - Online Learning for Students -- Khan Academy, Edgenuity
 - Educational Technology
 - Interdisciplinary – Co-teaching, Universal Design for Learning
 - Microsoft and Google for educators
 - Science
 - Social Studies
 - Math
- 925 total course registrations (not unique users).



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

DATE OF MEETING: June 10, 2025

TITLE: Status of Construction Projects

BACKGROUND:

Administration will present the Governing Board with current information on the status of construction projects funded with State of Arizona School Facilities Division and Bond Funding.

RECOMMENDATION:

For information and discussion only.

INITIATED BY:

A handwritten signature in black ink, appearing to read "Richard C. La Nasa".

Richard C. La Nasa, Executive Manager, Operational Support

Date: June 2, 2025

A handwritten signature in black ink, appearing to read "Todd A. Jaeger".

Todd A. Jaeger, J.D., Superintendent

Status of Construction Projects

6.10.25 Governing Board Meeting

President Zibrat, Vice President Day, Board Members and Superintendent Jaeger, it is my pleasure to provide you with an update of the projects currently under construction with School Facility Division Building Renewal Grant (BRG) and Bond funding.

AHS:

Bond Projects

Main Gym Floor Resurfacing – May 26 th – July 20 th	\$73,517
Basketball Court (Exterior) Resurfacing – Mid June	\$50,281
801 Exterior Door Replacement – PO Issued	\$7,870
Fine Arts Classroom Renovations – PO Issued	\$158,646
PAC House Lighting Modernization Design – PO Issued	\$39,964
Main Gym Elevator Cab and Door R & R – PO Issued	\$15,800
Staff Parking Lot Reconstruction – PO Issued	\$139,784

Adjacent Ways Projects

Staff Parking Lot Fire Lane Reconstruction – PO Issued	\$114,466
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BRG Projects

CP # 3 Hot Water Line Replacement Construction	\$343,704
- Complete	
Campus Roof Replacements	
PH I, East Campus – Construction	\$4,446,750
PH II, West Campus – Construction	\$3,250,796
- Phase Grant Funding Requested	

CP # 2 Hot Water Line Replacement Construction - Complete	\$414,781
South Gym HVAC Conversion Construction - Phase Grant Funding Requested	\$1,541,569
CP # 3 Chiller Replacement – Summer '25 Project	\$567,251
Main Gym Elevator Modernization – PO Issued	\$120,285

CDO:

Bond Projects

South Gym Floor Repairs & Resurfacing - May 20 th – June 27 th	\$67,737
T & M Building Central Plant Replacement Design - PO Issued	\$88,150
North Gym Basketball Hoop Repair – PO Issued	\$17,118
Fine Arts House Lighting Modernization Design - PO Issued	\$19,744
Tennis Court Lighting Replacement – PO Issued	\$29,296

BRG Projects

Campus Weatherization Design	
- PH I, W Campus – Phase Grant Funding Requested	\$8,130
- PH II, E Campus – Phase Grant Funding Requested	\$7,860
Fire Alarm Replacement	\$1,996,169
Main Electric Fee Conductor Replacement - Summer ' 25 Project	\$37,935

Fire Alarm Monitoring Cellular Conversion - PO Issued	\$2,073
Domestic Water Main Line Replacement Assessment - Grant Request Submitted	\$7,105
Hydronic Valve Replacements – PO Issued	\$14,231

IRHS:

Bond Projects

Main Gym Floor Resurfacing – May 26 th – July 20 th	\$79,296
Batter’s Eye Installation – Structure Ordered	\$43,884
Fine Arts Parking Renovations – PO Issued	\$13,058
Irrigation Electrical Service – PO Issued	\$4,475
Practice Field Grading & Retaining Wall – Complete	\$39,750
Fine Arts Lighting Controls Design – PO Issued	\$12,300

Adjacent Ways Projects

Fine Arts Fire Lane Renovations – PO Issued	\$30,570
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BRG Projects

Fire Alarm Monitoring Cellular Conversion - Phase Grant Funding Approved	\$2,073
300 Building Roof Repair – Funding Approved	\$49,770

Central Plant Tower # 2 Replacement – BRG Application
Submitted

AMS:

Bond Projects

East Property Line Fence Replacement – 75 % Complete \$185,254

BRG Projects

Library Roof Replacement Design \$20,100
– Phase Grant Funding Requested

Fire Alarm System Replacement – 20 % Complete \$1,095,437

Fire Alarm Monitoring Cellular Conversion \$2,073

Copper Creek:

Bond Projects

Stairway Tread R & R – PO Issued \$31,461

BRG Projects

Cooling Tower Replacement – Complete \$539,257

Fire Alarm Monitoring Cellular Conversion \$2,073
- PO Issued

Coronado:

Bond Projects

Gym Bleacher Replacement – 75 % Complete \$99,902

Locker Room Door Replacement – PO Issued \$3,948

BRG Projects

Fire Alarm Monitoring Cellular Conversion – PO Issued \$2,073

Cross:

BRG Projects

Campus Weatherization Design	\$41,900
- Phase Grant Funding Requested	
Fire Alarm Monitoring Cellular Conversion - Complete	\$2,073

Donaldson

BRG Projects

Fire Alarm Monitoring Cellular Conversion - Complete	\$2,073
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Harelson:

BRG Projects

Campus Roof Design	\$52,520
- Phase Grant Funding Requested	

Holaway

Bond Projects

Pre-School Parking Lot Renovations – PO Issued	\$96,319
Front Parking Lot Renovations – PO Issued	\$55,710
Rear Parking Lot Renovations – PO Issued	\$6,883

Adjacent Ways Projects

Front Parking Lot Fire Lane Renovations – PO Issued	\$38,212
Bus Loop Renovations – PO Issued	\$12,939

Innovation:

BRG Projects

Central Plant Chiller Replacement Construction	\$1,099,133
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- 90 % Complete (\$605k BRG Funds/\$495k Bond Funds)

Fire Alarm Monitoring Cellular Conversion – PO Issued \$2,073

Keeling:

Bond Projects

Kitchen Area Fire Sprinkler Addition – PO Issued \$4,516

BRG Projects

MPR VCT Floor Replacement – Phase Grant Requested \$42,452

Fire Alarm Monitoring Cellular Conversion – PO Issued \$2,073

La Cima:

Bond Projects

Locker Room Hallway VCT Demo & Polished Conc. \$11,922

- PO Issued

BRG Projects

Campus Weatherization Design \$33,920

- Phase Grant Funding Requested

Campus Roof Replacement Construction

- South Phase - Phase Grant Funding Requested \$601,138
- MPR Phase – Phase Grant Funding Requested \$1,653,475

MPR Floor Cracking Assessment \$20,780

- Phase Grant Funding Requested

Fire Alarm Monitoring Cellular Conversion – PO Issued \$2,073

Mesa Verde

BRG Projects

Campus Weatherization Assessment - Phase Grant Funding Requested	\$9,695
Fire Alarm Monitoring Cellular Conversion - Phase Grant Funding Requested	\$2,073

Nash:

BRG Projects

Campus Roof Design - Phase Grant Funding Requested	\$67,240
Fire Alarm Monitoring Cellular Conversion - Complete	\$2,073

Painted Sky:

Bond Projects

Parking Lot Improvements – PO Issued	\$45,336
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Adjacent Ways Projects

North Bus Loop & Fire Lane Improvements – PO Issued	\$26,996
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BRG Projects

Boiler # 2 Replacement - Phase Grant Funding Requested	\$695,000
Campus Weatherization Assessment – Complete - Design Phase Grant Funding Requested	\$9,405
Campus Roof Replacement Assessment - Complete - Design Phase Grant Funding Requested	\$8,465
Fire Alarm Monitoring Cellular Conversion – PO Issued	\$2,073

Prince:

Bond Projects

Front Parking Lot Improvements – PO Issued \$24,902

Adjacent Ways Projects

Fire Lane Improvements – PO Issued \$18,481

BRG Projects

Campus Roof Replacement Design \$47,760
- Phase Grant Funding Requested

Campus Weatherization Design \$46,100
- Phase Grant Funding Requested

Fire Alarm Monitoring Cellular Conversion – PO Issued \$2,073

Rillito Center

BRG Projects

Fire Alarm Monitoring Cellular Conversion – PO Issued \$2,073

Rio Vista

Bond Projects

Fence Painting – Complete \$3,360

Structural Evaluation for Chiller Replacement – PO Issued \$2,330

BRG Projects

Roof Counter Flashing Repairs \$3,350
– Phase Grant Funding Requested

Fire Alarm Monitoring Cellular Conversion - Complete \$2,073

Rooftop Chiller Replacement – BRG Application Submitted

Walker

Bond Projects

Admin Building HVAC Replacement – Summer '25 Project \$91,278

BRG Projects

Roof Replacement Assessment \$8,265
– Phase Grant Funding Requested

Fire Alarm Monitoring Cellular Conversion – PO Issued \$2,073

Wilson:

Adjacent Ways Projects

Bus Loop & Fire Lane Improvements \$145,800
- Validation Package Submitted
-

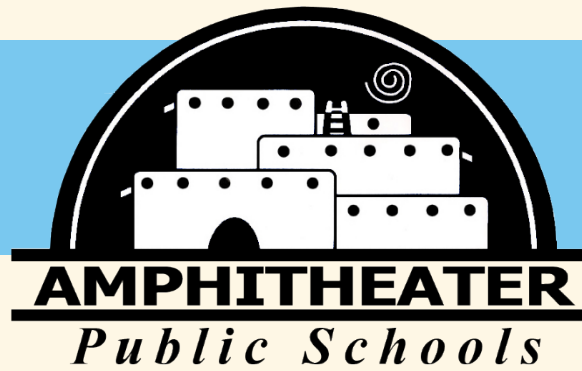
BRG Projects

MPR Buildings Roof Replacement \$1,949,989
- Phase Grant Funding Requested

Campus Weatherization Design \$47,760
- Phase Grant Funding Requested

Fan Coil Replacements – PO Issued \$73,747

Sump Pump Lift Station Repairs \$55,805
- Phase Grant Funding Requested



June 10, 2025

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Status of Construction Projects

Highlights

BRG & Bond Funds





- Amphitheater High School Main Gym Floor Resurfacing – Bond Funds





- Amphitheater Middle School Fire Alarm System Replacement
– BRG Funds





- Canyon del Oro High School South Gym Floor Repairs – Bond Funds





- Coronado K-8 Gym Bleacher Replacement - Bond Funds





- Ironwood Ridge High School Erosion Control & Drainage Improvements – Bond Funds





- Rio Vista Elementary School Security Fence Painting – Bond Funds





May 2025 SFD BRG Phase Grant Funding Awards

INN – Chiller Replacement Change Order	\$	3,941
IRHS – 300 Building Roof Repairs	\$	49,770
May 2025 Funding	\$	53,711
SY '24 – '25 New Grant Funding	\$	6,461,998
SY '24 – '25 Grant Project Funding Requests Pending Award	\$	15.6M



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

DATE OF MEETING: June 10, 2025

TITLE: Approval of Appointment of Non-Administrative Personnel

BACKGROUND:

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of June 9, 2025.

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RECOMMENDATION:

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

INITIATED BY:

John Hastings, Director of Human Resources

Date: June 9, 2025

Todd A. Jaeger, J.D., Superintendent

6/10/2025

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Frantziskonis	Karyn	Curriculum, Instruction, & Interv. S	CT-RET	Amphi Middle School			Rehire		*
Frantziskonis	Karyn	Teacher - Academic Intervention	CT-RET	Amphi Middle School			Rehire		*
Sheber	Laurie	Social Studies Coordinator	CT-PR-RET	Wetmore Center			Correction		*site
Ramos	Lacey	Speech/Language Pathologist	CT-PR	Wetmore Center	SLP	9 years	Replacement	Ms. McGraw	*
Artusa-Sirota	Lexi	Teacher - Literacy Intervention	CT	Cross Middle School	CTT-BA	1 year	Replacement	Mr. Gutierrez	*
Artusa-Sirota	Lexi	Teacher - Music	CT	Cross Middle School	CTT-BA	1 year	Replacement	Mr. Gutierrez	*
Artusa-Sirota	Lexi	Teacher - Study Skills	CT	Cross Middle School	CTT-BA	1 year	Replacement	Mr. Gutierrez	*
Clayton	Dimitria	Teacher - Social Studies	CT	Amphi High School	CTT-MA	0 years	Replacement	Mr. Malis	*
Hunt	Arielle	Teacher - Mathematics	CT	Ironwood Ridge High	CTT-MA	3 years	Replacement	Dr. Jenkins	*
Lowery	Amy	Teacher - Environmental Science	CT	Ironwood Ridge High	CTT-BA	1 year	Replacement	Dr. Jenkins	*
Lyon	Jennifer	Teacher - ELL/SEI	CT	Donaldson Elementary	CTT-BA	3 years	Replacement	Mr. Szczepaniak	*
Mateos	Jason	Teacher - P. E.	CT	Amphi Middle School	CTT-BA	10 years	Replacement	Ms. Wichers	*
McCain	Kristen	Teacher - Mathematics	CT	Wilson K-8 School	CTT-BA	2 years	Replacement	Mr. Trimble	*
Moreno	Hector	Teacher - Spanish Language	CT	Ironwood Ridge High	CTT-MA	10 years	Replacement	Dr. Jenkins	*
Peng	Annie	Teacher - Music	CT	Copper Creek Elementary			Rescind		*
Slade	Jessica	Teacher - REACH	CT	CDO High School	CTT-BA	10 years	Replacement	Ms. Bulleigh	*
Stott	Bryant	Teacher - Special Education Reso	CT	Ironwood Ridge High			Rescind		*
Zuberi	Joelle	Social Worker	CL-PR	Amphi High School	SOCIAL WOF	0 years	Replacement	Mr. Malis	*
Cayer	Bradford	Bus Driver Trainee	CL	Transportation	1		Replacement	Ms. Frye-George	*
Easter	Jeremy	Locksmith	CL	Facilities Support	12	5+ years	Replacement	Mr. Gill	*
Flores	Amy	Transportation Attendant	CL	Transportation	1	5+ years	Replacement	Ms. Frye-George	*

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

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Mahnk Jr	Roger	Classroom Aide/Caregiver	CL	Rillito Center	2	0 years	Replacement	Mr. Wolf	
Riley	Jandi	Transportation Attendant	CL	Transportation	1	0 years	Replacement		*
Turner	Margaret	Transportation Attendant	CL	Transportation			Rescind		
Kraus	Jadyn	Student Worker	ASW	CDO High School			New		\$14.70 per hour
Ratje	Hannah	Student Worker	ASW	CDO High School			New		\$14.70 per hour
Robinson	Isabelle	Student Worker	ASW	CDO High School			New		\$14.70 per hour

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



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

DATE OF MEETING: June 10, 2025

TITLE: Approval of Personnel Changes

BACKGROUND:

Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of June 9, 2025.

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RECOMMENDATION:

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

INITIATED BY:

John Hastings, Director of Human Resources

Date: June 9, 2025

Todd A. Jaeger, J.D., Superintendent

6/10/2025

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Avila	Paul	School Improvement Specialist	CT-PR	Amphi Middle School	Transfer	PR EX	2 years	*
Aguilera	Maria	Teacher - ELL/SEI	CT	Painted Sky Elementary	Decrease FTE			*<0.2 FTE>
Arroyo Hernandez	Adan	Custodian I	CL	La Cima Middle School	Transfer			
Brown	Sarah	Special Education Teaching Assistant	CL	Rillito Center	Transfer	3	+ \$1.63	*
Grabiec	Jeffrey	Custodian II	CL	Wilson K-8 School	Promotion	5	+ \$0.31	
Santiago	Lianabel	Clerk	CL	Federal/State Programs	Transfer	1	<\$0.15>	*
Bourg	Amber	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum			\$20.00 per hour
Daglio	Brett	ADDN - Extra Hours	ADCT	Keeling Elementary	Added Duty			\$33.44 per hour
Daigle	Joyce	ADDN - School Support Team	ADCT	Keeling Elementary	Addendum			\$20.00 per hour
De La Rocha	Natalia	ADDN - School Support Team	ADCT	Walker Elementary	Addendum			\$20.00 per hour
Egan	Michelle	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$30.00 per hour
Escobar	Rigel	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			\$20.00 per hour
Escobar	Rigel	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			\$20.00 per hour
Ewy	Danny	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum			\$20.00 per hour
Flippo	Hannah	ADDN - School Support Team	ADCT	Walker Elementary	Addendum			\$20.00 per hour
Fritton	Teresa	ADDN - Extra Hours	ADCT	Wilson K-8 School	Addendum			\$30.00 per hour
Gran	Jennifer	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum			\$30.00 per hour
Grzybowski	Tamara	ADDN - ESY School Nurse	ADCT	Rillito Center	Addendum			\$28.88 per hour
Guymon	Kate	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			\$20.00 per hour
Hooton	Rose	ADDN - Curriculum Development	ADCT	Wetmore Center	Addendum			\$25.00 per hour
Hooton	Rose	ADDN - Curriculum Development	ADCT	Wetmore Center	Addendum			\$25.00 per hour
Hopkins	Kenna	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum			\$20.00 per hour

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

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Huley	Benjamin	ADDN - Summer Camp Coach	ADCT	Amphi High School	Addendum		\$18.00 per hour	
Humphreys	Anita	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum		\$20.00 per hour	
Iadevaia	Jennifer	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum		\$20.00 per hour	
Johnson	Marian	ADDN - Academic Competitions	ADCT	Amphi High School	Addendum		\$1,600.00	
Kasen	Jamie	ADDN - School Support Team	ADCT	Walker Elementary	Addendum		\$20.00 per hour	
Kimler	Courtney	ADDN - School Support Team	ADCT	Donaldson Elementary	Addendum		\$20.00 per hour	
Klingler	Abbey	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Knight	Alison	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Knight	Alison	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Knight	Alison	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Krim	Jennifer	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Lariva	Amanda	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Lise	Ronald	ADDN - Summer Camp Coach	ADCT	Amphi High School	Addendum		\$18.00 per hour	
Lopez	Stephanie	ADDN - School Support Team	ADCT	Walker Elementary	Addendum		\$20.00 per hour	
McDole	Kimberly	ADDN - School Support Team	ADCT	Keeling Elementary	Addendum		\$20.00 per hour	
Miranda	Jennifer	ADDN - CTE Placement Survey	ADCT	Ironwood Ridge High	Addendum		\$125.00	
Nixon	Taylor	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Pechuzal	Caroline	ADDN - IB Essay Coach HS	ADCT	CDO High School	Addendum		\$200.00	
Pingry	Bonnie	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Ruboyianes	Amy	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum		\$30.00 per hour	
Ruiz	Judith	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Ruiz	Judith	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Smalley	Stephanie	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum		\$30.00 per hour	
Smith	Kimberly	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	

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

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Smith	Kimberly	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Smith	Kimberly	ADDN - School Support Team	ADCT	Holaway Elementary	Addendum		\$20.00 per hour	
Tarquin	Kathy	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum		\$30.00 per hour	
Traweek	Donna	ADDN - Summer School Special Ed. Team	ADCT	Ironwood Ridge High	Addendum		\$4,080.00	
Triphan	Stephanie	ADDN - School Support Team	ADCT	Walker Elementary	Addendum		\$20.00 per hour	
Walker	Melissa	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Wexler	Douglas	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum		\$30.00 per hour	
White	Janielle	ADDN - ESY Teacher EL	ADCT	Rillito Center	Addendum		\$30.00 per hour	
Wolf	Amber	ADDN - School Support Team	ADCT	Rio Vista Elementary	Addendum		\$20.00 per hour	
Youtsey	Drew	ADDN - Extra Hours	ADCT	Keeling Elementary	Added Duty		\$31.71 per hour	
Abdulla	Sarok	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$16.63 per hour	
Benavidez	Anthony	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum		\$18.95 per hour	
Bogomol	Scott	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum		\$18.95 per hour	
Camacho	Chloe	ADDN - ESY Audiologist	ADCL	Rillito Center	Addendum		\$15.45 per hour	
Cardenas	Brandon	ECHO Afterschool Aide/Caregiver	ADCL	Keeling Elementary	Addendum		\$14.70 per hour	
Cardenas	Calvin	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum		\$14.70 per hour	
Cardenas	Mario	ECHO Afterschool Aide/Caregiver	ADCL	Keeling Elementary	Addendum		\$14.70 per hour	
Cardenas	Mario	ADDN - Extra Hours	ADCL	Keeling Elementary	Added Duty		\$17.72 per hour	
Clark	Kandi	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$21.34 per hour	
Fiske	Hui	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum		\$23.21 per hour	
Fowler	Tracey	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$19.31 per hour	
Franks	Brian	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$18.67 per hour	
Garcia	Ashley	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum		\$14.70 per hour	
Hardin	Kristy	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty		\$18.72 per hour	

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

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Harmon	Abbey	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum			\$14.70 per hour
Hernandez	David	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum			\$20.95 per hour
Hersha	Dalton	ADDN - Extra Hours	ADCL	Rillito Center	Added Duty			\$18.65 per hour
Hurtado	Siria	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty			\$16.34 per hour
Innes	Sandra	ADDN - Extra Hours	ADCL	Transportation	Added Duty			*\$18.33 per hour
Ivankovich	Angela	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum			\$17.27 per hour
Jaeger	Todd	Superintendent	ADCL	Wetmore Center	Extension			*Contract; See attached
Jordan	Christopher	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum			\$16.60 pe hour
Lopez Cabrera	Jessica	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum			\$14.70 per hour
Mastrorocco	Wendy	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum			\$22.21 per hour
McGann	Bonnie	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty			\$20.89 per hour
Munoz	Marina	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum			\$20.67 per hour
Murrill	Kellie	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum			\$17.51 per hour
Neisius	Penelope	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty			\$21.47 per hour
Nieth	Martina	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty			\$16.95 per hour
O'Connell	Amanda	ECHO Afterschool Aide/Caregiver	ADCL	Keeling Elementary	Addendum			\$14.70 per hour
Olen	Laura	ECHO Afterschool Aide/Caregiver	ADCL	Keeling Elementary	Addendum			\$14.70 per hour
Plimpton	John	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum			\$19.80 per hour
Salas	Rickey	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum			\$14.70 per hour
Salaz III Smith	Yvonne	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty			\$18.86 per hour
Shields	Donna	ECHO Afterschool Aide/Caregiver	ADCL	Nash Elementary	Addendum			\$14.70 per hour
Snyder	Arielelizabeth	ADDN - ESY Teaching Assistant EL	ADCL	Rillito Center	Addendum			\$17.07 per hour
Suarez	Ana	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty			\$18.23 per hour
Winkel	Cheryl	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty			\$17.49 per hour

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

**AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10
ADDENDUM TO CONTRACT OF EMPLOYMENT OF SUPERINTENDENT**

This Addendum to Contract of Employment of Superintendent ("Addendum") is entered into this 10th day of June, 2025 to modify and amend the Contract of Employment of Superintendent dated the 11th day of July, 2023 ("the Contract"), between Amphitheater Unified School District No. 10 of Pima County, Arizona (the "District"), through its Governing Board (the "Board"), and Todd A. Jaeger, J.D. ("the Superintendent").

This Addendum only modifies certain provisions of the Contract as specified below. All other provisions of the Contract shall remain in force and effect for the remaining term of the Contract, and for the additional term as extended by this Addendum.

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1. EXTENSION OF TERM OF THE CONTRACT:

The Contract term is hereby extended with the intention to employ the Superintendent through June 30, 2027. In accordance with Arizona law, on or after May 1 of the fiscal year preceding the final fiscal year of this Contract, or any extension thereof, the parties may meet to discuss whether to extend the term of the Contract. The Superintendent has no legitimate expectation of employment beyond the term indicated in this agreement which will terminate on June 30, 2027 unless extended as described above.

2. SALARY:

The annual base salary of the Superintendent during any fiscal year of the Contract term as extended by this Addendum shall be determined and paid as specified by the Contract.

3. SUPERINTENDENT'S OPTION TO RETIRE:

The parties acknowledge that the Superintendent will be eligible for retirement during the term of the Contract as hereby extended, and the parties agree that the Superintendent may exercise his ability to retire if he chooses to do so, in accordance with this paragraph. If the Superintendent chooses to retire during the term of this contract, he shall give the Board written notification of the same. In that event, the parties agree that the Superintendent will continue to fulfill his contractual duties and obligations to the Board and District through, and the Board will contract with, a mutually acceptable third party (e.g., ESI) on the same terms that the Superintendent is entitled to pursuant to the Contract, including without limitation the same salary and benefits specified in the Contract, except as otherwise provided in this section.

If the Superintendent is retained through a third party pursuant to this section, the Board and Superintendent agree to resume the Contract through direct employment of the Superintendent by the Board, at the conclusion of a twelve (12) month period of the Superintendent's retention through the third party. Upon his return to direct employment by the Board, the Superintendent will be entitled to, and obligated for, the same terms and conditions of the Contract, including

without limitation, the same salary and benefits specified by the Contract, for at least the remainder of the term of the Contract, as extended by this Addendum, (through June 30, 2027).

Because a third-party is unable to offer deferred compensation to the Superintendent as required by the Contract, if the Superintendent elects the option to retire and continue services as Superintendent for the District through a third-party for the 2026 fiscal year, the Board shall make the annual non-elective contribution and associated salary payment for the 2026 fiscal year, as specified in Section 9(j) of the Contract, prior to June 30, 2025.

This Addendum was authorized and approved by the Amphitheater Unified School District Governing Board at its public meeting held on June 10, 2025.

GOVERNING BOARD OF
AMPHITHEATER UNIFIED
SCHOOL DISTRICT

SUPERINTENDENT

By: Susan Zibrat
Its: President
Date: _____

Todd A. Jaeger, J.D.
Date: _____



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

DATE OF MEETING: June 10, 2025

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of June 2, 2025.

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RECOMMENDATION:

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

INITIATED BY:

John Hastings, Director of Human Resources

Date: June 2, 2025

Todd A. Jaeger, J.D., Superintendent

6/10/2025

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Celada	David	Custodian II	CL	Painted Sky Elementary	05/30/2025	End
Collette	Tracey	Student Records Management Spe	CL	Wetmore Center	05/26/2025	Extension
Gracia	Georgina	Custodian II	CL	Copper Creek Elementary	05/29/2025	Extension
Medina	Marcos	Groundskeeper I	CL	Facilities Support	05/15/2025	Start
Montano	Diane	Behavioral Intervention Monitor	CL	Rio Vista Elementary	05/12/2025	Extension

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



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

DATE OF MEETING: June 10, 2025

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

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of June 2, 2025.

58

RECOMMENDATION:

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

INITIATED BY:

A handwritten signature in blue ink, appearing to read "John Hastings", is written over a horizontal line.

John Hastings, Director of Human Resources

Date: June 2, 2025

A handwritten signature in blue ink, appearing to read "Todd A. Jaeger", is written over a horizontal line.

Todd A. Jaeger, J.D., Superintendent

6/10/2025

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Bomke Keating	Amy	IB World School Coordinator	CT-PR	CDO High School	05/22/2025	Resignation	
Claus	Katherine	Teacher - Band	CT	Amphi High School	05/22/2025	Budget RIF	
Priest	Madison	Teacher - STEM (Engineerin	CT	Wilson K-8 School	05/22/2025	Resignation	
Priest	Madison	Teacher - General Science	CT	Wilson K-8 School	05/22/2025	Resignation	
Sallee	Katherine	Teacher - Special Education	CT	Keeling Elementary	05/22/2025	Resignation	
Youngling	Roland	Teacher - History	CT	Amphi High School	05/22/2025	Resignation	
Allen	Herbert	Maintenance Technician II	CL	Facilities Support	06/30/2025	Retirement	Returning ESI
Hubell	Jonathan	Custodian I	CL	Coronado K-8 School	05/19/2025	Resignation	
Marquez	Gelahad	Bilingual Instructional Assist	CL	Holaway Elementary	05/21/2025	Retirement	
Marquez	Gelahad	Bilingual Clerk	CL	Holaway Elementary	05/22/2025	Retirement	
Wegner	Mitchell	Security Officer	CL	Amphi High School	05/16/2025	Resignation	

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

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

06/10/2025 GOVERNING BOARD MEETING
SEPARATIONS

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Abalos	Jose		CT		05/22/2025	
Almquist	Jeffrey		CT		05/22/2025	
Baker	Adele		CT		05/22/2025	
Bartolic	Gregery		CT		05/22/2025	
Basye	Haley		CT		05/27/2025	
Bennett	Shawna		CT		05/27/2025	
Brown	Sarah		CT		05/22/2025	
Carlaftes	Linda		CT		05/27/2025	
Cribbs	Teresa		CT		05/28/2025	
Doan	Hannah		CT		05/27/2025	
Doe	Summer		CT		05/22/2025	
Dunnet	Gavin		CT		05/29/2025	
Eichelberger	Lois		CT		05/29/2025	
Esquer Parada	Ana		CT		05/29/2025	
Fatato	Louis		CT		05/29/2025	
Fritz	Jodee		CT		05/29/2025	
Furman	Katherine		CT		05/29/2025	
Goldberg	Emily		CT		05/29/2025	
Hale	Katherine		CT		05/29/2025	
Hersha	Phillip		CT		05/29/2025	
Hichens	Lisa		CT		05/29/2025	
Hudson	Breanna		CT		05/29/2025	
Iverson	Elizabeth		CT		05/29/2025	
Semon	Sarah		CT		05/27/2025	
Stevens	Hailey		CT		05/22/2025	
Tokach	Sarah		CT		05/28/2025	
Villereal	Douglas		CT		05/19/2025	
Benderson	Charlie		CL		05/27/2025	
Berry	Susan		CL		05/27/2025	
Blick	Robyn		CL		05/27/2025	
Chocoj Saquec	Floralma		CL		05/28/2025	
Crawford	Bill		CL		05/28/2025	
Cummings	Brenda		CL		05/27/2025	
DeGrandchamp	Elizabeth		CL		05/29/2025	
Fox	Maureen		CL		05/29/2025	
Hobbs	Laura		CL		05/29/2025	



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

DATE OF MEETING: June 10, 2025

TITLE: Approval of Stipend for Coaching Volunteers

BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of June 2, 2025.

RECOMMENDATION:

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

INITIATED BY:

John Hastings, Director of Human Resources

Date: June 2, 2025

Todd A. Jaeger, J.D., Superintendent

6/10/2025

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Richardson	Stanley	ADDN - Summer Weights	Amphi High School	Stipend	\$1,065.27

* 2025-2026 School Year



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

DATE OF MEETING: June 10, 2025

TITLE: Approval of Minutes of Previous Meeting(s)

BACKGROUND:


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

May 27, 2025

RECOMMENDATION:

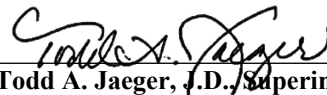
The Administration recommends that the minutes of the previous meeting(s) be approved.

INITIATED BY:


Jen Anderson

Executive Assistant to the Superintendent & Governing Board

Date: May 29, 2025


Todd A. Jaeger, J.D., Superintendent

**Minutes of the Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, May 27, 2025**

A Special public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, May 27, 2025, beginning at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

Governing Board Members Present

Ms. Susan Zibrat, President
Ms. Deanna M. Day, M. Ed., Vice President
Ms. Vicki Cox Golder, Member
Ms. Patricia Harris, Member
Mr. Matthew A. Kopec, Member

Superintendent's Cabinet Members

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

1. CALL TO ORDER

President Zibrat called the meeting to order at 5:30 p.m.

2. PLEDGE OF ALLEGIANCE

Mr. Kopec led the Pledge of Allegiance.

3. EXECUTIVE SESSION

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

A. Consideration and Decision Upon Long-term Suspension/Expulsion Hearing Officer's Recommendations Pursuant to A.R.S. § 15-843(F)(2), Regarding Student # 30067818

Vice President Day moved that the Board go into an Executive Session to address the matters identified in Item 3. of the Board's agenda and pursuant to the legal authorities listed on the agenda under Item 3. Ms. Cox Golder seconded the motion. Voice vote in favor- 5. President Zibrat, Vice President Day, Ms. Cox Golder, Ms. Harris, and Mr. Kopec. Opposed-0.

President Zibrat proclaimed they were in Executive Session at 5:31 p.m.

4. RECONVENE PUBLIC MEETING

President Zibrat reconvened the meeting at 5:52 p.m.

5. ANNOUNCEMENT OF DATE AND PLACE OF NEXT REGULAR GOVERNING BOARD MEETING

President Zibrat announced that the next Regular Governing Board meeting will be held on Tuesday, June 10, 2025, at 6:00 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership & Professional Development Center.

6. PUBLIC COMMENT

There was no public comment.

7. CONSENT AGENDA

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

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

Ms. Cox Golder moved for Consent Agenda Items 7. A. -N. be approved as presented. Mr. Kopec seconded the motion. Voice vote in favor – 5. President Zibrat, Vice President Day, Ms. Cox Golder, Ms. Harris, and Mr. Kopec. Opposed – 0. Consent Agenda Items 7. A.-N. passed.

A. Approval of Appointment of Administrative Personnel

Administrative personnel appointments were approved as listed in Exhibit 1.

B. Approval of Appointment of Non-Administrative Personnel

Non-Administrative personnel appointments were approved as listed in Exhibit 2.

C. Approval of Personnel Changes

Certified and classified personnel changes were approved as listed in Exhibit 3.

D. Approval of Leave(s) of Absence

Approval of Leave(s) of Absence were approved as listed in Exhibit 4.

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

Separations and terminations were approved as listed in Exhibit 5.

F. Approval of Minutes of Previous Meeting(s)

Minutes from the April 22, 2025 and May 6, 2025 Governing Board meetings were approved as submitted in Exhibit 6.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$3,991,755.13

A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as submitted in Exhibit 7.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1295	\$9,067.18	1299	\$139,049.02	1300	\$189,721.83
1301	\$208,452.78	1302	\$164,767.77	1303	\$132,398.98
1304	\$82,806.65	1305	\$22,871.42	1306	\$400,816.11
1307	\$31,782.74	1308	\$8,761.72	1309	\$106,290.03
1310	\$1,215,234.08	1311	\$27,328.43	1312	\$9,485.61
1314	\$197,168.68	1315	\$632,618.07	1316	\$203,328.80
1317	\$125,262.96	1318	\$18,530.60	1319	\$55,705.67
1320	\$10,306.00				

H. Acceptance of Gifts

Gifts were accepted by the Governing Board as submitted in Exhibit 8.

I. Receipt of April 2025 Report on School Auxiliary and Club Balances

The Governing Board approved Receipt of April 2025 Report on School Auxiliary and Club Balances as submitted in Exhibit 9.

J. Approval of Parent Support Organization(s) – 2025-2026

The Governing Board approved IRHS Boys Soccer PAC, CDO Volleyball Booster, and The Ridge Basketball Booster for the 2025-2026 school year as submitted in Exhibit 10.

K. Approval of Disposal of Surplus Property via PublicSurplus.com

The Governing Board approved the Disposal of Surplus Property via PublicSurplus.com.

L. Approval of Arizona Department of Administration School Facilities Division Building Renewal Grants

The Governing Board approved the Arizona Department of Administration School Facilities Division Building Renewal Grants as submitted in Exhibit 11.

M. Approval of Intergovernmental Agreement with the Pima County Joint Technological District No. 11

The Governing Board approved the Intergovernmental Agreement with the Pima County Joint Technological District No. 11 as submitted in Exhibit 12.

N. Approval of Out of State Travel

The Governing Board approved requests for Out of State Travel as listed in Exhibit 13.

8. STUDY

A. Study of Staffing Modifications for the FY 2026 Budget

Superintendent Jaeger stated the purpose of this item was to provide an update on the potential reductions to be made for the upcoming fiscal year. He explained that some of the proposed reductions are linear, meaning they are determined by the application of already existing funding formulas, such as the reduced number of teachers required by formula when there is a drop in student enrollment. Superintendent Jaeger shared that these reductions have largely been made through natural attrition and the redistribution of assignments as it pertains to certified teaching positions and Student Services positions. He went on to explain that the formulaic reduction of 23.5 teaching positions will save \$1.4 million and the Student Services reductions will \$1.3 million in savings.

Superintendent Jaeger stated that other reductions presented in the written board item detail are also driven by formula but have previously been avoided with the use of ESSER funds. However, with those funds no longer available, they can no longer be maintained. He also noted that because of the same federal funds, the District was previously able to ramp up of other positions, but now it is proposed they be modified in various ways – such as reducing some positions from fiscal year to academic year. Examples of these positions are the subject area coordinators and the CISS positions, as they are not essential during the summer. Superintendent Jaeger went on to explain that other positions such as the site Dyslexia Designees exceed the funding received by the District to underwrite the cost and will accordingly be adjusted to the amount of funds received by the District.

He mentioned that an Associate Superintendent position will be permanently eliminated. Superintendent Jaeger shared that there will also be additional but currently unidentified reductions to address a remaining \$600,00 budgetary shortfall. He also reminded the Board that there will be additional savings that would flow from site consolidations that are to be considered next year.

Superintendent Jaeger concluded by explaining that these reductions are being presented to the Budget Advisory Committee later this week, and that the Administration will be coming back to the Governing Board with specific actions at a later date. He offered to answer any questions.

Ms. Day inquired about further specificity of the amounts that were reduced from each department. Superintendent Jaeger stated that the positions listed in the attachment to the Board item comprised the amounts listed in the Board item.

Ms. Cox Golder wanted to know if people holding these positions knew about the reductions. Superintendent Jaeger stated that the staff members have already been alerted of the reductions so that people can make plans or look for other positions or addenda. Ms. Cox Golder inquired about further reductions in force. Superintendent Jaeger noted that some of the reductions listed still need to be

approved by Board action and there still may be more upcoming personnel reductions in addition to programmatic reductions. Ms. Cox Golder asked about travel. Superintendent Jaeger stated travel would be affected and that if Title II is eliminated, travel will all but be eliminated.

Mr. Kopec stated that enrollment is the predominant factor in the reduction of funding but also noted recent or potential actions by the state and federal governments have other funding sources hanging in the balance.

Superintendent Jaeger shared that at the next Board meeting he would go into greater detail in his Superintendent’s Report about the recent action announced by State Superintendent of Education Tom Horne to shave off a 1.8% of the state’s allocated Title I funding which he will distribute discretionally via a grant application process.

Mr. Kopec stated he appreciates these decisions are difficult and that there are certain factors beyond our control. He noted how hard the principals work to maximize enrollment at their sites and appreciates the “students first” approach to the proposed reductions.

Ms. Harris asked about the use of site money, such as through booster clubs, to fill in gaps in funding. Superintendent Jaeger stated this is something that administration will need to take a longer term look at, particularly with respect to athletics spending. He noted the District spends more per capita than other districts of the same size, and one of the causes is the employment of so many assistant coaches. Superintendent Jaeger stated caution is needed before allowing boosters to backfill reductions to avoid disparities that violate anti-discrimination laws.

There were no further questions or comments.

9. PUBLIC COMMENT

There was no public comment.

10. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

There were none.

11. ADJOURNMENT

Vice President Day moved to adjourn. Ms. Cox Golder seconded the motion. There was no discussion. Voice vote in favor – 5. President Zibrat, Vice President Day, Ms. Cox Golder, Ms. Harris and Mr. Kopec. Opposed – 0. The meeting adjourned at 6:12p.m.

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

May 29, 2025
Date

Susan Zibrat, Governing Board President

June 10, 2025
Date



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

DATE OF MEETING: **June 10, 2025**

TITLE: **Approval of Vouchers Totaling and Not Exceeding \$2,421,927.49 (Final Total)**

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: June 09, 2025

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: June 10, 2025

TITLE: Acceptance of Gifts

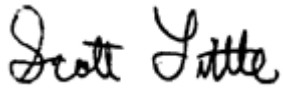
BACKGROUND:

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

RECOMMENDATION:

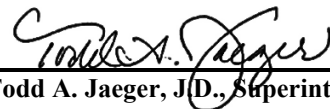
It is the recommendation of the Administration that the above gifts be accepted by the Governing Board.

INITIATED BY:



Scott Little, Chief Financial Officer

Date: May 27, 2025



Todd A. Jaeger, J.D., Superintendent

Gifts and Donations	Donor	Site(s)
Ck in the amount \$400.00	INNOVATION ACADEMY PTO	INNOVATION ACADEMY
Ck in the amount \$5,000.00	AMPHITHEATER FOUNDATION	KEELING ELEMENTARY
Ck in the amount \$1,000.00	WHATABRANDS LLC	AMPHITHEATER HIGH SCHOOL
Ck in the amount \$381.27	AMPHITHEATER FOUNDATION	DONALDSON, IRHS, HOLAWAY, WALKER
Ck in the amount \$673.58	PAINTED SKY ELEMENTARY PTO	INNOVATION ACADEMY
Avanti J-15R Centrifuge	CORD BLOOD REGISTRY	CANYON DEL ORO HIGH SCHOOL
50 - 24 inch Dell & Samsung Computer Monitors	LIGHTRIDGE SOLUTIONS	CANYON DEL ORO HIGH SCHOOL
Varsity Softball Facility Improvement	CDO SOFTBALL BOOSTER	CANYON DEL ORO HIGH SCHOOL
Ck in the amount \$434.00	FRONTSTREAM	MESA VERDE ELEMENTARY
Ck in the amount \$400.00	SABINO CANYON VOLUNTEER NATURALISTS	KEELING ELEMENTARY & RIO VISTA ELEMENTARY 70



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

DATE OF MEETING: June 10, 2025

TITLE: Approval of Facility Rental Program Fees

BACKGROUND:

Governing Board Policy 3-202 requires the establishment of reasonable fees for the rental of District property as defined by the policy and Arizona Revised Statutes. "Reasonable use fee" means an amount that is at least equal to the District's cost for utilities, services, supplies or personnel that the school provides to the lessee pursuant to the terms of the lease.

The Administration is proposing no increase in Rental Program Fees. The proposed rental rate fee schedule for the 2025-2026 school year is attached for review.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve the proposed Facility Rental Rates presented for the 2025-2026 school year.

INITIATED BY:

Richard C. La Nasa, Executive Manager, Operational Support

Date: June 3, 2025

Todd A. Jaeger, J.D., Superintendent



Room Rates/Hour (3 hour minimum on all rentals)	
High School-Community Non-Profit Rate	
Gymnasium	\$90
Auditorium	\$100
Cafeteria/LRC/Lecture Hall	\$55
Classroom	\$25
High School-Commercial Rate	
Gymnasium	\$120
Auditorium	\$130
Cafeteria/LRC/Lecture Hall	\$85
Classroom	\$65
Middle School-Community Non-Profit Rate	
Gymnasium	\$55
Cafeteria/LRC/MPR	\$55
Classroom	\$25
Middle School-Commercial Rate	
Gymnasium	\$85
Cafeteria/LRC/MPR	\$85
Classroom	\$65
Elementary School-Community Non-Profit Rate	
Multipurpose Room	\$45
Cafeteria	\$45
Classroom	\$20
Elementary School-Commercial Rate	
Multipurpose Room	\$80
Cafeteria	\$80
Classroom	\$25



Athletics/Field Rates/Hour (3 hour minimum on all rentals)	
High School-Community Non-Profit Rate	
Football & Track with Lights	\$75
Football & Track without Lights	\$30
Baseball & Softball with Lights	\$75
Baseball & Softball without Lights	\$30
Sand Beach Volleyball Court with Lights	\$40
Sand Beach Volleyball Court without Lights	\$30
Tennis & Racquetball Court with Lights	\$25
Tennis & Racquetball Court without Lights	\$10
Practice Field	\$25
High School-Commercial Rate	
Football & Track with Lights	\$125
Football & Track without Lights	\$80
Baseball & Softball with Lights	\$85
Baseball & Softball without Lights	\$30
Sand Beach Volleyball Court with Lights	\$50
Sand Beach Volleyball Court without Lights	\$40
Tennis & Racquetball Court with Lights	\$35
Tennis & Racquetball Court without Lights	\$15
Practice Field	\$25
Middle School-Community Non-Profit Rate	
Football Field or Track	\$30
Baseball/Softball Field	\$30
Coronado Baseball/Softball Field with Lights (Pima County Subsidy)	\$10
Middle School-Commercial Rate	
Football Field or Track	\$35
Baseball/Softball Field	\$35
Coronado Baseball/Softball Field with Lights (Pima County Subsidy)	\$15
Elementary-Community Non-Profit Rate	
All Fields	\$25
Elementary-Commercial Rate	
All Fields	\$35



All Sites Misc. Rates	
Community Non-Profit Rate	
Ramada	\$15 per use
Parking Lot	\$75 per use
Equipment	\$30 per use
Piano	\$25 per use
Grand Piano	\$25 per use
Portable Public Address System	\$30 per use
Fixed Public Address System/PA System	\$30 per use
Projector	\$10 per use
Stage Lighting	\$30 per use
Commercial Rate	
Ramada	\$25 per use
Parking Lot	\$75 per use
Equipment	\$30 per use
Piano	\$25 per use
Grand Piano	\$25 per use
Portable Public Address System	\$30 per use
Fixed Public Address System/PA System	\$30 per use
Projector	\$10 per use
Stage Lighting	\$30 per use
Late Payment Fee	\$30 per event
Returned Check Fee	\$40 per return
Application Fee	\$30 per event
Change Fee	\$50 per change
Audio Visual Support/Technology Support/Security/Set-up fees per hour/per person (Holiday \$60 per hour)	\$45 per hour
Student A/V Support	\$26 per hour
Custodial Flat Per hour (during regular shift hours)	\$26 per hour
Custodial Overtime Per hour (Holidays \$61 per hour) 3 hour minimum	\$46 per hour
Cancellation Fee less than 48 hour notice	10% Total Invoice



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

DATE OF MEETING: June 10, 2025

TITLE: Approval of Revision to the 2025-2026 Governing Board Meeting Schedule


BACKGROUND:

Meetings of the Amphitheater Governing Board typically are held the second and fourth Tuesday of each month during the regular school year. Administration requests to move the July 22, 2025 meeting to July 29, 2025. Additionally, the Administration is requesting the July 8, 2025 meeting be changed to a Special Public Meeting and the July 29, 2025 meeting be changed to a Regular Public Meeting. The revised 2025-2026 Governing Board meeting schedule for the Amphitheater School District is presented to the Board for approval.

RECOMMENDATION:

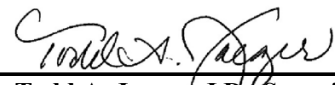
The Administration recommends that the revised 2025-2026 meeting schedule for the Amphitheater Governing Board be approved as presented.

INITIATED BY:



Jen Anderson
Executive Assistant to the Superintendent and Governing Board

Date: June 2, 2025



Todd A. Jaeger, J.D., Superintendent

Amphitheater Governing Board 2025-2026 Meeting Schedule

The Governing Board of Amphitheater Unified School District No. 10 of Pima County will hold regular Governing Board meetings and Special Governing Board meetings, along with Executive Sessions, on the dates listed below. During months when two meetings are scheduled, the first meeting of the month the Governing Board will conduct primarily regular business. On the second meeting of the month the Governing Board will conduct primarily executive session business for student discipline and other closed session matters. In months when just one meeting is scheduled, the Board may conduct both regular business and executive session matters. Additional meetings may be called by the Board as needed.

All Governing Board meetings are held in the Leadership and Professional Development Center, at 701 W. Wetmore Road, Tucson, Arizona, 85705 unless notice to the contrary is posted. Generally, regular meetings will begin at 6:00 p.m., and special meetings at 5:30 p.m. As times vary, current information will be indicated on agenda postings.

Notices and agendas of all Governing Board meetings and its committees, including updates to location or time, will be posted not less than 24 business hours in advance of the meeting. These notices and agendas will be posted at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the bulletin board case located at the front center entrance. Agendas are also posted on the District’s website: www.amphi.com. For more information, you may contact the Governing Board office at (520) 696-5158.

<u>2025-2026</u>	<u>TYPE OF MEETING</u>
Tuesday, July 8, 2025	Special Public Meeting
Tuesday, July 29, 2025	Regular Public Meeting
Tuesday, August 12, 2025	Regular Public Meeting
Tuesday, August 26, 2025	Special Public Meeting
Tuesday, September 9, 2025	Regular Public Meeting
Tuesday, September 23, 2025	Special Public Meeting
Tuesday, October 14, 2025	Regular Public Meeting
Tuesday, October 28, 2025	Special Public Meeting
Tuesday, November 18, 2025 *	Regular Public Meeting
Tuesday, December 9, 2025 *	Regular Public Meeting
Tuesday, January 13, 2026	Organizational Public Meeting
Tuesday, January 27, 2026	Special Public Meeting
Tuesday, February 10, 2026	Regular Public Meeting
Tuesday, February 17, 2026	Special Public Meeting
Tuesday, March 10, 2026	Regular Public Meeting
Tuesday, March 24, 2026	Special Public Meeting
Tuesday, April 14, 2026	Regular Public Meeting
Tuesday, April 28, 2026	Special Public Meeting
Tuesday, May 12, 2026	Regular Public Meeting
Tuesday, May 26, 2026	Special Public Meeting
Tuesday, June 9, 2026	Regular Public Meeting
Tuesday, June 23, 2026	Special Public Meeting

*Indicates months when there is only one Board meeting scheduled: November and December.

For Governing Board approval 6-10-2025



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

DATE OF MEETING: **June 10, 2025**

TITLE: **Approval of Revised District Calendar for School Year 2026-2027**

BACKGROUND:

Amphitheater Unified School District reviews and approves calendars two school years in advance for the benefit of its parents, students, and staff. Consistent with this, the District reviewed and approved its calendar for School Year 2026-2027 during the 2024-2025 school year. Administration has recently received confirmation from the Tucson Rodeo that the 2027 Rodeo will take place during the week of February 25th and 26th, 2027. Therefore, the revised school year calendar for School Year 2026-2027 is being presented to the Governing Board to adjust the Rodeo Break.

RECOMMENDATION:

This item is presented for the Board's approval, which the Administration recommends.

INITIATED BY:

Date: May 30, 2025

Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS CALENDAR 2026-2027 SCHOOL YEAR

July '26

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	

August '26

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					

September '26

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			

October '26

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

November '26

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					

December '26

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		

January '27

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						

February '27

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						

March '27

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 '27

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 '27

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 '27

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			

School Holidays	
September 7	Labor Day
October 12 - 16	Fall Break
November 11	Veterans Day
November 25 - 27	Thanksgiving
Dec 21 - Jan 1	Winter Break
January 18	Martin Luther King Day
February 18 - 19	Rodeo Break
March 15 - 19	Spring Break



- School Days
- School Holidays (District offices open)
- District Holidays
- Teacher Planning Day
- All/Returning Teachers Planning Days
- New Teacher Planning Days

Grading Periods		
1st	Aug 5 - Oct 9	47 days
2nd	Oct 19 - Dec 17	40 days
3rd	Jan 4 - Mar 12	47 days
4th	Mar 22 - May 19	43 days
Total		177 days

Important Dates for Staff	
July 3	Independence Day (Celebrated)
July 27	New Teachers First Day
July 30	Returning Teachers First Day
Dec 23-25, Dec 31-Jan 1	Winter Break
March 17 - 19	Spring Break
May 31	Memorial Day



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

DATE OF MEETING: **June 10, 2025**

TITLE: **Approval Intergovernmental Agreement for Dual Enrollment with the University of Arizona**

BACKGROUND:

The University of Arizona has proposed memorializing via an Intergovernmental Agreement the dual enrollment program between Amphitheater Unified School District and the University of Arizona.

Prior to the proposed Intergovernmental Agreement, students enrolled in Amphitheater’s Engineering course and Bioscience courses have earned course credit at the University of Arizona. Specifically, students completing Amphitheater’s Engineering 102 course earn college credit for the University of Arizona’s Engineering 102. Students who complete Amphitheater’s Bioscience I and II, earn college credit in Molecular and Cellular Biology 101 and 102.

The attached IGA, which has been reviewed by legal counsel, will memorialize the agreement with the University of Arizona, ensuring students continue to receive the benefits associated with dual enrollment coursework.

RECOMMENDATION:

This item is presented for the Board’s action. The administration recommends approval of the attached Intergovernmental Agreement.

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: June 3, 2025

Todd A. Jaeger, J.D., Superintendent

**INTERGOVERNMENTAL AGREEMENT
BETWEEN
THE ARIZONA BOARD OF REGENTS, UNIVERSITY OF ARIZONA
AND
AMPHITEATER UNIFIED SCHOOL DISTRICT**

This Intergovernmental Agreement (“Agreement”) is entered into by and between The Arizona Board of Regents on behalf of the University of Arizona, hereinafter “UA” or “University”, and the Amphitheater Unified School District, hereinafter “DISTRICT” on behalf of all of its district sites. University and DISTRICT may be referred to individually as Party (“Party”) and collectively as Parties (“Parties”) in this Agreement.

AUTHORITY

UA and DISTRICT are authorized to enter into this Agreement pursuant to the provisions of A.R.S. §11-952, §15-342(13) and §15-1625(B)(2). DISTRICT shall adopt and pursue a curriculum prescribed by UA that meets or exceeds the standards adopted by the Arizona State Board of Education for the courses identified below.

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PURPOSE

DISTRICT desires to provide to high school students college-level courses that may be counted toward both high school and college credit. UA agrees that it is in the best interests of the UA and the students of DISTRICT to offer college-level courses that may be counted toward both high school and college graduation requirements at the high school during the school day.

The purpose of the aforementioned courses is to increase high school student interest in career fields and to increase the number of students matriculating to university/college/community college programs. The program is run as an “AP-Type” class where high school students pay the agreed upon University tuition and fees, successfully pass the class, and then receive University credit.

The following University programs are offered to DISTRICT:

ENGR 102
MCB 101
MCB 102

DURATION

This Agreement shall commence once fully executed and continue to June 30, 2030 (“Term”) unless otherwise terminated by either Party in accordance with the termination provisions set forth in this Agreement.

FUNDING

There are no funding arrangements other than student-paid tuition and fees for the programs, as further described below.

SERVICES TO BE PROVIDED BY UA:

- Provide teachers with teaching materials for the course and training on delivery of the course (fees may apply to DISTRICT to cover the cost of lodging, meals, and training materials). The materials can be used at the discretion of the teacher in each DISTRICT school but the essential curriculum is required to be completed. Online materials will be posted to a UA project website. DISTRICT Teachers will have access to the project website to download materials and upload ideas that they have.
- Assist DISTRICT students with filling out UA admission applications as needed or requested by the course instructor.
- Run a project evaluation plan as determined by UA that is based on student and teacher⁸¹ evaluations. The evaluation plan for students will be vetted through the UA Institutional Review Board (IRB) processes to ensure compliance with Human Subjects guidelines. The DISTRICT instructor will not know which students participate in the evaluation and will not see individual student data.
- Bill DISTRICT students for the class tuition, appropriate University fees¹ and the University application fee. The application and tuition fees per course will be reduced significantly from the standard in-state tuition rate. DISTRICT student tuition will be paid through the UA Bursar and registration is through the University Community Campus. The tuition and fees setting will follow standard UA and Arizona Board of Regents processes. The UA and DISTRICT may agree to subsidize the process for some University programs. The payment deadline date will be made available to students through the course instructor and the UA website. Refunds will be subject to the current UA policy. If a student still needs to drop their course after the posted deadline, then such students/parents can petition the UA Community Campus Registration Manager and UA will work with students/parents on a case-by-case basis.

SERVICES TO BE PROVIDED BY DISTRICT

- DISTRICT will have a teacher that is acceptable to UA, at UA's sole discretion, not to be unreasonably withheld, to teach the class as determined by each course. The teacher will submit a resume to UA for review and evaluation of their qualifications and experience and complete any other necessary paperwork required to gain access to UA systems such as UAccess and D2L. Any projects/materials that the teacher uses or develops in the class will be shared with the UA.
- For ENGR 102 only, the assigned teacher will help recruit senior-level students into the class that are co-registered (at least) in a college algebra class. Any senior-level students who meet the college algebra co-requisite shall be allowed to enroll in the University ENGR 102 course. Students may also have completed the co-requisite courses in an earlier term. The district cannot require any other prerequisites.

¹ Some courses may charge additional fees for specific course materials or online content access to students.

- For MCB 101/102, the teacher in each school will help recruit students into the class that have completed the prerequisite of biology.
- The teacher will oversee all grading and student evaluations and will enter student course grades in University's UAccess prior to the deadline communicated for each term.
- The teacher will participate in a project evaluation:
 - Complete an end-of-course evaluation form
 - Participate in team conference calls as needed during the semester
 - Participate in a mid-year conference, as funding allows, as scheduled by UA
 - Participate in summer training, as funding allows, as scheduled by UA with registration, lodging and meals costs provided by DISTRICT.
- DISTRICT, upon request by UA, will provide contact information for students in the class, consistent with UA IRB Human Subjects guidelines, so that UA can evaluate the project for⁸² quality of the class activities, effectiveness at increasing student self-efficacy for university majors and careers, and provide evidence of the program's success to obtain grants and other funding to support program costs. This evaluation will be coordinated by the UA.
- DISTRICT students will pay for the class tuition, appropriate University fees and the University application fee by the UA stipulated due date in order to be "University enrolled" in the class. A student may decide not to University enroll in the class – yet take the high school version of the class. The student must be University enrolled in the class to receive University credit. The student must also pass the class with a grade of "D" or higher to receive credit. The grade in the class will count in the University GPA if the DISTRICT student becomes a degree-seeking student at UA.
- Dropping the Class:

Students that enroll in the class will have until the UA's designated drop date to drop the class and not have it appear on the UA transcript. Enrolled students that drop the class during the UA's withdrawal period ("W period") will receive a grade of "W" on their transcript. After the W period has expired, students may not drop the class. Students cannot receive grades of "I" (Incomplete) for the class.

STATE OBLIGATION

The performance of UA and DISTRICT may be dependent upon the appropriation of funds by each Party's governing, legislative authority. Should the State Legislature fail to appropriate the necessary funds or if either Party's applicable appropriations are reduced during the fiscal year, the Party that is subject to the reduced or elimination of funding may reduce the scope of this Agreement if appropriate or cancel this Agreement without further duty or obligation. UA and DISTRICT must provide written notice of funding unavailability within thirty (30) days of becoming aware of such circumstances.

TERMINATION

This Agreement may be terminated by either Party upon providing at least thirty (30) days prior written notice to the other Party. In the event early termination creates an obligation to refund or release funds, such funds shall be released or refunded within thirty (30) days after termination.

NOTICE

Any written notice/communication provided for, required, or permitted herein will be addressed to the following:

University of Arizona:

Office of Research Contracts
845 N. Park Ave. Rm. 538
Tucson, AZ. 85721
contracting@arizona.edu

DISTRICT

Todd A. Jaeger
Superintendent
701 W. Wetmore Rd.
Tucson, AZ, 85705

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RESPONSIBILITY

Each Party shall maintain responsibility for its own negligent and intentional acts under this Agreement.

ARBITRATION

The Parties acknowledge that disputes arising from this Agreement may be subject to arbitration in accordance with Arizona Revised Statutes ("A.R.S") §12-133.

NON-DISCRIMINATION

The Parties agree to comply with all applicable state and federal laws, rules, regulations and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act, as amended.

LEGAL WORKER REQUIREMENTS

To the extent applicable under A.R.S. § 41-4401, neither Party may award a contract to any contractor who fails, or whose subcontractors fail, to verify the employment eligibility through the e-verify program of any employee it hires, and who does not comply with federal immigration laws and regulations relating to their employees. As mandated by A.R.S. § 41-4401, this provision provides notice of those requirements.

CONFLICT OF INTEREST

This Agreement is subject to cancellation by either Party under A.R.S. § 38-511 regarding conflict of interest on the part of individuals negotiating contracts on behalf of the State of Arizona.

AMENDMENTS

Any amendments to this Agreement must be in writing and signed by authorized representatives of each Party.

WAIVER

Waiver by either Party of any breach or default of any clause of this Agreement by the other Party shall not operate as a waiver of any previous or future default or breach of the same or different clause of this Agreement.

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SEVERABILITY

If any provision of this Agreement is held void or unenforceable, the remaining provisions shall nevertheless be effective, the intent being to effectuate this Agreement to the fullest extent possible.

RECORDS

All accounts, reports, files and other records relating to this Agreement shall be kept for a minimum of five (5) years after termination of this Agreement and shall be open to reasonable inspection and audit by the other party during that period. Audits may be conducted, at a time mutually agreed upon by the Parties, by any appropriate political subdivision or agency of the State of Arizona or by representatives of the Comptroller General of the United States or the Secretary of Education when required by applicable federal regulations.

CONFIDENTIALITY

All written student records shall be kept confidential in accordance with the Family Rights and Privacy Act (20 USC § 1232(g)) ("FERPA") and regulations adopted pursuant to FERPA, the Individuals with Disabilities Education Act ("IDEA") and regulations adopted thereunder, and applicable state laws and district board policies controlling the disclosure of personally identifiable information from a student's education records. DISTRICT and UA may disclose educational records of students to each other as "officials of another school system" where the student is enrolled or to employees of the other party who are deemed to be "district officials" for the purposes implementing this Agreement.

DISPOSITION OF PROPERTY

The Parties do not contemplate joint acquisition of any property pursuant to this Agreement. Upon termination of this Agreement, equipment furnished or purchased by UA shall be retained by UA, and equipment furnished or purchased by DISTRICT shall be retained by DISTRICT.

GOVERNING LAW

This Agreement shall be construed under the laws of the State of Arizona. Any disputes arising under this Agreement shall be brought in a venue of competent jurisdiction in Arizona.

WORKERS' COMPENSATION

For purposes of workers' compensation, an employee of a Party to this Agreement, who works under the jurisdiction or control of, or who works within the jurisdictional boundaries of another Party pursuant to this Agreement, is deemed to be an employee of both the Party who is her primary employer and the Party under whose jurisdiction or control or within whose jurisdictional boundaries she is then working, as provided in A.R.S. § 23-1022(D). The primary employer of such employee shall be solely liable for payment of workers' compensation benefits for the purposes of this section. Each Party herein shall comply with the provisions of A.R.S. § 23-1022(E) by posting the notice required.

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NO PARTNERSHIP OR JOINT VENTURE

Each Party is an independent contractor and is independent of the other Party. Under no circumstances shall any employees of one Party be deemed the employees of the other Party for any purpose. This Agreement does not create a partnership, joint venture or agency relationship between the parties of any kind or nature.

COUNTERPARTS

This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement. The Parties agree that any xerographically or electronically reproduced copy of this agreement will have the same legal force and effect as any copy bearing original signatures of the Parties.

ENTIRE AGREEMENT

This Agreement embodies the entire understanding between the UA and DISTRICT pursuant to the subject matter of this Agreement, and any prior or contemporaneous representations, either oral or written are hereby superseded.

IN WITNESS HEREOF, to the extent permitted by law, the parties sign this Agreement, as indicated by its authorized representatives signing below:

FOR THE ARIZONA BOARD OF REGENTS, UNIVERSITY OF ARIZONA

Date: _____

University Attorney Approval:

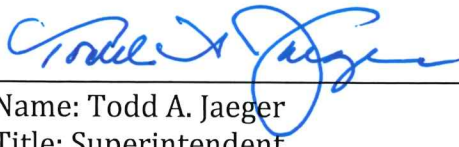
The undersigned has determined that the foregoing Agreement is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the Arizona Board of Regents.

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Dated this ____ day of _____, 2025.

By: _____
Associate General Counsel

FOR AMPHITHEATER UNIFIED DISTRICT



Name: Todd A. Jaeger
Title: Superintendent

Date: 6-4-2025

DISTRICT Attorney Approval:

The undersigned has determined that the foregoing Agreement is in proper form and is within the powers and authority granted under the laws of DISTRICT.

Dated this ____ day of _____, 2025.

By: _____
Name: Lisa Anne Smith
Title:



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

DATE OF MEETING: June 10, 2025

TITLE: Approval of the Amphitheater Teacher Performance Evaluation System for the 2025-2026 School Year

BACKGROUND:

The Amphitheater Teacher Performance Evaluation System (ATPES) is reviewed annually to ensure alignment with district expectations and compliance with Arizona State Law. The ATPES Committee is made up of teachers, administrators, an Amphi EA representative, and a data department representative. The committee met once during the 2024-2025 school year.

In 2018-2019, the ATPES Committee recommended that the ATPES domains and indicators be aligned with the Danielson Framework. The Danielson Model for teacher evaluation is a well-researched approach to assessing teacher proficiency and includes rubrics for each indicator which assists teachers in improving their practice. The Danielson system is in place in over forty-four (44) states. The State of Arizona utilizes this model in their examples posted by the Arizona Department of Education. In February of 2019, the Governing Board gave approval to procure an evaluation system and the necessary training to make this change. Teacher training for new teachers will take place at Wetmore and at the school sites for 2025-2026 for our returning teachers.

The changes to ATPES for the 2025-2026 school year are as follows:

- Dates were changed to align with the 2025-2026 academic calendar
 - Updated Portrait of a Graduate to Promise of a Graduate
-

RECOMMENDATION:

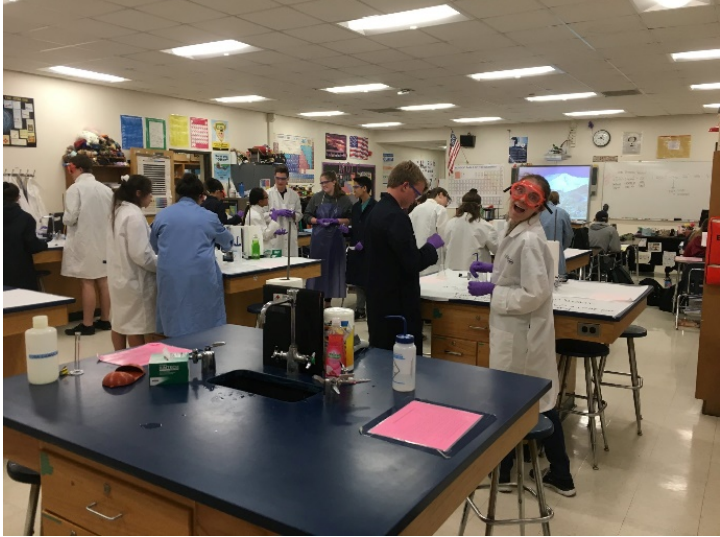
It is the recommendation of the administration that the Governing Board approve the revised Amphitheater Teacher Performance Evaluation System (ATPES) for 2025-2026.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: May 23, 2025

Todd A. Jaeger, J.D., Superintendent



~~2024~~2025-
~~2025~~2026

Full alignment
with the
Danielson
Framework for
Teaching

Amphitheater Teacher Performance Evaluation System

*THE FRAMEWORK FOR
TEACHING: DANIELSON
MODEL*

**“THE FRAMEWORK
GIVES VOICE TO WHAT
ALL EDUCATORS
KNOW: THAT TEACHING
IS INCREDIBLY
COMPLEX WORK. IT’S A
THINKING PERSON’S
JOB.”**



GOVERNING BOARD

~~Scott K. Baker, Ph.D.~~ ~~Susan Zibrat.~~, President
~~Susan Zibrat~~ Deanna M. Day, M. Ed., Vice President
Vicki Cox Golder
Deanna M. Day, M.Ed. Patricia Harris
Matthew A. ~~Kopae~~ Kopec

DISTRICT ADMINISTRATION

Todd A. Jaeger, J.D., Superintendent
Tassi Call, Associate Superintendent for Elementary Education
Matthew Munger, Associate Superintendent for Secondary Education
Scott Little, Chief Financial Officer

Amphitheater Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies are handled at 701 W. Wetmore Road, Tucson, Arizona 85705 by the Equity & Safety Compliance Officer and Title IX Coordinator, (520) 696-5164, TitleIXCoordinator@amphi.com, or the Executive Director of Student Services, (520) 696-5230, studentservices@amphi.com.

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AMPHITHEATER PUBLIC SCHOOLS VISION, MISSION & BELIEFS

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

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

We Value

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

We Believe

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





Amphitheater Public Schools

Promise of a Graduate Characteristics



Scholarship

- Academic knowledge
- Research skills
- Intellectual curiosity
- Continuous learning
- Information literacy



Problem Solving

- Resourcefulness
- Decision-making
- Adaptability
- Systematic approach
- Shared responsibility



Communication

- Active listening
- Clear expression
- Respectful dialogue
- Nonverbal awareness
- Concise writing



Caring

- Empathy
- Kindness
- Respectfulness
- Emotional intelligence
- Inclusivity



Critical Thinking

- Analytical reasoning
- Logical evaluation
- Evidence-based judgement
- Problem deconstruction
- Inquisitiveness



Collaboration

- Teamwork
- Interpersonal skills
- Cooperation
- Conflict resolution
- Relational intelligence



Creative Thinking

- Innovative mindset
- Originality
- Flexibility
- Imagination
- Open-mindedness



Citizenship

- Civic engagement
- Social responsibility
- Ethical behavior
- Respect for diversity
- Community involvement

Amphitheater Public Schools

Portrait of a Graduate Characteristics



Scholarship

- Academic knowledge
- Research skills
- Intellectual curiosity
- Continuous learning
- Information literacy



Problem Solving

- Resourcefulness
- Decision-making
- Adaptability
- Systematic approach
- Shared responsibility



Communication

- Active listening
- Clear expression
- Respectful dialogue
- Nonverbal awareness
- Concise writing



Caring

- Empathy
- Kindness
- Respectfulness
- Emotional intelligence
- Inclusivity



Critical Thinking

- Analytical reasoning
- Logical evaluation
- Evidence-based judgement
- Problem deconstruction
- Inquisitiveness



Collaboration

- Teamwork
- Interpersonal skills
- Cooperation
- Conflict resolution
- Relational intelligence



Creative Thinking

- Innovative mindset
- Originality
- Flexibility
- Imagination
- Open-mindedness

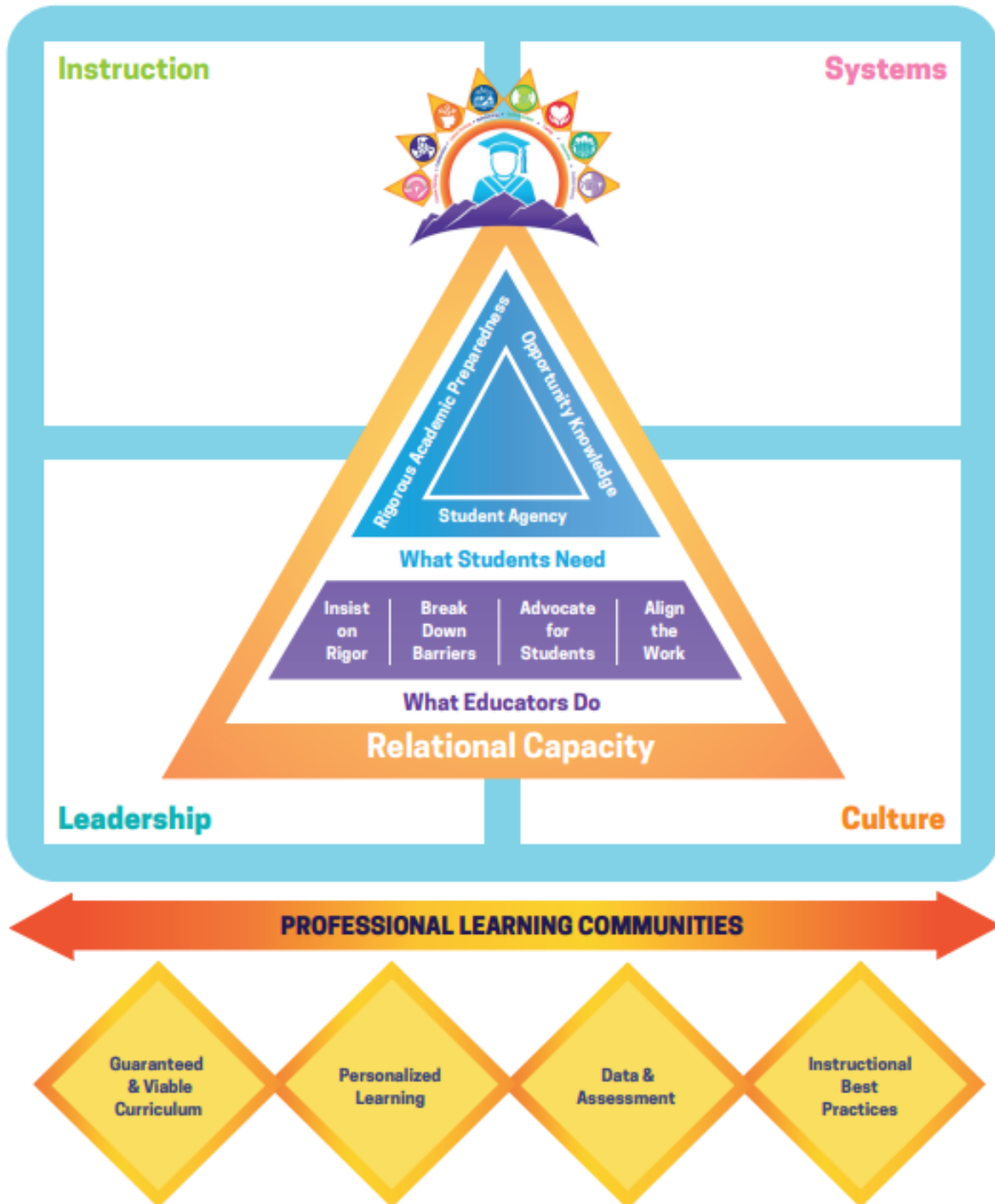


Citizenship

- Civic engagement
- Social responsibility
- Ethical behavior
- Respect for diversity
- Community involvement

AMPHITHEATER

COLLEGE & CAREER READINESS FRAMEWORK



ADAPTED FROM AVID CCR FRAMEWORK

Reading



- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

Organization



- Binders & Organizational Tools
- Calendars, Planners, & Agendas
- Graphic Organizers
- A Focused Note-Taking System
- Tutorials & Study Groups
- Project Planning & SMART Goals

Writing



- Cornell/Focused Notes
- Learning Logs
- Quickwrites & Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

Inquiry



- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

Collaboration



- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities/Projects
- Peer Editing Group
- Service Learning
- Cooperative Dialog
- Three-Step Interviews
- Cooperative Graphing
- Carousel



FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as criteria in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" which meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus, librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq.* and ARS § 15-537, *et seq.*) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, regulations, or the content of manual may exist, and state statutes and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring the implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See*, Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. *See* also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (See, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019, the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a "model framework" for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage of the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate[®], Advanced Placement[®]), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment.
- No single way of learning or teaching should be prescribed for all teachers.

The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.

- An evaluation system should identify and address instructional and professional practices that do not meet district standards.
- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.
- An evaluation system should be understandable and efficient.

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation for the 2019-2020 school year. The Danielson model includes a comprehensive and well-researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

The ATPES has long been an important part of the Amphi teaching and learning culture. The Overall Weighted Average (OWA) metric of student academic progress was a complex component of the larger ATPES framework. Given the impact of the COVID pandemic on state-mandated testing, our district was able to mitigate the challenges in replicating the OWA with new data and instead enabled teachers to retain the Classroom OWA that was last calculated in 2018-2019. Teachers new to Amphi since 2018-2019 used the School OWA. This “hold harmless” metric was used from 2019-2020 through the 2022-2023 school year.

For the 2022-2023 school year, Amphi piloted Academic Growth: The Z-Test Methodology Model. This pilot model was adopted to account for changes in state assessments that no longer provided Amphi the data needed to continue using the OWA metric. During the pilot year, the ATPES committee met and reviewed survey data and feedback. Based on this feedback, the Conditional Growth Index Model was approved, and AMIRA assessments were removed from the Teacher and School Growth components beginning in the 2023-2024 school year.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Danielson Model Domains

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy

- 1b Demonstrating Knowledge of Students
 - Child and adolescent development
 - Learning process
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
 - Students' special needs

- 1c Setting Instructional Outcomes
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse students

- 1d Demonstrating Knowledge of Resources
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students

- 1e Designing Coherent Instruction
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure

- 1f Designing Student Assessments
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
 - Teacher interactions with students, including both words and actions
 - Student interactions with other students, including both words and action
- 2b Establishing a Culture for Learning
 - Importance of content and of learning
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Performance of classroom routines
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e Organizing Physical Space
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

Domain 3: Instruction

- 3a Communicating with Students
 - Expectations for learning
 - Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques
 - Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona. The metric used will be the Conditional Growth Index (CGI) model described further in this manual.

Classroom Academic Growth: For teachers with a minimum of 15 students with progress data in the subject they teach.

School Academic Growth: For all teachers based upon student progress data school wide.

School-Level Other Indicators: Other school level factors taken into consideration such as the Amphitheater Culture and Climate Surveys and 4-Year High School Graduation Rates.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Domain 1
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Domain 1 Domain 2
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Domain 2
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Domain 1
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Domain 1 Domain 3
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Domain 1
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Domain 1
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Domain 3
Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Domain 4
Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Domain 4

<https://www.azed.gov/sites/default/files/2016/10/AZ%20Professional%20Teaching%20Standards.pdf?id=57f6dbacaadebf0a04b269cd>
 Web link for Arizona Professional Teaching Standards)

TEACHER EVALUATION MODEL FOR ~~2024-2025~~2025-2026

ACADEMIC GROWTH: THE CONDITIONAL GROWTH INDEX MODEL (CGI)

This model shares similarities to the Z-Test Methodology Model in that pre-test/post-test comparisons are made to determine growth. The primary difference is that the CGI model compares the actual observed growth a student made to the growth they were expected to make (individual growth target), whereas the Z-Test Model compared individual growth of each student to the average growth in the grade level. The CGI model accounts for how much a student exceeds their growth target and thus, compares students to his/her academic peers based on the same starting point (Fall RIT score).

Methodology:

The Northwest Evaluation Association (NWEA) uses the Conditional Growth Index score for growth comparisons to be made between students of differing achievement levels, across grades, and subject areas. The CGI is a normative growth metric that provides a standardized measure of observed growth compared to NWEA calculated growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject tested, and the amount of instructional time between the tests. A CGI score indicates the number of standard deviations above or below that growth norm. Therefore, an individual CGI score of zero indicates a student showed the same amount of growth as national growth norms. Positive CGI scores indicate growth that exceeded national norms, and negative CGI scores indicate growth that was less than national growth norms.

- Identify 2nd – 10th grade Reading and Math courses with at least 15 students with Pre/Post data ($n \geq 15$)
- Extract the Conditional Growth Index for each student using NWEA data. The Conditional Growth Index is calculated by NWEA for each student based on their Fall to Spring NWEA MAP assessment by subtracting projected growth from observed growth and dividing by the standard deviation.
- Convert the distribution of individual CGI scores into a group (class) score by calculating the normal distribution for the class, resulting in a CGI percentile.
- For School Academic Growth, use the Conditional Growth Index percentile for each grade level in grades 2 – 10, in Reading and Math using NWEA data.
- Convert the resulting percentile into an ATPES Growth Score using quintiles.

**Teachers with $N < 15$ receive the school-level growth score, which is derived using the same basic methodology*

CGI Percentile	ATPES Score
0-20%	1.3
20-40%	2
40-60%	2.7
60-80%	3.3
80-100%	4

For 2024-202, weights for inclusion of student academic growth data following the CGI model are:

Group A teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
Classroom-level academic growth (CGI)	15%
School-level academic growth (CGI)	5%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

Group B teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
School-level academic growth (CGI)	20%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

School-Level Other:

In addition to student progress data, the school-level other category accounts for 5% of every teacher evaluation and is comprised of the Amphitheater Culture and Climate Surveys for K-12 teachers, as well as a High School Graduation Rate calculation for all 9-12 grade High School teachers.

- Survey results are a weighted average of Likert values from Staff, Parent, and Student surveys.
- Graduation rate uses a ratio or comparison of the 4 year graduation from each high school, compared to the state of Arizona 4 year graduation rate.



Amphitheater Teacher Performance Evaluation System
ATPES using Danielson Framework: Conditional Growth Index

School *Sample K8 School*
 Teacher last name *Teacher*
 Teacher first name *Sample*
 Content Area/Grade Level
 Group **Group B**
 Date informal evaluation
 Date formal evaluation
 Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
<ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 		
Demonstrating Knowledge of Students		
1b	3	3.2
<ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 		
Setting Instructional Outcomes		
1c	3	3.2
<ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 		
Demonstrating Knowledge of Resources		
1d	3	3.2
<ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 		
Designing Coherent Instruction		
1e	3	3.2
<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 		
Designing Student Assessments		
1f	3	3.2
<ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 		
Domain 1 Overall Averages		3.20

Sample Teacher

	Rating	Weighted Values
DOMAIN 2: The Classroom Environment		
Creating an Environment of Respect and Rapport		
2a	3	3.2
		<ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students
Establishing a Culture for Learning		
2b	3	3.2
		<ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work
Managing Classroom Procedures		
2c	3	3.2
		<ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals
Managing Student Behavior		
2d	3	3.2
		<ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior
Organizing Physical Space		
2e	3	3.2
		<ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources
Domain 2 Overall Averages		3
		3.2

	Rating	Weighted Values
DOMAIN 3: Instruction		
Communicating With Students		
3a	3	3.2
		<ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language
Using Questioning and Discussion Techniques		
3b	3	3.2
		<ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation
Engaging Students in Learning		
3c	3	3.2
		<ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing
Using Assessment in Instruction		
3d	3	3.2
		<ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring
Demonstrating Flexibility and Responsiveness		
3e	3	3.2
		<ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence
Domain 3 Overall Averages		3
		3.2

<i>Sample Teacher</i>	Rating	Weighted Values	
DOMAIN 4: Professional Responsibilities			
Reflecting on Teaching			
4a	3	3.2	
<ul style="list-style-type: none"> • Accuracy • Use in future teaching 			
Maintaining Accurate Records			
4b	3	3.2	
<ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 			
Communicating with Families			
4c	3	3.2	
<ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program 			
Participating in a Professional Community			
4d	3	3.2	
<ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 			
Growing and Developing Professionally			
4e	3	3.2	
<ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 			
Showing Professionalism			
4f	3	3.2	
<ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 			
Domain 4 Overall Averages		3	3.20

DOMAIN 5: Student Progress Data (using CGI Model)

Classroom Academic Growth (Group A only)

Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time

N/A

Not used for this teacher

School Academic Growth

Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time

2.67

School Weighted Academic Growth Average

2.67

School Other Indicators

Other measures of school effectiveness
High School 4 Year Graduation Rate

3.08

School Weighted Average of Other Measures

3.08

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

____ Results of evaluation require Needs Improvement Plan*
____ Professional Growth Plan attached

Teacher's signature

Date

Evaluator's signature

Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

____ I RECOMMEND that this employee be offered a contract for the ensuing year.

____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)

____ NOT APPLICABLE (specify reason): _____

____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

Each school principal receives a School Summary Report at the beginning of the school year. This shows scores for two areas: school-level academic measures—the School Level CGI and the Other Indicators. The School Level CGI is a measure of the academic growth of all students. The Other Indicators measure includes the Culture and Climate Survey K-12 and High School graduation rate calculation for grades 9-12.

The student progress CGI’s are reported on the ATPES evaluation document under Domain 5.


The sample below shows a portion of an elementary School Summary Report:

SCHOOL SUMMARY REPORT					
School: Happy Elementary		School Summary Report			
School Year: 2022-2023		School Level Conditional Growth Index ATPES			3.3
READING/LANGUAGE ARTS CGI: <u>.80</u> %ile: <u>.787</u>					
SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Reading	NWEA MAP Growth	2	52	.39
2022-23	Reading	NWEA MAP Growth	3	61	.72
2022-23	Reading	NWEA MAP Growth	4	58	1.65
2022-23	Reading	NWEA MAP Growth	5	55	.42
MATHEMATICS CGI: <u>1.17</u> %ile: <u>.785</u>					
SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Mathematics	NWEA MAP Growth	2	52	1.26
2022-23	Mathematics	NWEA MAP Growth	3	61	.83
2022-23	Mathematics	NWEA MAP Growth	4	58	1.05
2022-23	Mathematics	NWEA MAP Growth	5	55	.02

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The overall conditional growth index ATPES score for the appropriate content area--Math, Reading, or Overall (both math and reading) --is used to show student progress for Domain 5 on the evaluation instrument. The Classroom Academic Gain report shows prior year NWEA MAP data and corresponding ATPES scores for each subject taught by the classroom teacher.

The sample below shows a cut-away portion of a report for an elementary school teacher.

CLASSROOM ACADEMIC GAIN REPORT		SY 2022-2023					
Teacher:	Sample	Teacher	School:	Happy Elementary School			
TchID#	123456	Overall Conditional Growth Index ATPES			3.3		
READING/LANGUAGE ARTS							
SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Reading	Happy Elementary School	4	24	.319	.625	3.3
MATHEMATICS							
SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Mathematics	Happy Elementary School	4	24	.478	.683	3.3

Explanation of Terms Used in the School Summary Report and the Classroom Academic Gain Report

School Level Conditional Growth Index ATPES: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are calculated using the Conditional Growth Index (CGI) from NWEA by comparing observed student growth to expected student growth. The Overall Conditional Growth Index ATPES score is also used by the Associate Superintendent for principal evaluation.

Overall Conditional Growth Index ATPES: The Classroom Academic Gain Report for Group A teachers typically shows three scores--for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects, the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught during the previous year.

Stds: The number of students with a pre and posttest in that assessment for that grade and year.

CGI: The conditional growth index score for that group of students.

%Ile: The percentile calculated based upon the normal distribution of the average growth index for that group of students and aligned to an ATPES growth score of 1-4.

WHAT MAKES UP THE CGI Score?

Assessments and Measures of Student Academic Progress: CGI

Assessment/Measure	Grade Level	School	Classroom
Growth measures			
NWEA MAP	2-10, fall-spring growth	yes	yes
Other measures of school effectiveness			
Culture & Climate Survey Data	K-12	yes	
ADE 4-year graduation rate comparison	9-12	yes	

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have one academic year of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessments have too few students with gains to be evaluated on them.

Group A Teachers	
Indicators of quality teaching (classroom observation)	75 %
Classroom-level student progress (Classroom CGI)	15 %
School-level student progress (School CGI)	5 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %
Group B Teachers	
Indicators of quality teaching (classroom observation)	75 %
School-level student progress (School CGI)	20 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher’s label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective =	3.117
Effective =	2.72
Developing =	2.2
Ineffective =	< 2.2

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the 2020-2021 school year as required by Arizona State Law.

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to	3.117
Effective: Final evaluation score between	2.72
Developing: Final evaluation score between	2.2
Ineffective: Final evaluation score below	< 2.2

TEACHER PERFORMANCE CLASSIFICATIONS:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher

A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher

A certificated teacher who has been and is currently employed by the District for the major portion of three (3) consecutive school years, and who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance

An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

Evaluation

An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO, and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation

Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan

A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance

A teacher's failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation

The teacher's evaluator will observe various aspects of the teacher's performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice

Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent

Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District's intent to dismiss or not to re-employ the teacher.

Probationary Teacher

A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full-time employment with the district.

Professional Growth Plan

A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress

Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications

The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content, and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

TRAINING

Evaluators participate in the district administrative in-service sessions, or district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing, and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

EVALUATION PROCESS STEPS FOR CONTINUING TEACHERS

(FULL/PART TIME)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.
6. The informal observation(s) is/are to be documented through use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - a. No conference is required for informal visits.
 - b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).
7. One (1) formal observation shall occur prior to April 10th using the following procedures:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.
 - d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.
 - e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
11. Professional growth plans may be developed as appropriate.
12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.
13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
 - a. A teacher receives a rating of “1” on any Indicator or Domain
 - b. A teacher receives a rating of “1” on a Domain or the majority of a Domain’s indicators
14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any indicator or domain.
15. The evaluation of a continuing teacher shall be completed no later than April 10th.
16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS-PROBATIONARY/SHORT TERM TEACHERS

(FULL/PART-TIME)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15.
 - a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - b. No conference is required for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15th. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30th.
7. The procedure for formal observations is as follows:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15th.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

- d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
10. Professional growth plans may be developed as appropriate.
11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of “1” on any Indicator or Domain or the majority of a Domain’s indicators.
13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any Indicator or Domain.
14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Teachers	All Probationary and/or Short Term Teachers (full time/part time)
Beginning of Academic Year	<p>Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff.</p> <p>All staff members are informed of their Group A or Group B status.</p>	<p>Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.</p>
September 15 <u>15</u>	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 15 <u>14</u> November 20 <u>19</u> December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January 13 <u>15</u> March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ATPES forms due for all teachers	Formal Observation Conference ATPES forms due for all teachers

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the EVALUATION OF COMPETENCE.

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

EACH INDICATOR WILL BE RATED ACCORDING TO THE RUBRIC SCALE FOUND IN THE DANIELSON FRAMEWORK.

Rating Scale for Student Progress Data:

Classroom CGI is for Group A teachers only and corresponds to the Classroom Overall Conditional Growth Index for the teacher. This is found in the Classroom Academic Gain Report. The classroom CGI is recorded in the Classroom Academic Growth section in Domain 5 of the evaluation form.

School Level CGI is for all teachers and is the Academic Growth score reported in the School Summary report. The school level CGI is recorded in the School Academic Growth section in Domain 5 of the evaluation form.

School Other Indicators component is for all teachers and is reported in the School Summary report. This is recorded in the School Other Indicators section in Domain 5 of the evaluation form.

The rating scale range for student progress data is 1 to 4. The actual CGI ATPES score, or value for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered deficient and will require an improvement plan.**

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

PROFESSIONAL GROWTH PLAN

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in helping the teacher. This plan can be developed at the evaluation conference or at a later date.

IMPROVEMENT PLAN

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

LACK OF PROGRESS ON AN IMPROVEMENT PLAN

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see policy 4-103.

APPENDIX A

EVALUATION SYSTEM FORMS



Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

School *Sample K8 School*
 Teacher last name *Teacher*
 Teacher first name *Sample*
 Content Area/Grade Level
 Group **Group B**
 Date informal evaluation
 Date formal evaluation
 Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
<ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 		
Demonstrating Knowledge of Students		
1b	3	3.2
<ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 		
Setting Instructional Outcomes		
1c	3	3.2
<ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 		
Demonstrating Knowledge of Resources		
1d	3	3.2
<ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 		
Designing Coherent Instruction		
1e	3	3.2
<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 		
Designing Student Assessments		
1f	3	3.2
<ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 		
Domain 1 Overall Averages		3
		3.20

Sample Teacher

	Rating	Weighted Values	
DOMAIN 2: The Classroom Environment			
Creating an Environment of Respect and Rapport			
2a	3	3.2	
<ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 			
Establishing a Culture for Learning			
2b	3	3.2	
<ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 			
Managing Classroom Procedures			
2c	3	3.2	
<ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 			
Managing Student Behavior			
2d	3	3.2	
<ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior 			
Organizing Physical Space			
2e	3	3.2	
<ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources 			
Domain 2 Overall Averages		3	3.2

	Rating	Weighted Values	
DOMAIN 3: Instruction			
Communicating With Students			
3a	3	3.2	
<ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 			
Using Questioning and Discussion Techniques			
3b	3	3.2	
<ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 			
Engaging Students in Learning			
3c	3	3.2	
<ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 			
Using Assessment in Instruction			
3d	3	3.2	
<ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 			
Demonstrating Flexibility and Responsiveness			
3e	3	3.2	
<ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 			
Domain 3 Overall Averages		3	3.2

FORMAL EVALUATION NARRATIVE FORM

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ **School:** _____
Grade Level/Subject: _____ **Evaluator:** _____
Date/Time: _____

DOMAIN 1: Planning and Preparation	Evidence
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 	<p>Teacher behaviors that positively impact student learning:</p> <ul style="list-style-type: none"> • <p>Recommendations for continuous improvement include:</p>
1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 	
1c Setting instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 	
1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	
1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	
DOMAIN 2: The Classroom Environment	EVIDENCE
2a Creating and Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 	<p>Teacher behaviors that positively impact student learning:</p> <ul style="list-style-type: none"> • <p>Recommendations for continuous improvement include:</p>
2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 	
2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 	
2d Managing Student Behaviors <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior 	
2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources 	

DOMAIN 3: Instruction	EVIDENCE
3a Communicating with Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	Teacher behaviors that positively impact student learning: <ul style="list-style-type: none"> • Recommendations for continuous improvement include:
3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	
3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 	
3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 	
3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • persistence 	
DOMAIN 4: Professional Responsibilities	
4a Reflecting on Teaching <ul style="list-style-type: none"> • accuracy • use in future teaching 	Teacher behaviors that positively impact student learning: <ul style="list-style-type: none"> • Recommendations for continuous improvement include:
4b Maintaining Accurate Records <ul style="list-style-type: none"> • student completion of assignments • student progress in learning • non-instructional records 	
4c Communicating with Families <ul style="list-style-type: none"> • about instructional program • about individual students • engagement of families in instructional program 	
4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	
4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	
4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

The Framework for Teaching: Danielson Model Narrative Comments

Teacher: _____ Date: _____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____
Grade/Subject Observed: _____ Date of Observation: _____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM IMPROVEMENT PLAN

Teacher: _____ School: _____

Grade/Subject: _____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint) Progress Check Dates: Rating: Initials:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

- P Performance meets the expected standard.
Plan may be terminated.
- CP Plan should be continued.
- NP Progress not made as specified in plan.

FINAL ASSESSMENT

Performance Meets Expectations
 Performance Does Not Meet Expectations

Teacher's Signature: _____ Date: _____
Evaluator's Signature: _____ Date: _____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources School Employee

APPENDIX B

FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60-minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

- 1) What content will be addressed in this lesson?
- 2) What are the expected outcomes/objectives?
- 3) How does this lesson fit with previous or future lessons?
- 4) What assessments will be used?

Domain 4

- 1) How do you maintain student records/grades?
- 2) Discuss how you communicate with families?
- 3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?
- 4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES

Optional Listing of Professional Activities

Name: _____ Date: _____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

Copies to: Human Resources - School - Employee

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

PROFESSIONAL GROWTH PLAN

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Copies to: Human Resources – School – Employee

PROFESSIONAL GROWTH PLAN

Name: _____

School: _____

Grade Level/Subject Area: _____

Date: _____

Goal for your own professional growth:

My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

APPENDIX C

SAMPLE LESSON PLAN FORMATS

5E LESSON PLANNING TEMPLATE

Grade/Course:	Topic:	Lesson # _____ in a series of _____ lessons
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	Interdisciplinary Concepts:	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s)		
Formative Monitoring (Questioning / Discussion):		
Summative Assessment (Quiz / Project / Report):		
Student Self-Reflection:		

Lesson Plan

Teacher Name: _____ Date: _____

School: _____ Subject/Grade: _____

Academic Standards	Teaching Procedures Instructional Steps	Materials and Resources	Evidence of Learning	Differentiation

Lesson Plan

Teacher Name:

School:

Subject/Grade:

Date:

Learning Target: (What do you want students to know and be able to do? What is the intended learning?)

Arizona Academic Standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

Differentiation: (What accommodations will be in place for diverse learners?)

Closure: (How will the intended learning be demonstrated by the students?)

Materials and Resources:

(Based on the Essential Elements of Instruction, EEI)

Amphitheater Public Schools
Grades K - 2 ELA Framework Lesson Plan

Foundational Standards		
Whole Group Instruction Foundations (Grades K-2) 30 min		
Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into to Reading Vocabulary and Reading Workshop Lessons Shared Reading, Science or Social Studies Content Reading (Building Knowledge, Story Structure and Language) 20-30 min		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Enrichment Instruction. Decodables or Rigby Readers 2 x 15 min	Independent and Collaborative Practice Required Waterford - K 15 min/day (75 min/week) i-Ready - 1st and 2nd 15-20 min/day (45-60 min/week)	Independent, Collaborative, and/or Choice Practice Independent and Partner Reading Decodable Text Coding/Fluency Letter and Word or Vocabulary Work Response Journal/My Book Activities Reinforcing and Enrichment Literacy Centers
Group 1		
Group 2		
Accountability, Reflection and Sharing Wrap Up 5 min		

Writing and Language Standards	
<ul style="list-style-type: none"> ● Into Reading Research, Writing or Grammar Mini lesson (direct instruction) ● Independent Writing Time/ Writing Conferences ● Students share sections or entire writing pieces based on the mini lesson. ● My Book Q and A Tasks <p style="text-align: center;">30 min</p>	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

Amphitheater Public Schools
Grades 3-5 ELA Framework Lesson Plan

Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into Reading Vocabulary and Reading Workshop Lessons <i>Includes Module Launch, Building Knowledge, and Language</i> 30-40 min		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Reinforce Reading Skills and Strategies, Scaffold and Extend, Tabletop mini lessons, or Guided Reading Instruction. 2 x 15 min	Independent and Collaborative Practice Required i-Ready 3-5 15-20 min/day (45-60 min/week)	Independent, Collaborative, and/or Choice Practice Fluency Practice, My Book Comprehension and Vocabulary Work, Independent Reading, Reader's Notebook, Inquiry and Research Project
Group 1		
Group 2		
Language Standards		
Whole Group Instruction Into Reading Foundation Skills Lessons (designated days) Phonics, Syllable Work, Vocabulary, Language, Grammar 15-30 min		
Accountability, Reflection and Sharing Wrap Up 5 min		

Writing and Language Standards	
<p>Into Reading Research, Writing or Grammar Mini lesson (explicit and direct instruction)</p> <p>Independent Writing Time/ Writing Conferences</p> <p>Students share sections or entire writing pieces based on the mini lesson</p> <p>My Book Q and A Tasks 30 min</p>	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

SECONDARY SCIENCE LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:	Unit Title:	
Lesson #:	Class Level:	Phenomenon:
Length of Lesson in # of Hours: # of Classes:	Teacher(s):	
How does this lesson connect to previous or future work as exemplified by the Standards in your scope and sequence?		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?</i>	
	<i>Citation</i>	
1 -3 Science and Engineering Practices Used in This Lesson	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?</i>	
	<input type="checkbox"/> Conceptual understanding of key concepts	
ESSENTIAL QUESTION(S)	<input type="checkbox"/> Scientific Method/Engineering Design Process Skills Fluency	
	<input type="checkbox"/> Rigorous application of science or engineering in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways my students and I will know the extent to which the objectives have been met.</i>		

Personalized Learning*How will I provide opportunities for personalized learning during this lesson?***LEARNING PLAN****MATERIALS****TIME****Vocabulary****Introduction**

- How will students make connections between the content and their goals?
- How will students know the purpose for this lesson?

BODY OF THE LESSON

- What explanations, representations, and/or examples will I share/ elicit to make the concepts of this lesson clear?
- What strategies and opportunities will I use to check for understanding throughout the lesson?
- What questions will I ask to allow students to share their thinking and when will this happen in the lesson?

LEARNING PLAN, continued**MATERIALS****TIME**

- How will I bring closure and provide opportunities for reflection on and transfer of knowledge/skills?

ELA SECONDARY LESSON PLAN TEMPLATE

This template is aligned with the new Into Literature HMH materials (2021)

Standards:

Essential Question:

Academic Vocabulary:

Reading:

(Materials and resources (online or print), time allocation for reading)

Skill Building: (e.g., reading fluency, language conventions, identifying main idea, analyze structure, speaking, listening, etc.)

Instruction: (e.g., procedure, tasks, etc.)

Writing (e.g., genre, mentor text, skills taught, etc.)

Small Group Options:

Differentiation Options:

Assessment:

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Practice):</p> <p>(✓ACI):</p>
--	--

Part 1: Core Instruction (20-30 minutes)

<p>New Content</p> <p>Purpose:</p> <ul style="list-style-type: none"> ◆ Introduce new concepts, skills and games 	<p>Activity:</p>
--	------------------

Summary/Closure (5 minutes)

<p>Purpose:</p> <p>Can occur to summarize the learning of the focus activity</p>	<p>Activity:</p>
--	------------------

Part 2: Core Instruction Continued (10-20 minutes)

<p>Practice</p> <p>Purpose:</p> <ul style="list-style-type: none"> ◆ Provide distributive practice by revisiting an earlier focus ◆ Essential part of core 	<p>Activity:</p>
<p>Home Link</p> <p>Purpose: involves parents in math education, follows-up to classroom activities</p>	
<p>Connections</p> <p>Purpose: suggestions for additional ways to explore content in other areas</p>	

Number of the Day	
Attendance	
Daily Schedule and Monthly Calendar	
Weather/Temperature	
Survey	

Assessment Check-in (✓ACI)

Daily assessment opportunity, provides expectation of the portion of the standard

Informs your instruction, fair to grade

GMC: (Goal for Mathematical Content):

(SMP) (GMP): (Standards/Goals for Mathematical Practice):

(✓ACI):

Part 1: Warm Up (5 minutes)**Tasks for Lesson _____****Mental Math & Fluency**

Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener**Math Message (5 min)**

Purpose: introduction to the lesson using a problem new to students

Math Message Follow-Up

(10 minutes) Purpose: provides time to discuss/share strategies that connects to follow-up activities

Follow-up Activities

(20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.

Summary/Closure (5 minutes)

Purpose: summarizes learning of Part 2 (the focus activities)

Part 3: Practice (10-20 minutes)**Practice Activities**

(Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/partner

Math Boxes Purpose: reviews skills and concepts students have seen to this point

Home Link Purpose: provides practice and informs family about daily learning

On-Going Daily Routines (10 minutes for debriefing)

3rd-5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Content):</p> <p>(✓ACI):</p>
--	--

Part 1: Warm Up (5 minutes)	Fill in Tasks below for lesson _____.
<p>Mental Math & Fluency</p> <p>Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)</p>	

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener	
<p>Math Message (5 min)</p> <p>Purpose: introduction to the lesson using a problem new to students</p>	
<p>Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow up activities</p>	
<p>Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application etc.</p>	

Summary/Closure (5 minutes)

<p>Purpose: summarizes learning or Part 2 (the focus activities)</p>	
--	--

Part 3: Practice-(10-20 minutes)

<p>Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner</p>	
<p>Math Boxes: Purpose: reviews skills and concepts students have seen to this point</p>	
<p>Home Link: Purpose: provides practice and informs family about daily learning</p>	

ELD Targeted Instruction Lesson Plan

Teacher Name:

School:

Grade/Grade Band:

Kinder Grade 1 Grades 2-3 Grades 4-5 Grades 6-8 Grades 9-12

English Proficiency Levels:

Pre-E/Emergent Basic Intermediate Basic/Intermediate (Kinder ONLY)

Lesson Time Frame:

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Arizona Academic Standard(s):

Content/Learning Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

ELD Integrated Instruction Lesson Plan

Teacher Name:

School:

Grade Level:

Number of English Learners at Each Proficiency Level:

Pre-E/Emergent _____ Basic _____ Intermediate _____

Basic/Intermediate (Kinder ONLY) _____

Lesson Time Frame:

Arizona Academic Standard(s):

Content/Learning Objective(s):

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

SECONDARY MATH LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:	Unit Title:	
Lesson #:	Class Level	
Length of Lesson in # of Hours:	# of Classes:	Teacher(s):
How does this lesson connect to previous or future work as exemplified by the Standards in your Scope and Sequence?		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?</i>	
	<i>Citation</i>	
1 -3 MATHEMATICAL PRACTICE(S) ADDRESSED IN THIS LESSON	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?</i>	
ESSENTIAL QUESTION(S)	<input type="checkbox"/> Conceptual understanding of key concepts	
	<input type="checkbox"/> Procedural skill and fluency	
	<input type="checkbox"/> Rigorous application of mathematics in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways my students and I will know the extent to which the objectives have been met.</i>		

Personalized Learning

How will I provide opportunities for personalized learning during this lesson?

LEARNING PLAN		MATERIALS	TIME
Vocabulary			
Introduction <ul style="list-style-type: none">▪ <i>How will students make connections between the content and their goals?</i>▪ <i>How will students know the purpose of this lesson?</i>			

Lesson Plan Template

Name:

Grade Level:

Subject:

Unit Title:

Lesson Title:

Estimated Time:

Standard/s:

Learning Goal/Target/Objective: (What should students know and be able to do as a result of this lesson?)

Essential/Guiding Question(s): (Higher-order thinking level in student-friendly language)

Content: (Outline what you are going to teach)

Key Vocabulary:

WICOR: AVID Method Strategies:

W Writing: How will students use writing as a tool of learning?

I Inquiry: What questions will I ask? How will I facilitate students asking questions?

C Collaboration: How will I facilitate student collaboration?

O Organization: How will students set goals for their learning? How will I help students manage the tasks/materials of the lesson? How will I release responsibility to students for their own learning?

R Reading: What will students read? What strategies will I use to facilitate that reading?

Procedures:

1. **Activate prior knowledge/Anticipatory Set/Hook:** What prior knowledge should students have for this lesson? How will you gain their attention?
2. **Input:** Teaching Phase: How will you present the concept or skill to your students?
 - a. Key vocabulary instruction
 - b. Teaching of the concept
3. **Modeling:** Showing, explaining, demonstrating to the students how to do something that they will then be expected to do.
4. **Check for understanding:** Whatever you do to determine students' comprehension of what has been taught thus far (Q & A, cognitive processing strategies, graphic organizers, use of scales, etc.)
5. **Guided practice:** What activities or exercises will the students complete with teacher and/or peer guidance?
6. **Independent practice:** What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
7. **Closure:** How will you assist your students in organizing the knowledge gained in the lesson? (Q & A, exit slip, game, cognitive processing strategies, etc.)

Assessment/Evaluation: How will you assess the students' attainment of the lesson objectives? The assessment must be stated in measurable terms. (condition, performance, criteria)

- Formative Assessment and/or Summative Assessment:

Materials/Resources: All materials and equipment needed to teach this lesson.

References: Any sources (e.g., textbooks, internet sites, etc.) used in the planning of this lesson.

Accommodations: Differentiated instruction; any modifications made to the lesson to assist ESE and/or ELs in the comprehension of the lesson.

Subject/Date/Title:	
Topic:	
Overarching Essential Question for the Unit: Daily Learning Target:	
Required Materials:	
Procedure:	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>EXIT TICKET (Formative Assessment for the Day):</p>
Assessment:	

Elements of WICOR:

Writing

Inquiry

Organization

Collaboration

Reading



UDL Lesson Planning Guide

***BLUE** Font = Live Link

Essential Elements of Instruction Pre-Planning Thoughts

Lesson Purpose (WHY Important to Students)	
State Standard(s) Addressed AZ State Standards Page	
Objective/Learning Goal What do you want students to walk away with? What does success look like?	
Anticipatory Set The HOOK -Get them engaged	

UDL PRINCIPLES

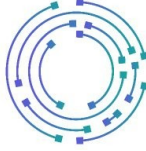
<u>REPRESENTATION</u> - Options for presenting content	<u>ENGAGEMENT</u> - Options for engaging student interest	<u>ACTION & EXPRESSION</u> - Options for students to demonstrate learning
<input type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Hands-on <input type="checkbox"/> Video clips <input type="checkbox"/> Audio recordings <input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other _____	<input type="checkbox"/> Cooperative work group <input type="checkbox"/> Partner work <input type="checkbox"/> Independent Work Teacher-led small group Manipulatives <input type="checkbox"/> Movement <input type="checkbox"/> Debates <input type="checkbox"/> Role plays or simulations <input type="checkbox"/> Other _____	<input type="checkbox"/> Written response <input type="checkbox"/> Illustrated response <input type="checkbox"/> Oral response <input type="checkbox"/> Text-to-Speech Presenting Storytelling Multimedia Model creation or construction <input type="checkbox"/> Other _____

AVID

WICOR UDL Examples



AVID Open Access



Digital Tools & Templates



Essential Question

What is an Essential Question?

Complexity in Thinking

Depth of Knowledge

Portrait of a Graduate UDL Strategies to Build Each Trait



- Creative Thinking
- Critical Thinking
- Communication
- Citizenship

- Collaboration
- Scholarship
- Problem Solving
- Caring

Task Analysis

**Learnings
(Information)**

**Teacher Strategies
(Examples, Materials, Modeling, etc....)**

**Student Behaviors
(Active Participation)**

Modeling How will it flow? What strategies will you use? What do you want to be sure to do well? (I do)	
Guided Practice What do you need to be sure to do well? (We do)	
Independent Practice What evidence do you have to show they understand? (You do)	
Formative Assessments Checks for Understanding planned throughout the lesson.	
Closure/Exit Ticket Individual accountability for learning...How will you use this information to measure (data collection) student progress toward your Learning Objective/goal? AVID Exit Ticket Pre-Made Templates	

Materials & Resources	
Materials	
On-line Materials	
Resources	

Additional Resource Links

[Amphi SharePoint](#)

[Amphi Curriculum Scope & Sequences](#)

[District-Wide Curriculum Resources](#)

[HMH Teaching Resources](#)

[Everyday MathResources](#)

APPENDIX D

**AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE
EVALUATION SYSTEM**



AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM FOR CONSISTENTLY HIGHLY EFFECTIVE TEACHERS

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the “Alternative Evaluation” system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?

Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?

No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?

The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM PROGRAM

Steps to follow:

1. Principal notifies the teacher of their qualification for the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
 - a. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
 - b. Working on a Master's Degree or National Board Teacher Certification (NBTC) in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of program coursework.
 - c. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

1. **Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
2. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Participation Log**

PROFESSIONAL GROWTH DOCUMENTATION AND RATING FORM

Amphitheater Alternative Teacher Evaluation System

Name: _____ School: _____

Alternative Evaluation System Year: 1 2 3

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one) New Instructional Practice Master's Degree NBTC Professional Developer			
Objectives:	Activity:	Timeline:	Evidence of Impact:

Teacher's Signature: _____ Date: _____
 Principal's Signature: _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):
 Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)
 Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)
 Administrator Comments:

Teacher Comments:

Principal Signature: _____
 Teacher Signature: _____

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM

Teacher Self-Reflection Form

Teacher's Name: _____ School: _____

Date: _____

Reflection on (circle one): **New Instructional Practice**

Master's Degree Work National Board Teacher Certification

Professional Development

Reflect on your work this year on learning a new practice, conducting professional development, working on your Master's degree, or working on your National Board Teacher Certification. Include examples of how your work did, or will, connect to student learning, discuss any "aha" moments, and any future actions you propose (one page maximum).

Teacher Alternative Evaluation System

Participation Log

Activity	Date(s)	Notes

MEMBERS ON THE ATPES COMMITTEE

~~2024-2025~~2025-2026

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Tara Bulleigh	Principal, Canyon del Oro High School
Tassi Call	Associate Superintendent for Elementary Education, (Chair 2021-present)
Katherine Engel	Teacher, Amphitheater High School
Rowdy Frederiksen	Assistant Principal, Ironwood Ridge High School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
<u>Rebecca Green</u>	<u>Intervention Teacher, Coronado K-8</u>
Margaret Hervert	Intervention Teacher, Rio Vista Elementary School
Kris Holt	School Improvement Specialist, Prince Elementary School
David Humphreys	Principal, La Cima Middle School
Elizabeth Jacome	Director of Curriculum and Assessment
Hillary Kitay	<u>Teacher</u> , Prince Elementary School
Shannon Langley	EL District Coordinator, Language Acquisition
Matthew Munger	Associate Superintendent for Secondary Education
Chris Trimble	Principal, Wilson K-8 School
Jason Weaver	Program Evaluation Data Analyst, Wetmore



2025-2026

Full alignment
with the
Danielson
Framework for
Teaching

Amphitheater Teacher Performance Evaluation System

*THE FRAMEWORK FOR
TEACHING: DANIELSON
MODEL*

**“THE FRAMEWORK
GIVES VOICE TO WHAT
ALL EDUCATORS
KNOW: THAT TEACHING
IS INCREDIBLY
COMPLEX WORK. IT’S A
THINKING PERSON’S
JOB.”**



GOVERNING BOARD

Susan Zibrat, President
Deanna M. Day, M. Ed., Vice President
Vicki Cox Golder
Patricia Harris
Matthew A. Kopec

DISTRICT ADMINISTRATION

Todd A. Jaeger, J.D., Superintendent
Tassi Call, Associate Superintendent for Elementary Education
Matthew Munger, Associate Superintendent for Secondary Education
Scott Little, Chief Financial Officer

Amphitheater Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies are handled at 701 W. Wetmore Road, Tucson, Arizona 85705 by the Equity & Safety Compliance Officer and Title IX Coordinator, (520) 696-5164, TitleIXCoordinator@amphi.com, or the Executive Director of Student Services, (520) 696-5230, studentservices@amphi.com.

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AMPHITHEATER PUBLIC SCHOOLS VISION, MISSION & BELIEFS

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

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

We Value

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

We Believe

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





Amphitheater Public Schools

Promise of a Graduate Characteristics



Scholarship

- Academic knowledge
- Research skills
- Intellectual curiosity
- Continuous learning
- Information literacy



Problem Solving

- Resourcefulness
- Decision-making
- Adaptability
- Systematic approach
- Shared responsibility



Communication

- Active listening
- Clear expression
- Respectful dialogue
- Nonverbal awareness
- Concise writing



Caring

- Empathy
- Kindness
- Respectfulness
- Emotional intelligence
- Inclusivity



Critical Thinking

- Analytical reasoning
- Logical evaluation
- Evidence-based judgement
- Problem deconstruction
- Inquisitiveness



Collaboration

- Teamwork
- Interpersonal skills
- Cooperation
- Conflict resolution
- Relational intelligence



Creative Thinking

- Innovative mindset
- Originality
- Flexibility
- Imagination
- Open-mindedness

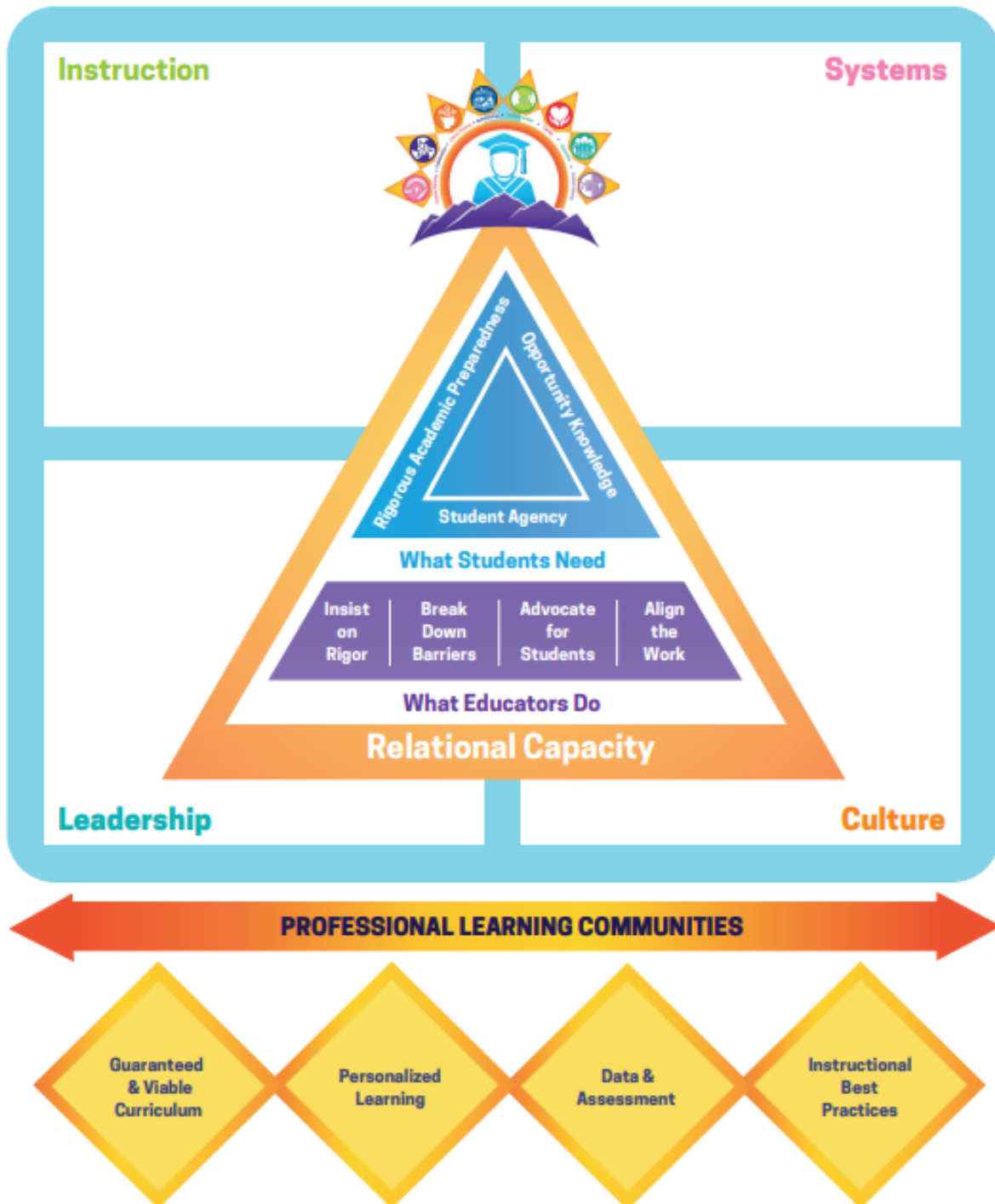


Citizenship

- Civic engagement
- Social responsibility
- Ethical behavior
- Respect for diversity
- Community involvement

AMPHITHEATER

COLLEGE & CAREER READINESS FRAMEWORK



ADAPTED FROM AVID CCR FRAMEWORK

Reading

- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

Organization

- Binders & Organizational Tools
- Calendars, Planners, & Agendas
- Graphic Organizers
- A Focused Note-Taking System
- Tutorials & Study Groups
- Project Planning & SMART Goals

Writing

- Cornell/Focused Notes
- Learning Logs
- Quickwrites & Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

Inquiry

- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

Collaboration

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities/Pr
- Peer Editing Group
- Service Learning
- Cooperative Dialog
- Three-Step Interviews
- Cooperative Graphing
- Carousel



FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as criteria in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" which meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus, librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq.* and ARS § 15-537, *et seq.*) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, regulations, or the content of manual may exist, and state statutes and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring the implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See*, Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. *See* also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (See, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019, the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a “model framework” for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage of the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate[®], Advanced Placement[®]), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment.
- No single way of learning or teaching should be prescribed for all teachers.

The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.

- An evaluation system should identify and address instructional and professional practices that do not meet district standards.
- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.
- An evaluation system should be understandable and efficient.

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation for the 2019-2020 school year. The Danielson model includes a comprehensive and well-researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

The ATPES has long been an important part of the Amphi teaching and learning culture. The Overall Weighted Average (OWA) metric of student academic progress was a complex component of the larger ATPES framework. Given the impact of the COVID pandemic on state-mandated testing, our district was able to mitigate the challenges in replicating the OWA with new data and instead enabled teachers to retain the Classroom OWA that was last calculated in 2018-2019. Teachers new to Amphi since 2018-2019 used the School OWA. This “hold harmless” metric was used from 2019-2020 through the 2022-2023 school year.

For the 2022-2023 school year, Amphi piloted Academic Growth: The Z-Test Methodology Model. This pilot model was adopted to account for changes in state assessments that no longer provided Amphi the data needed to continue using the OWA metric. During the pilot year, the ATPES committee met and reviewed survey data and feedback. Based on this feedback, the Conditional Growth Index Model was approved, and AMIRA assessments were removed from the Teacher and School Growth components beginning in the 2023-2024 school year.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Danielson Model Domains

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy

- 1b Demonstrating Knowledge of Students
 - Child and adolescent development
 - Learning process
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
 - Students' special needs

- 1c Setting Instructional Outcomes
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse students

- 1d Demonstrating Knowledge of Resources
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students

- 1e Designing Coherent Instruction
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure

- 1f Designing Student Assessments
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
 - Teacher interactions with students, including both words and actions
 - Student interactions with other students, including both words and action
- 2b Establishing a Culture for Learning
 - Importance of content and of learning
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Performance of classroom routines
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e Organizing Physical Space
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

Domain 3: Instruction

- 3a Communicating with Students
 - Expectations for learning
 - Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques
 - Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona. The metric used will be the Conditional Growth Index (CGI) model described further in this manual.

Classroom Academic Growth: For teachers with a minimum of 15 students with progress data in the subject they teach.

School Academic Growth: For all teachers based upon student progress data school wide.

School-Level Other Indicators: Other school level factors taken into consideration such as the Amphitheater Culture and Climate Surveys and 4-Year High School Graduation Rates.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Domain 1
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Domain 1 Domain 2
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Domain 2
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Domain 1
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Domain 1 Domain 3
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Domain 1
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Domain 1
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Domain 3
Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Domain 4
Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Domain 4

<https://www.azed.gov/sites/default/files/2016/10/AZ%20Professional%20Teaching%20Standards.pdf?id=57f6dbacaadebf0a04b269cd>
 Web link for Arizona Professional Teaching Standards)

TEACHER EVALUATION MODEL FOR 2025-2026

ACADEMIC GROWTH: THE CONDITIONAL GROWTH INDEX MODEL (CGI)

This model shares similarities to the Z-Test Methodology Model in that pre-test/post-test comparisons are made to determine growth. The primary difference is that the CGI model compares the actual observed growth a student made to the growth they were expected to make (individual growth target), whereas the Z-Test Model compared individual growth of each student to the average growth in the grade level. The CGI model accounts for how much a student exceeds their growth target and thus, compares students to his/her academic peers based on the same starting point (Fall RIT score).

Methodology:

The Northwest Evaluation Association (NWEA) uses the Conditional Growth Index score for growth comparisons to be made between students of differing achievement levels, across grades, and subject areas. The CGI is a normative growth metric that provides a standardized measure of observed growth compared to NWEA calculated growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject tested, and the amount of instructional time between the tests. A CGI score indicates the number of standard deviations above or below that growth norm. Therefore, an individual CGI score of zero indicates a student showed the same amount of growth as national growth norms. Positive CGI scores indicate growth that exceeded national norms, and negative CGI scores indicate growth that was less than national growth norms.

- Identify 2nd – 10th grade Reading and Math courses with at least 15 students with Pre/Post data ($n \geq 15$)
- Extract the Conditional Growth Index for each student using NWEA data. The Conditional Growth Index is calculated by NWEA for each student based on their Fall to Spring NWEA MAP assessment by subtracting projected growth from observed growth and dividing by the standard deviation.
- Convert the distribution of individual CGI scores into a group (class) score by calculating the normal distribution for the class, resulting in a CGI percentile.
- For School Academic Growth, use the Conditional Growth Index percentile for each grade level in grades 2 – 10, in Reading and Math using NWEA data.
- Convert the resulting percentile into an ATPES Growth Score using quintiles.

**Teachers with $N < 15$ receive the school-level growth score, which is derived using the same basic methodology*

CGI Percentile	ATPES Score
0-20%	1.3
20-40%	2
40-60%	2.7
60-80%	3.3
80-100%	4

For 2024-202, weights for inclusion of student academic growth data following the CGI model are:

Group A teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
Classroom-level academic growth (CGI)	15%
School-level academic growth (CGI)	5%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

Group B teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
School-level academic growth (CGI)	20%
School-level other indicators of effectiveness	5%
<i>Amphi Culture & Climate Survey</i>	
<i>High School Graduation Rates (*HS ONLY)</i>	

School-Level Other:

In addition to student progress data, the school-level other category accounts for 5% of every teacher evaluation and is comprised of the Amphitheater Culture and Climate Surveys for K-12 teachers, as well as a High School Graduation Rate calculation for all 9-12 grade High School teachers.

- Survey results are a weighted average of Likert values from Staff, Parent, and Student surveys.
- Graduation rate uses a ratio or comparison of the 4 year graduation from each high school, compared to the state of Arizona 4 year graduation rate.



Amphitheater Teacher Performance Evaluation System
ATPES using Danielson Framework: Conditional Growth Index

School *Sample K8 School*
 Teacher last name *Teacher*
 Teacher first name *Sample*
 Content Area/Grade Level
 Group **Group B**
 Date informal evaluation
 Date formal evaluation
 Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
<ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 		
Demonstrating Knowledge of Students		
1b	3	3.2
<ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 		
Setting Instructional Outcomes		
1c	3	3.2
<ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 		
Demonstrating Knowledge of Resources		
1d	3	3.2
<ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 		
Designing Coherent Instruction		
1e	3	3.2
<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 		
Designing Student Assessments		
1f	3	3.2
<ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 		
Domain 1 Overall Averages		3.20

Sample Teacher

		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
Creating an Environment of Respect and Rapport			
2a	<ul style="list-style-type: none"> Teacher interaction with students Student interaction with students 	3	3.2
Establishing a Culture for Learning			
2b	<ul style="list-style-type: none"> Importance of content Expectations for learning and achievement Student pride in work 	3	3.2
Managing Classroom Procedures			
2c	<ul style="list-style-type: none"> Instructional groups Transitions Materials and supplies Non-instructional duties Supervision of volunteers and paraprofessionals 	3	3.2
Managing Student Behavior			
2d	<ul style="list-style-type: none"> Expectations Monitoring behavior Response to misbehavior 	3	3.2
Organizing Physical Space			
2e	<ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and resources 	3	3.2
Domain 2 Overall Averages		3	3.2

		Rating	Weighted Values
DOMAIN 3: Instruction			
Communicating With Students			
3a	<ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language 	3	3.2
Using Questioning and Discussion Techniques			
3b	<ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation 	3	3.2
Engaging Students in Learning			
3c	<ul style="list-style-type: none"> Activities and assignments Student groups Instructional materials and resources Structure and pacing 	3	3.2
Using Assessment in Instruction			
3d	<ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring 	3	3.2
Demonstrating Flexibility and Responsiveness			
3e	<ul style="list-style-type: none"> Lesson adjustment Response to students Persistence 	3	3.2
Domain 3 Overall Averages		3	3.2

<i>Sample Teacher</i>		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
Reflecting on Teaching			
4a	<ul style="list-style-type: none"> • Accuracy • Use in future teaching 	3	3.2
Maintaining Accurate Records			
4b	<ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 	3	3.2
Communicating with Families			
4c	<ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program 	3	3.2
Participating in a Professional Community			
4d	<ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	3	3.2
Growing and Developing Professionally			
4e	<ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	3	3.2
Showing Professionalism			
4f	<ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	3	3.2
Domain 4 Overall Averages		3	3.20

DOMAIN 5: Student Progress Data (using CGI Model)

Classroom Academic Growth (Group A only)

Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time

N/A

Not used for this teacher

School Academic Growth

Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time

2.67

School Weighted Academic Growth Average

2.67

School Other Indicators

Other measures of school effectiveness
High School 4 Year Graduation Rate

3.08

School Weighted Average of Other Measures

3.08

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

Group B	
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	3.088
--	--------------

Based on the criteria above, this teacher is classified as

Effective

Teacher's signature

Date

Evaluator's signature

Date

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

____ Results of evaluation require Needs Improvement Plan*

____ Professional Growth Plan attached

Teacher's signature

Date

Evaluator's signature

Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

____ I RECOMMEND that this employee be offered a contract for the ensuing year.

____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)

____ NOT APPLICABLE (specify reason): _____

____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

School Summary Report Information and Sample

Each school principal receives a School Summary Report at the beginning of the school year. This shows scores for two areas: school-level academic measures—the School Level CGI and the Other Indicators. The School Level CGI is a measure of the academic growth of all students. The Other Indicators measure includes the Culture and Climate Survey K-12 and High School graduation rate calculation for grades 9-12.

The student progress CGI’s are reported on the ATPES evaluation document under Domain 5.


The sample below shows a portion of an elementary School Summary Report:

SCHOOL SUMMARY REPORT					
School: Happy Elementary			School Summary Report		
School Year: 2022-2023			School Level Conditional Growth Index ATPES		3.3
READING/LANGUAGE ARTS CGI: <u>.80</u> %ile: <u>.787</u>					
SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Reading	NWEA MAP Growth	2	52	.39
2022-23	Reading	NWEA MAP Growth	3	61	.72
2022-23	Reading	NWEA MAP Growth	4	58	1.65
2022-23	Reading	NWEA MAP Growth	5	55	.42
MATHEMATICS CGI: <u>1.17</u> %ile: <u>.785</u>					
SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Mathematics	NWEA MAP Growth	2	52	1.26
2022-23	Mathematics	NWEA MAP Growth	3	61	.83
2022-23	Mathematics	NWEA MAP Growth	4	58	1.05
2022-23	Mathematics	NWEA MAP Growth	5	55	.02

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The overall conditional growth index ATPES score for the appropriate content area--Math, Reading, or Overall (both math and reading) --is used to show student progress for Domain 5 on the evaluation instrument. The Classroom Academic Gain report shows prior year NWEA MAP data and corresponding ATPES scores for each subject taught by the classroom teacher.

The sample below shows a cut-away portion of a report for an elementary school teacher.

CLASSROOM ACADEMIC GAIN REPORT		SY 2022-2023					
Teacher:	Sample Teacher	School:	Happy Elementary School	3.3			
TchID#	123456	Overall Conditional Growth Index ATPES					
READING/LANGUAGE ARTS							
SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Reading	Happy Elementary School	4	24	.319	.625	3.3
MATHEMATICS							
SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Mathematics	Happy Elementary School	4	24	.478	.683	3.3

Explanation of Terms Used in the School Summary Report and the Classroom Academic Gain Report

School Level Conditional Growth Index ATPES: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are calculated using the Conditional Growth Index (CGI) from NWEA by comparing observed student growth to expected student growth. The Overall Conditional Growth Index ATPES score is also used by the Associate Superintendent for principal evaluation.

Overall Conditional Growth Index ATPES: The Classroom Academic Gain Report for Group A teachers typically shows three scores--for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects, the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught during the previous year.

Stds: The number of students with a pre and posttest in that assessment for that grade and year.

CGI: The conditional growth index score for that group of students.

%Ile: The percentile calculated based upon the normal distribution of the average growth index for that group of students and aligned to an ATPES growth score of 1-4.

WHAT MAKES UP THE CGI Score?

Assessments and Measures of Student Academic Progress: CGI

Assessment/Measure	Grade Level	School	Classroom
Growth measures			
NWEA MAP	2-10, fall-spring growth	yes	yes
Other measures of school effectiveness			
Culture & Climate Survey Data	K-12	yes	
ADE 4-year graduation rate comparison	9-12	yes	

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have one academic year of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessments have too few students with gains to be evaluated on them.

Group A Teachers	
Indicators of quality teaching (classroom observation)	75 %
Classroom-level student progress (Classroom CGI)	15 %
School-level student progress (School CGI)	5 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %
Group B Teachers	
Indicators of quality teaching (classroom observation)	75 %
School-level student progress (School CGI)	20 %
School-level other indicators of effectiveness (Culture & Climate Survey 2.5%) (4-Year Graduation Rate 2.5%)	5 %

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher’s label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective =	3.117
Effective =	2.72
Developing =	2.2
Ineffective =	< 2.2

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the 2020-2021 school year as required by Arizona State Law.

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to	3.117
Effective: Final evaluation score between	2.72
Developing: Final evaluation score between	2.2
Ineffective: Final evaluation score below	< 2.2

TEACHER PERFORMANCE CLASSIFICATIONS:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher

A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher

A certificated teacher who has been and is currently employed by the District for the major portion of three (3) consecutive school years, and who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance

An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

Evaluation

An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO, and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation

Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan

A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance

A teacher's failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation

The teacher's evaluator will observe various aspects of the teacher's performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice

Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent

Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District's intent to dismiss or not to re-employ the teacher.

Probationary Teacher

A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full-time employment with the district.

Professional Growth Plan

A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress

Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications

The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content, and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

TRAINING

Evaluators participate in the district administrative in-service sessions, or district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing, and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

EVALUATION PROCESS STEPS FOR CONTINUING TEACHERS

(FULL/PART TIME)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.
6. The informal observation(s) is/are to be documented through use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - a. No conference is required for informal visits.
 - b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).
7. One (1) formal observation shall occur prior to April 10th using the following procedures:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.
 - d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.
 - e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
11. Professional growth plans may be developed as appropriate.
12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.
13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
 - a. A teacher receives a rating of “1” on any Indicator or Domain
 - b. A teacher receives a rating of “1” on a Domain or the majority of a Domain’s indicators
14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any indicator or domain.
15. The evaluation of a continuing teacher shall be completed no later than April 10th.
16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS-PROBATIONARY/SHORT TERM TEACHERS

(FULL/PART-TIME)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15.
 - a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
 - b. No conference is required for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
 - c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
 - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15th. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30th.
7. The procedure for formal observations is as follows:
 - a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15th.
 - b. The teacher will submit a written lesson plan in advance of the observation.
 - c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

- d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.
8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
10. Professional growth plans may be developed as appropriate.
11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of “1” on any Indicator or Domain or the majority of a Domain’s indicators.
13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator’s discretion when a teacher receives a rating of “2” on any Indicator or Domain.
14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to teacher
 - One copy for school file
 - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Teachers	All Probationary and/or Short Term Teachers (full time/part time)
Beginning of Academic Year	<p>Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff.</p> <p>All staff members are informed of their Group A or Group B status.</p>	<p>Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.</p>
September 15	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 14 November 19 December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January 15 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	<p style="text-align: center;">Formal Observation</p> <p style="text-align: center;">Conference</p> <p>ATPES forms due for all teachers</p>	<p>Formal Observation</p> <p>Conference</p> <p>ATPES forms due for all teachers</p>

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the EVALUATION OF COMPETENCE.

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

EACH INDICATOR WILL BE RATED ACCORDING TO THE RUBRIC SCALE FOUND IN THE DANIELSON FRAMEWORK.

Rating Scale for Student Progress Data:

Classroom CGI is for Group A teachers only and corresponds to the Classroom Overall Conditional Growth Index for the teacher. This is found in the Classroom Academic Gain Report. The classroom CGI is recorded in the Classroom Academic Growth section in Domain 5 of the evaluation form.

School Level CGI is for all teachers and is the Academic Growth score reported in the School Summary report. The school level CGI is recorded in the School Academic Growth section in Domain 5 of the evaluation form.

School Other Indicators component is for all teachers and is reported in the School Summary report. This is recorded in the School Other Indicators section in Domain 5 of the evaluation form.

The rating scale range for student progress data is 1 to 4. The actual CGI ATPES score, or value for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered deficient and will require an improvement plan.**

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

PROFESSIONAL GROWTH PLAN

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in helping the teacher. This plan can be developed at the evaluation conference or at a later date.

IMPROVEMENT PLAN

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

LACK OF PROGRESS ON AN IMPROVEMENT PLAN

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see policy 4-103.

APPENDIX A

EVALUATION SYSTEM FORMS



Amphitheater Teacher Performance Evaluation System
ATPES using Danielson Framework: Conditional Growth Index

School *Sample K8 School*
 Teacher last name *Teacher*
 Teacher first name *Sample*
 Content Area/Grade Level
 Group **Group B**
 Date informal evaluation
 Date formal evaluation
 Evaluator name

	Rating	Weighted Values
DOMAIN 1: Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
1a	3	3.2
<ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 		
Demonstrating Knowledge of Students		
1b	3	3.2
<ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 		
Setting Instructional Outcomes		
1c	3	3.2
<ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 		
Demonstrating Knowledge of Resources		
1d	3	3.2
<ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 		
Designing Coherent Instruction		
1e	3	3.2
<ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 		
Designing Student Assessments		
1f	3	3.2
<ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 		
Domain 1 Overall Averages		3
		3.20

<i>Sample Teacher</i>	Rating	Weighted Values	
DOMAIN 2: The Classroom Environment			
Creating an Environment of Respect and Rapport			
2a	3	3.2	
<ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 			
Establishing a Culture for Learning			
2b	3	3.2	
<ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 			
Managing Classroom Procedures			
2c	3	3.2	
<ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 			
Managing Student Behavior			
2d	3	3.2	
<ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior 			
Organizing Physical Space			
2e	3	3.2	
<ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources 			
Domain 2 Overall Averages		3	3.2

	Rating	Weighted Values	
DOMAIN 3: Instruction			
Communicating With Students			
3a	3	3.2	
<ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 			
Using Questioning and Discussion Techniques			
3b	3	3.2	
<ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 			
Engaging Students in Learning			
3c	3	3.2	
<ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 			
Using Assessment in Instruction			
3d	3	3.2	
<ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 			
Demonstrating Flexibility and Responsiveness			
3e	3	3.2	
<ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 			
Domain 3 Overall Averages		3	3.2

FORMAL EVALUATION NARRATIVE FORM

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ **School:** _____
Grade Level/Subject: _____ **Evaluator:** _____
Date/Time: _____

DOMAIN 1: Planning and Preparation	Evidence
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 	<p>Teacher behaviors that positively impact student learning:</p> <ul style="list-style-type: none"> • <p>Recommendations for continuous improvement include:</p>
1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 	
1c Setting instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students 	
1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	
1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	
DOMAIN 2: The Classroom Environment	EVIDENCE
2a Creating and Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students 	<p>Teacher behaviors that positively impact student learning:</p> <ul style="list-style-type: none"> • <p>Recommendations for continuous improvement include:</p>
2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 	
2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 	
2d Managing Student Behaviors <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior 	
2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources 	

DOMAIN 3: Instruction	EVIDENCE
3a Communicating with Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	Teacher behaviors that positively impact student learning: <ul style="list-style-type: none"> • Recommendations for continuous improvement include:
3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	
3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 	
3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 	
3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • persistence 	
DOMAIN 4: Professional Responsibilities	
4a Reflecting on Teaching <ul style="list-style-type: none"> • accuracy • use in future teaching 	Teacher behaviors that positively impact student learning: <ul style="list-style-type: none"> • Recommendations for continuous improvement include:
4b Maintaining Accurate Records <ul style="list-style-type: none"> • student completion of assignments • student progress in learning • non-instructional records 	
4c Communicating with Families <ul style="list-style-type: none"> • about instructional program • about individual students • engagement of families in instructional program 	
4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 	
4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	
4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation 	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

The Framework for Teaching: Danielson Model Narrative Comments

Teacher: _____ Date: _____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature: _____ Date: _____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM IMPROVEMENT PLAN

Teacher: _____ School: _____

Grade/Subject: _____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint) Progress Check Dates: Rating: Initials:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

- P Performance meets the expected standard.
Plan may be terminated.
- CP Plan should be continued.
- NP Progress not made as specified in plan.

FINAL ASSESSMENT

Performance Meets Expectations

Performance Does Not Meet Expectations

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources School Employee

APPENDIX B

FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60-minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

- 1) What content will be addressed in this lesson?
- 2) What are the expected outcomes/objectives?
- 3) How does this lesson fit with previous or future lessons?
- 4) What assessments will be used?

Domain 4

- 1) How do you maintain student records/grades?
- 2) Discuss how you communicate with families?
- 3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?
- 4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES

Optional Listing of Professional Activities

Name: _____ Date: _____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

Copies to: Human Resources - School - Employee

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

PROFESSIONAL GROWTH PLAN

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Copies to: Human Resources – School – Employee

PROFESSIONAL GROWTH PLAN

Name: _____ School: _____

Grade Level/Subject Area: _____ Date: _____

Goal for your own professional growth:			
My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

APPENDIX C

SAMPLE LESSON PLAN FORMATS

5E LESSON PLANNING TEMPLATE

Grade/Course:	Topic:	Lesson # _____ in a series of _____ lessons
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	Interdisciplinary Concepts:	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s)		
Formative Monitoring (Questioning / Discussion):		
Summative Assessment (Quiz / Project / Report):		
Student Self-Reflection:		

Lesson Plan

Teacher Name: _____ Date: _____

School: _____ Subject/Grade: _____

Academic Standards	Teaching Procedures Instructional Steps	Materials and Resources	Evidence of Learning	Differentiation

Lesson Plan

Teacher Name:

School:

Subject/Grade:

Date:

Learning Target: (What do you want students to know and be able to do? What is the intended learning?)

Arizona Academic Standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

Differentiation: (What accommodations will be in place for diverse learners?)

Closure: (How will the intended learning be demonstrated by the students?)

Materials and Resources:

(Based on the Essential Elements of Instruction, EEI)

Amphitheater Public Schools
Grades K - 2 ELA Framework Lesson Plan

Foundational Standards		
Whole Group Instruction Foundations (Grades K-2) 30 min		
Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into to Reading Vocabulary and Reading Workshop Lessons Shared Reading, Science or Social Studies Content Reading (Building Knowledge, Story Structure and Language) 20-30 min		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Enrichment Instruction. Decodables or Rigby Readers 2 x 15 min	Independent and Collaborative Practice Required Waterford - K 15 min/day (75 min/week) i-Ready - 1st and 2nd 15-20 min/day (45-60 min/week)	Independent, Collaborative, and/or Choice Practice Independent and Partner Reading Decodable Text Coding/Fluency Letter and Word or Vocabulary Work Response Journal/My Book Activities Reinforcing and Enrichment Literacy Centers
Group 1		
Group 2		
Accountability, Reflection and Sharing Wrap Up 5 min		

Writing and Language Standards	
<ul style="list-style-type: none"> ● Into Reading Research, Writing or Grammar Mini lesson (direct instruction) ● Independent Writing Time/ Writing Conferences ● Students share sections or entire writing pieces based on the mini lesson. ● My Book Q and A Tasks <p style="text-align: center;">30 min</p>	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

Amphitheater Public Schools
Grades 3-5 ELA Framework Lesson Plan

Reading Literature (RL) or Reading Information (RI) Standards		
Whole Group Instruction Into Reading Vocabulary and Reading Workshop Lessons <i>Includes Module Launch, Building Knowledge, and Language</i> 30-40 min		
What I Need (WIN) Time		
Targeted Instruction Reteaching, Guided Practice of Foundational, RL or RI Skills, Reinforce Reading Skills and Strategies, Scaffold and Extend, Tabletop mini lessons, or Guided Reading Instruction. 2 x 15 min	Independent and Collaborative Practice Required i-Ready 3-5 15-20 min/day (45-60 min/week)	Independent, Collaborative, and/or Choice Practice Fluency Practice, My Book Comprehension and Vocabulary Work, Independent Reading, Reader's Notebook, Inquiry and Research Project
Group 1		
Group 2		
Language Standards		
Whole Group Instruction Into Reading Foundation Skills Lessons (designated days) Phonics, Syllable Work, Vocabulary, Language, Grammar 15-30 min		
Accountability, Reflection and Sharing Wrap Up 5 min		

Writing and Language Standards	
<p>Into Reading Research, Writing or Grammar Mini lesson (explicit and direct instruction)</p> <p>Independent Writing Time/ Writing Conferences</p> <p>Students share sections or entire writing pieces based on the mini lesson</p> <p>My Book Q and A Tasks 30 min</p>	

- All HMH Into Reading print materials are also available in a digital format. A blend of these formats should be used daily throughout the literacy block to best meet the needs of your students.
- During Independent and Collaborative Practice, students should complete all of the options multiple times throughout the module.

SECONDARY SCIENCE LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:	Unit Title:	
Lesson #:	Class Level:	Phenomenon:
Length of Lesson in # of Hours: # of Classes:	Teacher(s):	
How does this lesson connect to previous or future work as exemplified by the Standards in your scope and sequence?		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?</i>	
	<i>Citation</i>	
1 -3 Science and Engineering Practices Used in This Lesson	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?</i>	
	<input type="checkbox"/> Conceptual understanding of key concepts	
ESSENTIAL QUESTION(S)	<input type="checkbox"/> Scientific Method/Engineering Design Process Skills Fluency	
	<input type="checkbox"/> Rigorous application of science or engineering in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways my students and I will know the extent to which the objectives have been met.</i>		

Personalized Learning*How will I provide opportunities for personalized learning during this lesson?***LEARNING PLAN****MATERIALS****TIME****Vocabulary****Introduction**

- How will students make connections between the content and their goals?
- How will students know the purpose for this lesson?

BODY OF THE LESSON

- What explanations, representations, and/or examples will I share/ elicit to make the concepts of this lesson clear?
- What strategies and opportunities will I use to check for understanding throughout the lesson?
- What questions will I ask to allow students to share their thinking and when will this happen in the lesson?

LEARNING PLAN, continued**MATERIALS****TIME**

- How will I bring closure and provide opportunities for reflection on and transfer of knowledge/skills?

ELA SECONDARY LESSON PLAN TEMPLATE

This template is aligned with the new Into Literature HMH materials (2021)

Standards:

Essential Question:

Academic Vocabulary:

Reading:

(Materials and resources (online or print), time allocation for reading)

Skill Building: (e.g., reading fluency, language conventions, identifying main idea, analyze structure, speaking, listening, etc.)

Instruction: (e.g., procedure, tasks, etc.)

Writing (e.g., genre, mentor text, skills taught, etc.)

Small Group Options:

Differentiation Options:

Assessment:

Kindergarten Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Practice):</p> <p>(✓ACI):</p>
--	--

Part 1: Core Instruction (20-30 minutes)

<p>New Content</p> <p>Purpose:</p> <ul style="list-style-type: none"> ◆ Introduce new concepts, skills and games 	<p>Activity:</p>
--	------------------

Summary/Closure (5 minutes)

<p>Purpose:</p> <p>Can occur to summarize the learning of the focus activity</p>	<p>Activity:</p>
--	------------------

Part 2: Core Instruction Continued (10-20 minutes)

<p>Practice</p> <p>Purpose:</p> <ul style="list-style-type: none"> ◆ Provide distributive practice by revisiting an earlier focus ◆ Essential part of core 	<p>Activity:</p>
<p>Home Link</p> <p>Purpose: involves parents in math education, follows-up to classroom activities</p>	
<p>Connections</p> <p>Purpose: suggestions for additional ways to explore content in other areas</p>	

Number of the Day	
Attendance	
Daily Schedule and Monthly Calendar	
Weather/Temperature	
Survey	

1st-2nd Grade Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Practice):</p> <p>(✓ACI):</p>
--	---

Part 1: Warm Up (5 minutes) Tasks for Lesson _____

<p>Mental Math & Fluency</p> <p>Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)</p>	
---	--

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener

<p>Math Message (5 min)</p> <p>Purpose: introduction to the lesson using a problem new to students</p>	
---	--

<p>Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow-up activities</p>	
--	--

<p>Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.</p>	
--	--

Summary/Closure (5 minutes)

<p>Purpose: summarizes learning of Part 2 (the focus activities)</p>	
--	--

Part 3: Practice (10-20 minutes)

<p>Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner</p>	
---	--

<p>Math Boxes Purpose: reviews skills and concepts students have seen to this point</p>	
--	--

<p>Home Link Purpose: provides practice and informs family about daily learning</p>	
--	--

On-Going Daily Routines (10 minutes for debriefing)

3rd-5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

<p>Assessment Check-in (✓ACI)</p> <p>Daily assessment opportunity, provides expectation of the portion of the standard</p> <p>Informs your instruction, fair to grade</p>	<p>GMC: (Goal for Mathematical Content):</p> <p>(SMP) (GMP): (Standards/Goals for Mathematical Content):</p> <p>(✓ACI):</p>
--	--

Part 1: Warm Up (5 minutes)	Fill in Tasks below for lesson _____.
------------------------------------	--

<p>Mental Math & Fluency</p> <p>Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)</p>	
---	--

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener

<p>Math Message (5 min)</p> <p>Purpose: introduction to the lesson using a problem new to students</p>	
<p>Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow up activities</p>	
<p>Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application etc.</p>	

Summary/Closure (5 minutes)

<p>Purpose: summarizes learning or Part 2 (the focus activities)</p>	
--	--

Part 3: Practice-(10-20 minutes)

<p>Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner</p>	
<p>Math Boxes: Purpose: reviews skills and concepts students have seen to this point</p>	
<p>Home Link: Purpose: provides practice and informs family about daily learning</p>	

ELD Targeted Instruction Lesson Plan

Teacher Name:

School:

Grade/Grade Band:

Kinder Grade 1 Grades 2-3 Grades 4-5 Grades 6-8 Grades 9-12

English Proficiency Levels:

Pre-E/Emergent Basic Intermediate Basic/Intermediate (Kinder ONLY)

Lesson Time Frame:

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Arizona Academic Standard(s):

Content/Learning Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

ELD Integrated Instruction Lesson Plan

Teacher Name:

School:

Grade Level:

Number of English Learners at Each Proficiency Level:

Pre-E/Emergent _____ Basic _____ Intermediate _____

Basic/Intermediate (Kinder ONLY) _____

Lesson Time Frame:

Arizona Academic Standard(s):

Content/Learning Objective(s):

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?):*

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction):*

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback):*

Practice & Application *(Meaningful activities, interaction, strategies, feedback):*

Review & Assessment *(review objectives and vocabulary, assess learning):*

Modifications & Extension:

SECONDARY MATH LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:	Unit Title:	
Lesson #:	Class Level	
Length of Lesson in # of Hours:	# of Classes:	Teacher(s):
How does this lesson connect to previous or future work as exemplified by the Standards in your Scope and Sequence?		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?</i>	
	<i>Citation</i>	
1 -3 MATHEMATICAL PRACTICE(S) ADDRESSED IN THIS LESSON	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?</i>	
ESSENTIAL QUESTION(S)	<input type="checkbox"/> Conceptual understanding of key concepts	
	<input type="checkbox"/> Procedural skill and fluency	
	<input type="checkbox"/> Rigorous application of mathematics in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways my students and I will know the extent to which the objectives have been met.</i>		

Personalized Learning

How will I provide opportunities for personalized learning during this lesson?

LEARNING PLAN		MATERIALS	TIME
Vocabulary			
Introduction <ul style="list-style-type: none">▪ <i>How will students make connections between the content and their goals?</i>▪ <i>How will students know the purpose of this lesson?</i>			

Lesson Plan Template

Name:

Grade Level:

Subject:

Unit Title:

Lesson Title:

Estimated Time:

Standard/s:

Learning Goal/Target/Objective: (What should students know and be able to do as a result of this lesson?)

Essential/Guiding Question(s): (Higher-order thinking level in student-friendly language)

Content: (Outline what you are going to teach)

Key Vocabulary:

WICOR: AVID Method Strategies:

W Writing: How will students use writing as a tool of learning?

I Inquiry: What questions will I ask? How will I facilitate students asking questions?

C Collaboration: How will I facilitate student collaboration?

O Organization: How will students set goals for their learning? How will I help students manage the tasks/materials of the lesson? How will I release responsibility to students for their own learning?

R Reading: What will students read? What strategies will I use to facilitate that reading?

Procedures:

1. **Activate prior knowledge/Anticipatory Set/Hook:** What prior knowledge should students have for this lesson? How will you gain their attention?
2. **Input:** Teaching Phase: How will you present the concept or skill to your students?
 - a. Key vocabulary instruction
 - b. Teaching of the concept
3. **Modeling:** Showing, explaining, demonstrating to the students how to do something that they will then be expected to do.
4. **Check for understanding:** Whatever you do to determine students' comprehension of what has been taught thus far (Q & A, cognitive processing strategies, graphic organizers, use of scales, etc.)
5. **Guided practice:** What activities or exercises will the students complete with teacher and/or peer guidance?
6. **Independent practice:** What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
7. **Closure:** How will you assist your students in organizing the knowledge gained in the lesson? (Q & A, exit slip, game, cognitive processing strategies, etc.)

Assessment/Evaluation: How will you assess the students' attainment of the lesson objectives? The assessment must be stated in measurable terms. (condition, performance, criteria)

- Formative Assessment and/or Summative Assessment:

Materials/Resources: All materials and equipment needed to teach this lesson.

References: Any sources (e.g., textbooks, internet sites, etc.) used in the planning of this lesson.

Accommodations: Differentiated instruction; any modifications made to the lesson to assist ESE and/or ELs in the comprehension of the lesson.

Subject/Date/Title:	
Topic:	
Overarching Essential Question for the Unit: Daily Learning Target:	
Required Materials:	
Procedure:	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>EXIT TICKET (Formative Assessment for the Day):</p>
Assessment:	

Elements of WICOR:

Writing

Inquiry

Organization

Collaboration

Reading



UDL Lesson Planning Guide

***BLUE** Font = Live Link

Essential Elements of Instruction Pre-Planning Thoughts

Lesson Purpose (WHY Important to Students)	
State Standard(s) Addressed AZ State Standards Page	
Objective/Learning Goal What do you want students to walk away with? What does success look like?	
Anticipatory Set The HOOK -Get them engaged	

UDL PRINCIPLES

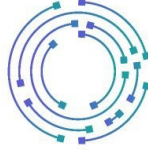
<u>REPRESENTATION</u> - Options for presenting content	<u>ENGAGEMENT</u> - Options for engaging student interest	<u>ACTION & EXPRESSION</u> - Options for students to demonstrate learning
<input type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Hands-on <input type="checkbox"/> Video clips <input type="checkbox"/> Audio recordings <input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other _____	<input type="checkbox"/> Cooperative work group <input type="checkbox"/> Partner work <input type="checkbox"/> Independent Work Teacher-led small group <input type="checkbox"/> Manipulatives <input type="checkbox"/> Movement <input type="checkbox"/> Debates <input type="checkbox"/> Role plays or simulations <input type="checkbox"/> Other _____	<input type="checkbox"/> Written response <input type="checkbox"/> Illustrated response <input type="checkbox"/> Oral response <input type="checkbox"/> Text-to-Speech Presenting Storytelling Multimedia Model creation or construction <input type="checkbox"/> Other _____

AVID

WICOR UDL Examples



AVID Open Access



Digital Tools & Templates



Essential Question

What is an Essential Question?

Complexity in Thinking

Depth of Knowledge

Portrait of a Graduate UDL Strategies to Build Each Trait



- Creative Thinking
- Critical Thinking
- Communication
- Citizenship

- Collaboration
- Scholarship
- Problem Solving
- Caring

Task Analysis

**Learnings
(Information)**

**Teacher Strategies
(Examples, Materials, Modeling, etc....)**

**Student Behaviors
(Active Participation)**

Modeling How will it flow? What strategies will you use? What do you want to be sure to do well? (I do)	
Guided Practice What do you need to be sure to do well? (We do)	
Independent Practice What evidence do you have to show they understand? (You do)	
Formative Assessments Checks for Understanding planned throughout the lesson.	
Closure/Exit Ticket Individual accountability for learning...How will you use this information to measure (data collection) student progress toward your Learning Objective/goal? AVID Exit Ticket Pre-Made Templates	

Materials & Resources	
Materials	
On-line Materials	
Resources	

Additional Resource Links

[Amphi SharePoint](#)

[Amphi Curriculum Scope & Sequences](#)

[District-Wide Curriculum Resources](#)

[HMH Teaching Resources](#)

[Everyday Math Resources](#)

APPENDIX D

**AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE
EVALUATION SYSTEM**



AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM FOR CONSISTENTLY HIGHLY EFFECTIVE TEACHERS

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the “Alternative Evaluation” system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?

Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?

No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?

The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM PROGRAM

Steps to follow:

1. Principal notifies the teacher of their qualification for the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
 - a. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
 - b. Working on a Master's Degree or National Board Teacher Certification (NBTC) in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of program coursework.
 - c. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

1. **Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
2. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Participation Log**

PROFESSIONAL GROWTH DOCUMENTATION AND RATING FORM

Amphitheater Alternative Teacher Evaluation System

Name: _____ School: _____

Alternative Evaluation System Year: 1 2 3

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one) New Instructional Practice Master's Degree NBTC Professional Developer			
Objectives:	Activity:	Timeline:	Evidence of Impact:

Teacher's Signature: _____ Date: _____
 Principal's Signature: _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):
 Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)
 Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)
 Administrator Comments:

Teacher Comments:

Principal Signature: _____
 Teacher Signature: _____

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM

Teacher Self-Reflection Form

Teacher's Name: _____ School: _____

Date: _____

Reflection on (circle one): **New Instructional Practice**

Master's Degree Work National Board Teacher Certification
Professional Development

Reflect on your work this year on learning a new practice, conducting professional development, working on your Master's degree, or working on your National Board Teacher Certification. Include examples of how your work did, or will, connect to student learning, discuss any "aha" moments, and any future actions you propose (one page maximum).

Teacher Alternative Evaluation System

Participation Log

Activity	Date(s)	Notes

MEMBERS ON THE ATPES COMMITTEE
2025-2026

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Tara Bulleigh	Principal, Canyon del Oro High School
Tassi Call	Associate Superintendent for Elementary Education, (Chair 2021-present)
Katherine Engel	Teacher, Amphitheater High School
Rowdy Frederiksen	Assistant Principal, Ironwood Ridge High School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
Rebecca Green	Intervention Teacher, Coronado K-8
Kris Holt	School Improvement Specialist, Prince Elementary School
David Humphreys	Principal, La Cima Middle School
Elizabeth Jacome	Director of Curriculum and Assessment
Hillary Kitay	Teacher, Prince Elementary School
Shannon Langley	EL District Coordinator, Language Acquisition
Matthew Munger	Associate Superintendent for Secondary Education
Chris Trimble	Principal, Wilson K-8 School
Jason Weaver	Program Evaluation Data Analyst, Wetmore



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

DATE OF MEETING: **June 10, 2025**

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

BACKGROUND:

STAFF

Darlene Mansouri requests permission to attend 2026 National ESEA Conference on February 9-13, 2026 in Denver, Colorado. Approximate cost of travel is \$3,538.96 and will be paid using Title I funds. Five school days will be missed, and no substitute is required.

BUDGET CODE KEY		
100.25.100.2579.6360.509.0000	Title I	Training Non-Instructional, Employee Training, State and Federal Programs
100.26.100.2579.6582.509.0000	Title I	Training Non-Instructional, Employee Travel, State and Federal Programs

RECOMMENDATION:

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

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: June 9 2025

Todd A. Jaeger, J.D., Superintendent

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

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

EMPLOYEE(S): Darlene Mansouri

SCHOOL: District Offices
Department (opt.): State & Federal Programs
DATE(S): February 9-13, 2026

ACTIVITY/EVENT: 2026 National ESEA Conference

LOCATION: Denver, Colorado

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
		<small>(Note: Tax credit contributions are District funds and require a budget code.)</small>
Registration	<u>\$649.00</u>	<u>100.25.100.2579.6360.509.0000</u>
Transportation	<u>\$775.96</u> Mode <u>Air, Shuttle & Parking</u>	<u>100.26.100.2579.6582.509.0000</u>
Rental Car	_____	_____
Meals	<u>\$369.00</u>	<u>100.26.100.2579.6582.509.0000</u>
Lodging	<u>\$1,745.00</u>	<u>100.25.100.2579.6582.509.0000</u>
Substitutes	_____	_____
TOTAL	<u>\$3,538.96</u>	

The District will (or) will not receive reimbursement from outside sources.

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

Purpose of travel: To attend the 2026 National ESEA Conference (Title I, II, IV Homeless, Private Schools and Equitable Services).

Outcomes and academic benefits to students and staff: A better understanding of the Federal Programs updates and guidelines. Learn changes at the Federal Level for grants and programs requirements.

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

- | | | |
|--|--|--|
| <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship | <input type="checkbox"/> Collaboration |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Critical Thinking |
| <input type="checkbox"/> Problem-Solving | <input type="checkbox"/> Scholarship | |

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

Submitted by: Darlene Mansouri 6/5/25
Signature Date

Principal/Supervisor Date

[Signature] 6/9/2025
Associate Superintendent/Supintendent 271 Date



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

DATE OF MEETING: June 10, 2025

TITLE: Study of Senior Honors Recognition System

BACKGROUND:

This item is presented to the Governing Board to permit the study of an honors system that may be utilized in lieu of the recognition of the Valedictorian and Salutatorian honors system.

RECOMMENDATION:

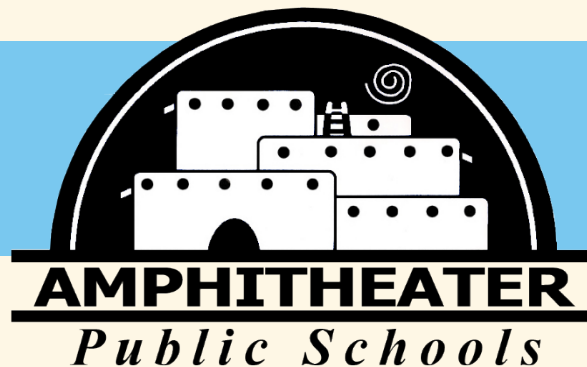
This Board item is presented to the Board as a study item.

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: June 5, 2025

Todd A. Jaeger, J.D., Superintendent



Proposed Changes to Graduating Honors

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Study Session



Matt Munger
Associate Superintendent for Secondary Education



History of Honors



The roles of Valedictorian and Salutatorian have long been cherished traditions in high school graduations, honoring the students with the highest academic achievements in their graduating class. These distinctions often come with the privilege of delivering commencement speeches and serve as symbols of scholarly excellence/achievement.



However, while these titles celebrate outstanding individual performance, they also present challenges by recognizing only a very limited number of students, specifically, two (2). 274



As districts emphasize the values of equity, collaboration, and acknowledging the diverse ways students succeed, many schools/districts are reconsidering whether such narrow distinctions adequately reflect the full range of student success, achievement, and contributions.





Challenges with Valedictorian/Salutatorian Honors



- Only two students are recognized, even when many students have exceptional academic grades and achievements.



- Decisions often come down to minuscule GPA differences (e.g., to the ten-thousandths).



- Encourages narrow course selection focused primarily on GPA maximization.



- Promotes a hyper-competitive atmosphere and potential for “gaming the system” which may be detrimental to collaboration and wellness.



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Reflecting Amphitheater's Mission, Vision, and Beliefs



Amphitheater's Mission, Vision, and Beliefs are not consistent with identifying and honoring only two students among a graduating class.



- **Mission:** Empower every student to reach full potential through challenge.



- **Vision:** Create academically excellent, personally enriching environments.

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- **Values:** Equity, growth, integrity, and meaningful recognition.



- **Promise of a Graduate:** Supports holistic student development.



Reflecting the Promise of a Graduate



Amphitheater Public Schools
PROMISE OF A GRADUATE



An Alternative to Current Honor System



Adopting a *Cum Laude* System of Honors

- Recognizes many high-achieving students across GPA ranges.
- Encourages students to explore broader course options including the arts, CTE, and electives.
- Fosters a healthier academic environment and supports social-emotional learning.
- Widely used and understood in higher education, enhancing consistency, and furthering the district's reputation for academic excellence and celebration of the same.





Structure of the *Cum Laude* System



Utilizing the *Cum Laude* System of Honors, the following is the *proposed/draft* GPA recommendations



- Summa Cum Laude: Weighted GPA of 4.26 and above.
- Magna Cum Laude: Weighted GPA of 4.01–4.25.
- Cum Laude: Weighted GPA of 3.50–4.00.



No longer reliant solely on weighted classes for academic recognition.



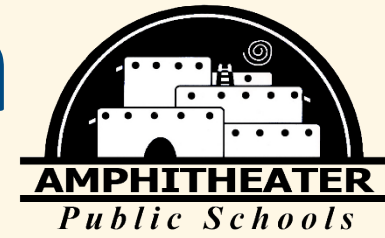
- Comparison to college/universities^{*}:
 - University of Arizona:
 - *Summa Cum Laude (With Highest Praise)*: 3.90 – 4.00
 - *Magna Cum Laude (With Great Praise)*: 3.70 – 3.899
 - *Cum Laude (With Praise)*: 3.50 – 3.699



^{*} *Colleges, generally, do not have weighted grades.*



Benefits of a *Cum Laude* System



- Increases the number of students recognized.

AHS:

	<i>Summa Cum Laude</i>	<i>Magna Cum Laude</i>	<i>Cum Laude</i>
○ 2024	8 students	9 students	22 students
○ 2025	3 students	9 students	33 students

CDO:

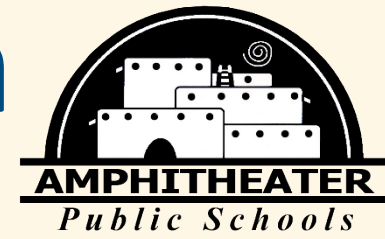
	<i>Summa Cum Laude</i>	<i>Magna Cum Laude</i>	<i>Cum Laude</i>
○ 2024	35 students	31 students	101 students
○ 2025	46 students	43 students	98 students

IRHS:

	<i>Summa Cum Laude</i>	<i>Magna Cum Laude</i>	<i>Cum Laude</i>
○ 2024	46 students	38 students	98 students
○ 2025	41 students	54 students	91 students



Benefits of a *Cum Laude* System



- Reduces academic stress and toxic competition.
- Encourages deeper, more meaningful engagement in learning.
- Reflects a values-based approach to education aligned with Amphitheater's mission and Promise of a Graduate.

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Current Trends in AZ Districts



- **Catalina Foothills SD**

- Does not recognize Valedictorian, Salutatorian, or class rank.



- **Chandler USD:**

- Adopted the *Cum Laude* system beginning with the Class of 2020.



- **Flowing Wells USD:**

- Adopted a Blue, Gold, and Platinum honors system.



- **Phoenix Union HSD:**

- Adopted the *Cum Laude* system beginning with the Class of 2022.



- **Scottsdale USD:**

- Adopted the *Cum Laude* system beginning with the Class of 2024.



- **Sunnyside USD:**

- Eliminated the Valedictorian/Salutatorian honors, starting with the Class of 2026. SUSD is adopting a general Honors system.



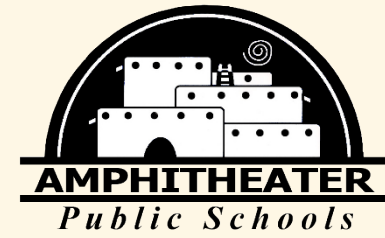
Time Honored Student Roles

Class Speakers:

- Instead of automatic speeches by Valedictorian/Salutatorian, students will audition to deliver commencement addresses.
- This existing tryout process is already used by our schools for senior speakers.
- The audition process fosters equity and representation to a broader group of students, resulting in more inclusivity.
- The audition process, which involves a faculty committee, results in consistency among schools.



Timeline & Next Steps



- If approved and adopted, the new honors system would begin with the Class of 2028, the incoming Sophomore class.



- Communication would begin in Fall 2025 informing students of the change and providing the rationale for the transition.



- Begin design format of foil diploma seals that would be affixed to qualifying students diploma as well as other appropriate regalia.





Questions?



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

DATE OF MEETING: **June 10, 2025**

TITLE: **Approval of 2025-2026 Code of Conduct**

BACKGROUND:

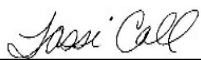
On April 22, 2025, the Governing Board studied proposed revisions to the Student Code of Conduct to become effective in school year 2025-2026. Proposed modifications were posted with the April 22nd agenda item with additions shown in blue and deletions shown in red. The 2025-20256 Code of Conduct is now being presented for approval.

Subsequent to the proposed revisions studied by the Governing Board, Governor Hobbs signed into law HB2484, outlining the appropriate use and restrictions related to students use of personal technologies, i.e. smartphones, personal technologies, and social media. The Code of Conduct, including the Parent Handbook, submitted with the Board item includes updated language reflecting the new law.

RECOMMENDATION:

It is recommended that the Board approve the 2025-2026 Code of Conduct as presented.

INITIATED BY:

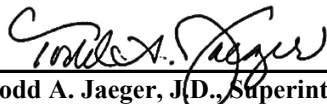


Tassi Call
Associate Superintendent for Elementary Education



Matthew Munger
Associate Superintendent for Secondary Education

Date: June 3, 2025



Todd A. Jaeger, J.D., Superintendent

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PARENT INFORMATION

Student Rights

Due Process For Students

Any student whose behavior may warrant suspension or expulsion under the Student Code of Conduct will be provided due process prior to the implementation of the suspension or expulsion. This is a legal safeguard that protects the rights of students and their parents and is constitutionally guaranteed.

Due process steps include:

- Oral or written notice of the charges presented to the student;
- An opportunity for the student to present the student's side of the story in an informal or formal hearing or meeting, as applicable;
- The right to be represented by legal counsel or other party at the student's or parent's(s') expense;
- The allowance, for safety purposes, for a student to be removed from the school prior to an informal hearing, with that hearing to follow as soon as practical;
- Adequate notification of a hearing to the student and parent;
- An opportunity for a fair hearing;
- Notification to parents about the short-term suspension of the student;
- More formal due process in long-term suspension and expulsion proceedings;
- Right to appeal the decision of a hearing officer regarding long-term suspensions or expulsions to the Governing Board.

More information regarding student disciplinary action may be found in the **Code of Conduct**.

Equal Opportunity Statement

Amphitheater Unified School District is an Equal Opportunity employer and educational institution. The District does not discriminate on the basis of race, color, national origin, sexual orientation, age, religion/religious beliefs, gender, creed, citizenship status, marital status, political beliefs/affiliation, home language, disability, family, social or cultural background in admission or access to, or treatment in its educational programs and activities, nor in its employment practices.

Inquiries concerning Title VI, Title VII, Title IX of the Civil Rights Act of 1964, may be referred to the District's Equity and Safety Compliance Officer and Title IX Coordinator, 701 W. Wetmore Road, Tucson, Arizona 85705, (520) 696-5164, TitleIXCoordinator@amphi.com.

Student Records

Family Educational Rights and Privacy Act of 1974

“Student records” includes all student information that is required by a governing body to be recorded and retained by the school or District.

Student records do *not* include the work notes of a teacher, administrator, or other professional unless such notes are used or expected to be used by anyone other than the professional.

Student records are considered professional and confidential and shall be available under the following circumstances:

1. To the parents/guardian of the student, unless a parent’s parental rights have been severed by a court.
2. To the professional staff of the school District in which the information was obtained.
3. In accordance with written instructions of a parent/guardian to transfer the records to another school, institution, or agency.
4. To any state or federal agency, as long as such records do not identify the student and upon the approval of the local school District board.
5. With respect to grade transcripts, to any other school or educational institution to which the student is attending or has applied for admittance.
6. To a student or person over the age of eighteen (18) or emancipated minor whose records are maintained by the school.
7. To the District’s agents acting on behalf of the District, those records, files, documents, and other materials, which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution.
8. In response to a judicial order or lawful subpoena.
9. To comply with the request of authorized law enforcement officials conducting an investigation of acts of terrorism, which disclosure is required by law.
10. To recruitment officers of the United States Armed Forces, unless parents/guardians or eligible students prohibit such release.

Upon confirming a parent/guardian’s identity, the authorized personnel of a school district shall, upon request, make available to the parent or guardian of a student the content of the student’s records.

The parent or guardian shall be permitted to be accompanied by one other person of his/her choosing at such time as the parent or guardian reviews the content of the student’s record, in the presence of a school official.

As a parent/guardian, you have the right to challenge the accuracy of your child's records and are entitled to a hearing with respect to that challenge, to ensure that the records are not inaccurate, misleading, or otherwise in violation of privacy or other rights of the student.

Viewing of student records upon request of parents/guardians must be granted within 45 days.

A parent/guardian shall have the right to insert a personal statement into their student's permanent record. They shall also have the right to request amendment to said records. They shall receive notification of the procedure to be followed should they wish to challenge the records and have statements amended, upon request.

A parent/guardian shall have the right to request copies of certain documents in the student's file. The District will charge up to thirty-five cents (35¢) per document page for this service.

Hatch Amendment: In addition to the rights of review pertaining to pupil records as set forth above, the parents/guardians of a student may inspect all instructional materials, including teachers' manuals, films, tapes or other supplementary instructional material which will be used in connection with any research or experimentation program or project, i.e., any program or project designed to explore or develop new or unproven teaching methods or techniques.

A student, eighteen (18) years of age or older or emancipated, shall have access to his or her own records, but may not view anything in the record pertaining to the financial statement of his/her parent(s)/guardian(s).

Parents/guardians and/or eligible students have the right to deny public release of "Directory Information". Notification must be given to the institution within thirty (30) days of enrollment if the parent, guardian, and/or student wish to deny the institution the right to give out directory information.

To prohibit the release of student information, please complete and return to the school the "Non-Release of Information" form available at the school.

Rights Of The Disabled Under Section 504 Of The Rehabilitation Act

This notification will serve to advise you of the rights of students as they are set forth in SECTION 504 OF THE REHABILITATION ACT OF 1962 and THE AMERICANS WITH DISABILITIES ACT OF 1990.

1. All new facilities must be barrier-free, i.e., readily accessible to and usable by individuals with disabilities.
2. Programs or activities in existing facilities will be made accessible to the disabled within 60 days.
3. Every disabled child will be entitled to a free public education appropriate to his or her individual needs, regardless of the nature or severity of the disability. In those unusual cases where placement in a special residential setting is necessary, public authorities will be financially responsible for tuition, room and board.

4. Disabled children must not be segregated in the public schools but must be educated with the non-disabled in regular classrooms to the maximum extent possible.
5. Educational institutions must undertake each year to identify and locate disabled children needing services.
6. Colleges and universities must make reasonable modifications in academic requirements, where necessary, to ensure full educational opportunity for disabled students.
7. Educational institutions and other social service programs must provide auxiliary aids, such as readers in school libraries or interpreters for the deaf to ensure full participation of disabled persons.
8. Qualified students with a disability may not be discriminated against solely by reason of his/her disability, in admission or access to, treatment, or employment in any program, activity or service sponsored by the District.

Title IX of The Education Amendment Act of 1972

1. No person, on the basis of sex, may be denied admission or be subject to discrimination in admission by any school District.
2. The school District shall not provide any course or otherwise carry out any of its education programs or activities separately on the basis of sex, require or refuse participation therein by any of its students on such basis, including health, physical education, industries, business, vocational, technical, home economics, music and adult education courses.
3. School Districts may not discriminate against any person on the basis of sex in the counseling or guidance of student or applicants.
4. No student shall, on the basis of sex, be treated any differently from any other student in the provision of educational opportunities such as: programs and activities (curricular and extra-curricular), benefits and services, aid and employment, and in the establishment of the rules and regulations and the enforcement of discipline.
5. Sexual discrimination includes sexual harassment. Unwelcome sexual advances; requests for sexual favors; or verbal or physical conduct of a sexual nature where (a) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's educational achievement; or (b) submission to or rejection of such conduct by an individual is used as a basis for educational decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an offensive environment, is prohibited by the school District.

6. The school District shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
7. Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions based on gender.
8. In accordance with the rules of the Arizona Interscholastic Association, participation on interscholastic teams shall be open to all students in all sports, except that the school shall not offer the following sports on a mixed sex team basis: Archery, Badminton, Gymnastics, Softball, and Beach Volleyball.

Our schools are in compliance with the Amendment. The Physical Education programs being offered are co-educational with the exception of those sports excepted by the law and termed "body contact" sports, the purpose or major activity of which involves bodily contact.

Separate teams may be provided, or a single team open to both sexes may be provided. If by opening a team to both sexes in a contact sport the interests and abilities of both sexes are not accommodated, separate teams in that sport will be required. For example: an institution would not be effectively accommodating the interests and abilities of women if it abolished all its women's teams and opened up its men's teams to women, but only a few women were able to qualify for the men's teams. If baseball is limited to boys on a team, the equivalent – softball, must be provided for the girls.

A school may preclude men or women from participating on teams for the other sex if athletic opportunities have not been limited in the past for them regardless of whether the sport is contact or non-contact. Example: If both boys' and girls' tennis teams exist at that school, one may not try out for the opposite sex team. Boys may not try out for the girls' badminton team if the boys have not been limited in opportunity overall even if a badminton team is not offered for them.

9. No person shall on the basis of sex be excluded from participation in, be denied the benefit of, or be subjected to discrimination in employment or recruitment consideration, or selection therefore, whether full-time or part-time, under any education program or activity operated by the local school District.

Protection Of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment ([PPRA](#)), [20 U.S.C. § 1222h](#), requires Amphitheater School District and each of its schools to notify you and to obtain your consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. Your school will provide you with notice of any activities requiring parental notice and consent or opt-out for the upcoming school year. For all surveys and activities, your school will provide parents reasonable notice and a reasonable period of time to opt their child out prior to the administration of the surveys and activities. In addition, parents have the right to review any protected information survey.

(Please note that this notice and consent/opt-out right does not apply to parents whose student is 19 years old or is an emancipated minor under State law; in that case, the notice and opt out right transfers to the student.)

Parents or students who believe their rights under PPRA may have been violated may file a complaint with the District’s Legal Department or by writing the Family Policy Compliance Office of the U.S. Department of Education. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

DISTRICT INFORMATION

AASA, ACT, and AzSCI

1. Elementary and middle school students will take the Arizona's Academic Standards Assessment (**AASA**), the new statewide achievement test for English Language Arts and Mathematics. It is administered to students in Grades 3-8. Information about this new assessment can be found at the [ADE website](#). (*The AASA replaces the AzMERIT and AzM2 tests.*)
2. High school students will take the ACT test for their cohort/grade level: Grade 9 (Sophomore cohort) will take the **ACT Aspire** and Grade 11 (Junior cohort) will take the college-reportable **ACT**. **ACT Aspire and ACT test scores are reported on student transcripts.** Information about these tests can be found at the [ACT website](#). (*The ACT and ACT Aspire replaces the high school AzMERIT and AzM2 tests.*)

3. Students in Grades 5, 8, and 11 will also take the **AzSCI**, the new Arizona science test. More information can be found on [AzSCI webpage](#). (*The AzSCI replaces the AIMS Science test.*)

Absences and Attendance **“Every Day Matters!”**

Regular school attendance is essential for success in school. Students with 95% attendance rates or better are more than twice as likely to pass standardized achievement tests as students who attend only 85% of the time. Students who are frequently absent may be putting their futures in jeopardy; studies have shown that chronic absenteeism, especially truancy, is highly associated with dropping out of school and has a direct and negative result on student achievement.

Dropouts typically earn \$260,000 *less* than high school graduates do over a lifetime. Please strive to have your children in attendance every school day unless they are sick. We urge you to ensure your child’s best opportunity for educational success by scheduling medical and dental appointments after school hours except in cases of emergency and by scheduling family vacations during school vacation and recess periods.

State law requires that you authorize your child’s absence from school and notify us in advance or at the time of the absence. Your call to us will also help protect your child. If your child is absent and we do not hear from you, we will do our best to contact you by phone the same day that class is missed. Accordingly, it is vital that we have one or more telephone numbers to contact you. If your numbers change, let us know right away. Due to the number of students enrolled in our District, calls may be made by an automated system to ensure we can contact all parents on a timely basis.

State law also mandates that the school record a reason for a child’s absence. Absences are excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of religious holidays of the family's faith.

When a student is or will be absent, the parent must call the school on or before the day of the absence in order to advise the school of the absence and the reason for the absence. If no authorization is received by the end of the missed school day, the absence will be considered unexcused. For absences greater than one (1) day in length, the school should be notified in advance or on each day of the absence. If a parent does not have access to a phone, either at home or at work, a note will be accepted for verification purposes.

If your child is absent on an unexcused basis for ten (10) consecutive school days: state law mandates that your child be automatically withdrawn from enrollment in order to stop state funding. You may then be required to fill out new enrollment documentation upon returning from an absence of such length.

Excessive absences may also affect a student’s eligibility to participate in field trips, extracurricular activities, and sports. In addition, absences can result in discipline and may be considered by a teacher in determining a student’s grade or promoting a student; a student can fail a class or be retained in a grade level due to excessive absences.

Parents are responsible for ensuring that their children attend school. If a student is habitually truant, the parents and student may be cited by the court for truancy. By law, a student is considered habitually truant if absent without excuse for five (5) or more days or if absent, with or without excuse, for 18 or more days.

Chronic Illnesses: In cases where medical documentation can be provided regarding a long-term illness or an ongoing medical condition, parents should contact their school administration regarding the chronic health program.

“Take Your Child to Work Day”: Certain groups promote “Take Your Daughters and Sons to Work” events, usually on a school day in April of each year. In past years, significant numbers of students went to work with their parents on these days, making it very difficult for teachers to provide meaningful activities and negatively impacting instructional benefits for those students absent. As a result, many school Districts and employers in Arizona have been encouraging an alternate day in the summer for these events. By choosing a non-school day for this activity, you will provide your student with two important messages – the value of the workplace and the importance of education in order to succeed in the work place.

Open enrollment students: Those who are frequently absent may lose, at any point in the school year, their open enrollment status. A student will benefit more from attending school regularly somewhere else rather than attending school in our District on an inconsistent basis.

Compulsory Attendance: According to Arizona law, students must be in school until they reach the age of 16 or they successfully complete the 10th grade.

Career and Technical Education

In accordance with SECTION 504 OF THE VOCATIONAL REHABILITATION ACT OF 1973, Amphitheater Public Schools wishes to inform students, parents, employees and the public that it provides an equal opportunity **CAREER AND TECHNICAL EDUCATION** for the high school students of the District. All courses, services, and activities are offered without regard to race, color, religion/religious beliefs, gender, age, national origin, veteran status, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background.

Program areas currently offered include:

Agriscience
Automotive Diesel Technologies
Bioscience
Culinary Arts
Early Childhood Education
Film and TV Production
Music and Audio Production
Photo Design
Sports Medicine
Welding

Architectural Drafting and Design
Automotive Technologies
Construction Technology
Digital Photography
Engineering
Graphic Design
Nursing Services and Healthcare Foundations
Software and App Design
Technical Theatre

Limited English-speaking skills will not be a barrier to admission or participation in Career and Technical Education. The primary requirements for admission are an established interest in pursuing a career in the chosen occupational field and the ability to meet the requirements for entry-level employment in that field of work.

Students with disabilities are encouraged to participate in Career and Technical Education programs in our District. In all cases, accommodations can be made to modify the program or the facility to allow for participation.

Pima Joint Technical Education District

The Pima JTED was established in July 2006 to provide students with expanded Career and Technical Education (CTE) options. JTED provides students with additional CTE program offerings outside of their home high school. JTED partners with the District to provide a diverse offering of courses that provide hands on learning along with rigorous academic content creating college and career ready students.

CTE programs offered through Pima County JTED's central sites include: 3D Animation and Game Design, Information Technology, Health Care Foundations, Health Care Pathway Programs, Personal Assistant Caregiver, Licensed Nursing Assistant, Registered Medical Assistant, Advanced Registered Medical Assistant, Medical Records Technology, Physical Therapy Technician, Cosmetology, Culinary Arts, Early Childhood Education, Automotive Technology, Aviation Technology, Construction Technology, Energy Technology, Heavy Equipment Operations, HVAC, Precision Manufacturing and Mechatronics, Advanced Precision Manufacturing, Veterinary Science, Law, Public Safety, and Security, Fire Service, and Welding.

Cell Phones and Other Electronic Devices

~~While cell phones provide a convenient means for families to remain in contact, use of them during class time or school activities can be disruptive to the learning process of both the student with the phone and others. Thus, while students may generally carry and use cell phones and other electronic devices such as pagers, handheld games or personal data assistants at school, such devices may not be used in a classroom or anywhere else in a manner which violates the privacy of others or interferes with the District's objective of providing a safe learning environment for all students.~~

[Arizona's new law \(HB 2484; ARS §15-120.03\) now requires all public schools to limit student use of cell phones and personal devices during the school day. Amphitheater students may only use their phones for educational purposes under a teacher's direction, during lunch, in emergencies, or when medically necessary.](#)

[To reach your child during the school day, please contact the school's main office. Our schools remain committed to supporting your child's learning in a safe, focused environment.](#)

All cell phones and other electronic devices must be turned off and placed in the student's backpack, ~~or purse, or locker (if available)~~ while ~~in a classroom~~ at school, with the exception of during lunch. Schools and teachers may also set additional rules and restrictions on the use of such devices.

Administrators and teachers are authorized to confiscate electronic devices that are used in a classroom or used in any other manner that violates District or school policies. The parent or guardian of a student whose electronic device has been confiscated may recover the item from the school administrator. The District and its schools are not responsible for the loss or theft of personal items and devices.

Child Abuse Reporting

State law pursuant to [A.R.S. §13-3620](#), requires that any school District employee acting in the scope of their employment who develops a reasonable belief that a child is or has been a victim of child abuse to immediately report their belief to Department of Child Safety (DCS) or to the police. “Reasonable belief” requires very little evidence. Although the child abuse reporting law applies most often to an adult physically abusing a child, the law also mandates reports of neglect, sexual abuse, or non-accidental injury, regardless of the age or maturity of the alleged abuser. Thus, a fight between students that results in non-accidental injury to a student will be reported to the police. Likewise, an act of sexual harassment by one student against another that constitutes sexual abuse will be reported to the police for possible criminal charges. On occasions where a school must report possible child abuse, DCS or law enforcement may prohibit the school from informing the parent or guardian of the report for a period of time.

Computer and Internet Use

The use of computers and Internet access by students at school supports the educational mission of the District and enhances our curriculum and learning opportunities for students. All District students may receive instruction via electronic resources.

The paragraphs which follow here are intended to provide students and parents with general guidelines and examples of prohibited uses of District computer equipment. Failure to comply with District rules may result in loss of computer and Internet access privileges, disciplinary action and/or legal action.

The District has implemented technical precautions to restrict student and staff access to controversial or inappropriate materials; however, on a shared network which interacts with the public domain, it is impossible to identify or control all controversial materials. In addition, while efforts are made to supervise student use of the Internet, schools cannot prevent all inappropriate uses, just as it is impossible for parents to do so at home. Student activity in a forum as public and constantly evolving as the internet carries inherent risk of access to objectionable material and communication with persons outside the school. The school also is not responsible for the accuracy or quality of information that students obtain through the Internet.

Student Work Product: Just as student works are often displayed within the school building or at events located off school grounds, student work product may also be posed for display – as an example or to recognize achievement – on a school or the District’s website. Limited information concerning the student (name, age, and grade level) may also be posted with the work. Parents who do not wish a student’s work to be posted on-line, may indicate so through

completion of a “Non-Release of Information” form available through the school. A copy of this form is also included in this handbook.

Acceptable Use: In general, a student’s access to the school’s computers, networks, and Internet services should be for educational purposes and research consistent with the school’s educational mission, curriculum, and programs. The same rules governing student conduct, communications, and behavior in the Code of Conduct contained in this handbook also apply to student use of computers and the Internet. Students are also expected to comply with all directives from the teacher or staff when using computers.

Prohibited Uses: Unacceptable uses that are expressly prohibited include, but are not limited to, the following:

Accessing, submitting, transmitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal.

Using the school’s computers, networks, and Internet services for any illegal activity or activity that violates other Governing Board policies, procedures, and/or school rules, attempting to make unauthorized access to any Amphitheater Information System by trying to bypass the firewall and district servers, and/or access proxy accounts.

3. Copying or downloading copyrighted materials without the express authorization of the student’s teacher or school administrator.
4. Plagiarism -- Representing as one’s own work any materials obtained on the Internet (such as term papers, articles, etc.). When using Internet sources in student work, the author, publisher or web site, such as AI software, must be identified and cited.
5. Downloading or installing software without the permission of the student’s teacher or school administrator.
6. Purposefully causing disruption or harm to the school’s computers, networks or Internet services, including, but not limited to, hacking and creating or uploading computer viruses.
7. Accessing communication forums methods, such as chat rooms, social networks, instant messaging or e-mail without authorization from a teacher or other staff member.

No Expectation of Privacy. In order to maintain school and student safety, the District retains full control, custody, and supervision of all computers, networks, and Internet services owned or leased by the District. The District and its schools also reserve the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school-owned computers.

Student Security. Students must be instructed and occasionally reminded that they should never reveal their full name, picture, address, or telephone number on the Internet without prior permission -- from a supervising teacher and or their parent. Students should also never meet people they have contacted through the Internet without parental permission. Students should inform their teacher or school administrator if they ever receive e-mails, information, or messages that seem threatening, inappropriate or make them uncomfortable in any way.

Costs and Charges

The District provides a free, appropriate public education to all enrolled students. There are no costs that a parent is required to pay in order to attend District schools. When students seek to enroll in a school, they may receive a list of required and non-required materials and supplies. Parents who are able to provide these materials for their student are urged to do so to maximize the use of school funds for other instructional purposes. No student will be denied an education if the parent is unable to provide those materials and supplies, however.

Basic course materials, identification cards, and some lockers may also be required and are provided free of charge. Some lockers and locks, activity cards, parking permits, yearbooks, and supplemental course materials and services are not required and are therefore not provided free of charge. A reasonable fee may apply.

While textbooks are provided at no cost to students, students and their parents are required to pay for any lost or damaged textbooks and/or other course materials. If students do not pay for lost or damaged materials, they may not be allowed to participate in extracurricular activities or other events such as graduation exercises.

Crisis and Emergency Plans

Every school in the Amphitheater School District has emergency and crisis plans to respond to unforeseen events. The plans include responses to a variety of scenarios along with lockdown and evacuation procedures and provide for cooperation with appropriate emergency responders. To protect against their misuse by individuals with harmful or disruptive intentions, these plans are not released to the public. This helps ensure their effectiveness on the rare and unlikely occasion that they must be implemented.

Where an emergency at a school site occurs, our first priority is to ensure the safety of our students. Given the staff and effort required to supervise what can be more than two thousand students at a school when a crisis develops, immediate communication with parents may not be possible. We strive, however, to communicate with you within one school day when a situation has taken place.

Custody Matters

In cases where custody matters affect a child attending school in the District, the child's school will follow the most recent (complete court and signed) order which is on file with the District. It is the responsibility of the custodial parent, or of parents having joint custody, to provide the District with the most recent court order.

Parents should also be consistent in their direction to school staff regarding custody matters; direction which contradicts court orders or which varies frequently can result in confusion and misunderstanding that often leads to concern and upset for the parties involved.

Parents should understand that school employees do not wish to be and cannot be placed in the middle of custody disputes which are private family matters. If a parent desires a school employee to testify in a family law matter, a subpoena for attendance of the employee will be required. School employees, as public employees hired to serve students, may not be used as expert witnesses in court matters unless specifically retained for that purpose while they are not on duty for the District.

Visitation: Non-custodial parents are urged to arrange visitation outside of school time to ensure that a student's full attention may be focused on their instructional program and activities.

Dress Code/Grooming

While the District recognizes that student dress and grooming are often matters of personal choice and expression, there is a relationship between student dress and such matters as individual and collective student achievement, school pride, school safety, and the accomplishment of educational objectives. Accordingly, policy and ~~regulations~~ [procedures](#) prohibit student dress or grooming that, in the judgment of the school administration:

- presents a hazard to the health, safety or general welfare of students, staff, or others;
- interferes with or disrupts the educational environment or process;
- produces disorder in the educational process;
- creates an atmosphere of threat, intimidation, or undue pressure;
- causes excessive wear or damage to school property;
- represents membership in, or support of, a gang; or
- displays obscene language or symbols, or symbols of sex, drugs, or alcohol.

More detail concerning the District's standards for dress and grooming are found in the Student Dress Code contained in this handbook.

Footwear and Safety Dress: Footwear must be worn at all times. In addition, students must comply with safety dress requirements for specific classes such as vocational courses, life physical education, and chemistry.

Gang-Related Apparel/Grooming: The District desires to keep schools and students free from the threat of harmful influences by any group or illegal gang that advocates drug use, crime, or disruptive behavior. Therefore, the presence of any apparel, jewelry, accessory, tattoos, symbols, or manner of dress or grooming that by virtue of its color, arrangement, trademark, symbol, or any other attribute, denotes or implies membership in or affiliation with such a group is prohibited because of the potential disruption of the educational process or threat to the safety of the other students which the same represents.

Enforcement: In addition to disciplinary action which may be imposed against students who violate the District's dress code, students, or their parents may also be asked to do any of the following:

- Turn inappropriate clothing inside out.
- Change into clothing that may be provided by the school.
- Have other clothing brought to school.
- Remove the accessory.
- Cover the offending markings or symbols.

Clothing Bank: Parents who may be experiencing financial difficulties and may be unable to obtain sufficient clothing for their student may be eligible for free clothing offered by the Amphitheater Foundation Clothing Bank. A referral to the Clothing Bank from your school is required and may be obtained on a confidential basis through your school administrator or Health Office.

Eligibility -- Extra-Curricular Activities

The primary function of this school District is to support student academic achievement. In pursuit of that goal, the District recognizes that a well-rounded educational experience includes extracurricular interests and athletic activities. However, academics must take priority, therefore, the District and its schools have set eligibility requirements for student participation in extracurricular pursuits.

Participation in interscholastic athletics and other activities is a privilege and not a right.

Students who fail to maintain academic qualification for extracurricular participation will be suspended from that activity until academic eligibility is attained.

Students who violate District and/or school rules, particularly where student and school safety may be affected, may be summarily removed from participation in extracurricular programs and activities.

Please refer to your student’s school handbook for further information regarding extracurricular activities’ academic and behavioral expectations. For students in grades 7-12, very detailed rules apply and are available through your school, coach, or activity sponsor.

Zero tolerance “24/7” policy: The District maintains a **zero tolerance “24/7” policy** on the use of tobacco, drugs or alcohol by interscholastic activity participants. Any participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during a season will be immediately removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student’s location.

Academic Eligibility: Student athletes in grades 7-12 must pass all classes in which they are enrolled in order to participate in extra-curricular activities. Students receiving grades at a nine-week quarter of “I” (incomplete), “F” (failing), “NC” (no credit or no-completion), “NM” (no mark), “U” (unsatisfactory), or students earning a total grade point average of less than 2.0 on the 4.0 scale for the nine week quarter will be ineligible to participate in athletics. Students losing their eligibility at the quarter will be monitored to determine if eligibility can be re-established, which cannot occur for at least four and a half (4.5) weeks. Activities that are part of a credit bearing class are not affected by the eligibility restrictions.

Field Trips

The District values field trips which relate to the curriculum and instructional program of the District. Schools have limited funding for field trips and may charge for extracurricular field trips.

Parental permission is required for field trips which extend beyond the Tucson metropolitan area, or which will involve community service duties, or which will occur outside of normal school hours. Teacher or other certificated personnel supervision is always provided by the District for field trips, but parent chaperones are also sometimes required, as circumstances and space permit. Only students who are approved for a particular activity and their assigned sponsors, teachers, coaches, and District-approved chaperones may participate in field trips. Due to liability and funding factors, friends and family of students are not permitted to participate in field trips unless they are doing so as school-approved chaperones.

Private transportation. Parents who wish to transport their own child on any such school-sponsored trip rather than sending the student on District transportation will be required to make prior arrangements with the school. Before a student will be permitted to participate in a field trip, but travel with a parent privately, the parent will be required to sign an acknowledgement indicating that they will transport the student.

Food in Classrooms

Food brought into the classroom for classroom parties must come from a commercial source and cannot be homemade. Items must provide a list of ingredients and should be individually wrapped to avoid barehand contact with the food. If the items are not individually wrapped, such as cookies or cupcakes from a bakery, an adult wearing disposable gloves must serve the food.

With the exception of classroom parties, food provided to students in grades Kindergarten through 8th, must meet Arizona Nutrition Standards provided by the Arizona Department of Education. Details on the nutrition standards are available from your child's school or at the [AZ Department of Education Health & Nutrition Services website](#).

Free and Reduced Meal Program

The Amphitheater School District offers healthy meals during the school day to all enrolled students. Children who qualify under the U.S. Department of Agriculture guidelines may receive meals free or at a reduced price. All meals served must meet nutrition standards established by the U.S. Department of Agriculture. If a child has a disability, as determined by a doctor or an authorized medical authority, and the disability prevents the child from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is prescribed, there will be no extra charge for the meal. Please note the school is not required to make a substitution for a food allergy, unless it meets the definition of disability. A student whose allergies are determined, as a result of an evaluation, to have a physical or mental impairment that substantially limits one or more major life activity, such as breathing, will qualify for coverage under Section 504 of the Rehabilitation Act. A parent/guardian may obtain a Special Diet Modification Form by sending a request to the school nurse or by emailing the Food Service department at AmphiFoodService@amphi.com.

Your child can get free school meals if you receive benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or from the Food Distribution Program on Indian Reservations (FDPIR). If your total household income is the same or below the federal income guidelines for the size of your household, your child can either get meals free or at a reduced price. Children participating in a Head Start Program, foster children, and those who meet the definition of homeless, runaway, or migrant are also eligible for free meals.

The following list of frequently asked questions may provide you with information you may need concerning the school meal programs.

How do I get free or reduced price school meals for my child? Families must apply for meal benefits for their children who attend schools that do not participate in The Community Eligibility Provision (CEP).

- 1.If your child(ren) attend a school participating in the CEP program, they will automatically receive free school meals, including breakfast and lunch.
- 2.If your child(ren) attend a school that does not participate in the CEP program, a meal application form must be submitted.

- **The fastest and most accurate method is to apply online at [LINQ Connect Parent Portal](#). Online applications can be processed the next day.**
- **If you do not have access to a computer, you may also apply by completing the Meal Benefit Form and return it to your child's school or the Food Service Department. Paper applications can take up to 10 business days to process.**
 - The Meal Benefit Form is available from your child's school cafeteria or from the District's Food Service Department. Please request a meal benefits application by emailing AmphiFoodService@amphi.com or pick up an application at the Food Service office located at 200 E. Roger Road, Tucson, Arizona 85705. For questions, please call (520) 696-5133.

Should I fill out a meal application if my child(ren) attend a CEP participating school?

A meal application is not required. However, we ask that parents fill out a Household Income Form to help schools secure program funding. Instruction on how to complete a Household Income Form will be posted on the [Amphi Food Service Department webpage](#).

How do I know if my child(ren's) school participates in the CEP program?

Schools that have been approved to participate in the CEP program can be found on the [Amphi Food Service Department webpage](#).

Please note:

- **If a family has a student that attends a CEP school and has another student that attends a school that is non-CEP, a meal application must be completed for the student(s) that attends the non-CEP school in order for the student(s) to receive free or reduced-price meals.**
- **When children from schools participating in CEP move to a non-CEP school, their eligibility for free reimbursable meals will carry over for up to 30 days or until a new eligibility determination is made for the current school year, whichever comes first. Parents should fill out an online meal application within the 30day time period.**

Will the form be verified? Your eligibility may be checked at any time during the school year. School officials may ask you to send written evidence of household income to show that your child does qualify for free or reduced price school meals.

What if my household income exceeds the federal guidelines, but I feel my child should receive free or reduced cost meals? The income guidelines are set by the federal government and must be adhered to. The District cannot grant free or reduced meals to households that do not meet the guidelines.

Can I appeal the decision on my application for free or reduced lunch? You may contact District Food Service Department officials by calling (520) 696-5133 if you do not agree with the decision on your form. You also may ask for a hearing by writing to: The Director of Food Services, 200 E. Roger Road, Tucson, Arizona 85705.

Must I report changes in my income or household? Once a child is determined eligible for free or reduced price meals, eligibility remains in effect for the remainder of the school year and for up to 30 operating days into the next school year. For more information, visit the [USDA Food and Nutrition Service webpage](#).

Will the information I provide to the District on my free and reduced meal application form be kept confidential? We will use the information on your form to determine if your child qualifies for free or reduced price meals. We may disclose eligibility information, without prior written consent, to officials connected with programs under the National School Lunch Act or Child Nutrition Act and to other federal or state educational agencies and programs to help determine whether you may also qualify for benefits under those programs. We may also inform other child nutrition, health, and education programs of the information on your form for funding and/or evaluation purposes. Disclosure of confidential eligibility information outside these programs is permitted only with written consent of the participants' parent or legal guardian.

Must I apply now or can I apply later for free and reduced price meals? You may apply for free and reduced price meals at any time during the school year. If you are not eligible now but have a change, like a decrease in household income, an increase in household size, become unemployed, or begin receiving benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or Food Distribution Program on Indian Reservations (FDPIR), you may complete a form then.

All applicants under the plan will receive notice as to whether or not their application is approved.

Homelessness

The McKinney-Vento Act identifies homeless students as "Children who lack a fixed, regular and adequate nighttime residence" due to loss of housing, economic hardship, or a similar reason. This includes preschool students and school-aged children, as well as youth living on their own (unaccompanied youth not in the custody of a parent or guardian).

We are committed to ensuring that students experiencing homelessness in the Amphitheater community have equal access to the same free, appropriate public education as provided to all students in our District, and we will work to eliminate barriers to their enrollment. Homeless

students are never singled out or separated from other students on the basis of their homelessness. Students and their families who are struggling with homelessness and/or who experience any difficulty obtaining access to education or other District services are encouraged to contact the District's McKinney-Vento Liaison at (520) 696-5061. You may also be referred to the Liaison by school personnel.

Immunizations

Arizona law requires documentary proof of immunity against certain childhood diseases for students attending Arizona schools for the first time. Students subject to this requirement who lack documentary proof of immunizations may enroll but cannot be permitted to attend classes until the requisite proof is provided. If required immunizations become due during a student's enrollment in a given school year, failure to promptly provide proof of compliance will result in automatic exclusion from school until compliance occurs, in accordance with state law. Parents are reminded that due to the public health matters involved, the District cannot violate state law by permitting children who are not in compliance to attend school. Requirements for obtaining an exemption from immunization requirements for medical reasons or due to personal beliefs are available from the school nurse or health office. (See, [A.R.S. §15-873](#).) Students who are exempted from compliance will, however, be excluded from school if there is an outbreak of an illness for which they have not been immunized.

Insurance

The District does not maintain insurance for student medical or dental costs if the student is injured during school activities or while on school premises. Parents are responsible for securing insurance coverage for their children.

In the event of an emergency, whether a student has insurance or not, the school may call 911 and emergency services may respond, to include a student's transport by ambulance to a hospital. The school has no responsibility to pay for these services; they are the responsibility of the parent/guardian.

Interpretation and Translation Services

The District will provide interpretation services so that all parents can participate meaningfully in meetings and conferences regarding their children's education. Please contact your child's school to request these services. Parents can also request translations of District documents by contacting their school office.

Law Enforcement

On occasion, law enforcement officers will visit a school site to request an interview with a student regarding a criminal investigation. Where child abuse or abandonment is involved, the officer is permitted to investigate the alleged victim of abuse as well as any sibling of the victim or other child residing with the victim. See "Child Abuse Reporting" above.

Non-School Related Matters. If a police officer enters the campus requesting to interview a student attending the school on an issue that is not school related, the interview will generally not be permitted at school unless the parent provides consent. If the officer directs that parents are not to be contacted because the interview is related to criminal activity of the parent(s)/guardian, the school official will allow the interview. Otherwise, the parent will be

contacted and will be asked if he/she agrees to the student being interviewed. If the parent consents, the parent will be requested to be present or to authorize the interview in their absence. Where an attempt was made and the parent(s) cannot be reached, the peace officer will be requested to contact the parent(s) and arrange to question the student at another time and place.

School Related & Student Safety Matters. The safety of the student population is of paramount concern. When a police officer is present on the campus to interview students at the request of school authorities or due to concerns for the safety of the students in the school population, parental contact is required only if the student is taken into custody or following the determination that the student may be subject to discipline for a serious offense. School Resource Officers (SRO's) present at the request of the school for the continued maintenance of school safety and order, may also interview students as necessary regarding school related issues as determined by school officials; again, parents need only be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Media

The news media frequently cover the positive events, people, and activities at our schools. Your child may be interviewed, recorded, photographed, or videotaped by the media or District staff for a story in the newspaper, radio, or television. In some cases, photos and videos may be placed on the Internet for public access by the media. As described in greater detail in this handbook above, you can choose to prohibit District/media coverage of your child in advance by completing a "Non-Release of Information" form and submitting it to the school office. The form is available from your school and must be submitted each year. A copy of this form is included in this handbook.

Medications

The presence of medications in the schools can present a risk to student safety. Students have been injured or have become ill when other student inappropriately shared their medication with them. Consequently, the District must impose restrictions on the presence of prescription and over the counter medications in schools. Students who do not follow school District rules on concerning the possession and use of legal medications at school are subject to discipline which can include long term suspension or expulsion. Parents are urged, for the safety of their children and others, to ensure compliance with these rules as well.

When it is necessary for a student to take medication during school hours, school personnel may assist if the following conditions are met:

- The medication must be prescribed by a physician.
- The parent or guardian must provide written permission for school personnel to administer the medicine to the student. *Appropriate forms are available from the school office.*
- The medication must come to the school office in the prescription container provided by the pharmacist. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given and must match the prescription container.
- An administrator may designate a school employee to administer the medication.
- Each administration of prescription drugs will be documented, recording that the student received the medication.
- Drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration of prescription medication: When a physician feels it is necessary for the student to carry and self-administer medication, the physician shall provide written recommendations to be attached to the signed parent permission form. In the case of medication for diagnosed anaphylaxis (for example, Epi-Sticks), insulin/glycogen and handheld inhaler devices for breathing disorders, a physician's written recommendations are not required. In these cases, the student's name on the prescription label is sufficient proof of the physician's recommendation; however, the parent or guardian must provide written permission for a student to self-administer and carry the medication. *Appropriate forms are available from the school office.*

Over-the-counter medication: When it is necessary for a student to receive ~~a~~ medicine at school that is sold, offered, promoted, and advertised to the general public without a prescription, the following procedure has been established to ensure the protection of the school and the student:

- The parent or guardian must provide written permission for the administration of specific over-the-counter drugs.
- Over-the-counter medicine must be provided by the parent to the school office in the original manufacturer's packaging with all directions, dosages, compound contents, and proportions clearly marked. An administrator may designate a school employee to administer a specific over-the-counter drug.
- Each instance of the administration of an over-the-counter drug will be documented.
- Over-the-counter drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration of over-the-counter medication: With the exception of cough drops and sunscreen, a student's possession of over-the-counter medication at school is prohibited and is grounds for discipline. Students should instead leave all medications with the school office as described above. The school principal is authorized to make exceptions to this rule on a very limited basis. In these cases, all of the following rules apply:

- A signed and verified physician's statement must document the necessity for a student to self-administer the over-the-counter medicine and must be attached to the parent or guardian permission form, indicating the specific drug or medicine.
- The parent or guardian must provide written permission to the school office for the student to self-administer a specific over-the-counter drug ("pain reliever" is insufficient; specificity such as "200 mg. ibuprofen" or "400 mg Tylenol" is required). *Appropriate forms are available from the school office.*
- The student and parent must receive written permission from the principal or other administrator to be in possession of and self-administer the medication.
- The over-the-counter medicine sent by the parent must be kept by the student in the original manufacturer's packaging, with all directions, dosages, compound contents, and proportions clearly marked.
- The student must take extraordinary precautions to keep the medication secure and under no circumstances shall make it available or provide it to another person. The student must also *immediately* report the loss or theft of any medication brought onto school campus. Violation of this ~~regulation~~-[procedure](#) may subject the student to disciplinary action.

Online Blended Learning Opportunities

Amphitheater School District recognizes that the traditional school program may not meet the needs, expectations, or desires of some families and that both students and their parents may be looking for a new or different learning option.

Amphi Academy Online is an online learning opportunity for students who prefer to attend classes online and an alternative for students who are long-term suspended. Parents will have the option to checkout a loaner Chromebook. Parents will be responsible for having reliable internet access for their students to access the online curriculum.

Students in the Amphi Academy Online complete their coursework online. Amphi Academy faculty and staff monitor student progress through the learning management system. If students are not making adequate progress or are struggling with assignments, tests and grades, they may also participate in scheduled online tutorial sessions. Students may be required to participate in tutorial sessions if they are not making satisfactory academic progress or are not maintaining grades of “C” or better. This requirement is set in place to ensure that students are working the required number of hours per day, meeting established timelines, and fulfilling all course requirements. Amphi Academy staff may contact students and parents via computer, email, or phone. If you have questions about this option, please speak with your Principal or send an email to answers@amphi.com to be connected with a District staff member who can assist you.

Open Enrollment

The Amphitheater Unified School District has an open enrollment policy consistent with Arizona state law. Information about open enrollment is available on the “Open Enrollment” page of the District website at www.amphi.com or at each school site. Parents may pick up open enrollment applications at each school at any time. Opportunity for open enrollment at any school site is dependent upon capacity to accept students from other Districts or in-District attendance areas only after ensuring enrollment from within the school’s own attendance area can be served. Approval remains in effect for as long as the student remains, without a break in school attendance, at that school’s feeder pattern.

By signing the Open Enrollment application, the student and parent agree to comply with all the policies and ~~regulations~~ procedures of the District and rules of the receiving school, including standards for academic effort, conduct, and attendance. Transfers may be revoked by the school principal if policies and ~~regulations~~ procedures for discipline and attendance are violated.

Pesticides

Schools periodically apply pesticides, after providing both oral and written notice of the intent to do so. All oral and written notifications will contain, at a minimum, the date, time, general areas to be treated, and brand name of the pesticide to be applied. While school is in session, notice will be provided at least 48 hours in advance. Oral notice to students will be provided by means of school public address system announcements, assembly or classroom announcements. Written notice to parents will be provided by means of school lunch menus, special communications, newsletters, or similar means. Notice will also be posted at least 48 hours in advance of application at the main entrance to all buildings where pesticide is to be applied or on playing fields where pesticide is to be applied. Posted signs may not be removed

earlier than 48 hours after the pesticide is applied. Specific information concerning the treatments which are applied may be obtained by calling your school office.

Policies

Interested persons may review District policies and ~~regulations~~ [procedures](#) in their entirety at each school within the District. They are available in the office of each school principal and are also in each school's library. You may also review District Policies and ~~regulations~~ [Procedures](#) through the "[Policy Manual](#)" on the District's website.

Product Sales

Because students and staff are at school for the purposes of learning and working, respectively, the District generally prohibits their solicitation by third parties seeking to sell products or services. Groups permitted to sell products on campus must be an officially recognized school organization and must have the sale approved by the principal and/or student council. Where a student group conducts such a sale, all funds collected must be deposited in the school's student funds account for the student club involved. Where a parent-teacher organization or booster group conducts a sale, prior authorization, and compliance with District financial procedures is also required. Under state law, when students participate in fund-raising efforts conducted by school support organizations, resulting revenues must be shared with student groups in proportion to their level of effort and support.

Skateboards, Skates, and Rollerblades

For the safety and well-being of students, faculty and others, students are prohibited from using scooters, skateboards, roller blades/shoes, or similar devices on campus at any time, unless as part of an established and supervised classroom activity. Violation of this rule will subject the student to discipline, and the unauthorized use of District premises by students for these purposes may also be considered trespassing.

Search and Seizure

School administrators have the right to search students and seize property, when they have a reasonable suspicion that the search will produce evidence that the student has violated the law or the rules of the school/District, or when they have reasonable suspicion that the student may have material harmful or detrimental to the health, safety and/or welfare of students. Any search conducted on this basis will be reasonable in scope and not excessively intrusive on the student, given the student's age, sex, and other factors, including the nature of the infraction.

School-Provided Storage Space: Storage areas provided to students by a school such as lockers, desks, cabinets or "cubbies", are provided only as a convenience to students, and always remain the property of the school. These storage areas are subject to school control and supervision. Students have no reasonable expectation of privacy in these spaces. School officials may therefore randomly inspect these spaces at any time, with or without reason, without notice, without student consent, and without a search warrant. Students who accept lockers or desks assume full responsibility for the security of their lockers, desks, etc. Whenever a student is required to or exercises an option of providing his or her own lock to secure a school-provided storage space, the student must provide the combination or key to

the school authority that issued the storage space when requested. Failure to do so will result in the lock being cut.

Student's Person and Personal Belongings: Students have a reasonable expectation of privacy in the personal belongings they carry with them or in items such as backpacks and purses. However, the search of a backpack, purse, or similar item at school is permissible when school authorities have a reasonable suspicion that the search will produce evidence that the student has violated or is violating the law or the rules of the school/District. Searches of a student's person are also permitted, based upon reasonable suspicion. Such searches may include a request to empty one's pockets or a request to remove outer garments, such as jackets or sweaters, but such a search will not include removal of other clothing by school officials. Strip searches are prohibited.

Seclusion/Restraint

The seclusion or physical restraint of students is discouraged by Governing Board policy. In the extremely rare circumstance where seclusion or physical restraint of a student is an appropriate method for addressing an individual student's behavioral issues, advance parental permission will be required, absent an imminent risk of harm to the student or others. Parental notification will occur after the event.

Staff Qualification Information

The District is proud of its high caliber staff. Résumés describing educational background and teaching experience are maintained for all teachers and other instructional personnel. If you wish to review the résumés for your child's teachers or obtain any of the information described above, contact the school office where your child is enrolled.

Telephone Messages

Due to the limited staff available at a school, as well as the disruptive impact on staff, instruction and school operations, the delivery of telephone messages to students cannot be assured and should be minimized, except in emergencies.

Travel Reduction

The Amphitheater School District supports alternative modes of transportation such as carpooling, bicycling, and riding Sun Tran to minimize vehicle congestion on our streets and school campuses. For more information, call (520) 792-1093.

Universal Precautions (Communicable/Infectious Diseases)

Due to communicable diseases such as HIV and hepatitis, the District has instituted "universal precautions" which are recommended by the Center for Disease Control. To safeguard students and staff, school-based employees regard all body fluids as potentially infectious. They are trained to avoid direct contact, if possible, to wear gloves if necessary, to wash hands thoroughly, and to report injuries to the nurse immediately. Students are not to touch blood or body fluids and should seek adults for assistance.

Vandalism & Parental Liability

Students are expected to treat their school with respect. Vandalism and defacement of school property disrupts the orderly operations of the school and can negatively impact school climate and student body access to and use of facilities. We want all students to be able to enjoy the buildings, grounds, and equipment which our taxpayers provide.

Under Arizona law, parents of minors who cut, deface, or otherwise damage any school property shall be liable for all damages caused by their children. See, [A.R.S. §12-661](#).

Visitors to Schools

We encourage you to visit your child’s school. For the safety of all our students and staff, however, we do require that you and all other visitors report to the school office upon arrival on campus if you visit during the school day. Visitors are generally expected to sign in and wear a visitor’s badge. Visitors who fail to comply with the requirement to register and obtain a visitor badge may be in violation of criminal trespass laws, student behavioral expectations, or both. See [A.R.S. §13-1502\(A\)\(1\)](#). Parents and others must comply with directions from the principal and teachers when visiting. If you wish to meet with your child’s teacher or school administrator, please make prior arrangements to avoid conflicts with school activities and instructional program schedules.

Third Party Visitors: Students from other schools are not allowed to visit other school campuses during the school day unless they are participating in an official school or District event.

We understand that students may require social services. However, given the limited resources and instructional time available to our schools, schools should be preserved as places of student learning. Therefore, external social service providers seeking to visit and provide services or treatment to students are better met in other settings outside our schools. Those services are more properly provided in the third party’s own facilities, under the supervision and direction of the parent or guardian. Where appropriate, necessary, and properly authorized by the school principal, a third party may simply observe a student from a suitable distance so as not to interrupt the instruction of that student or others. Please review Governing Board Policy [KFA-3-203](#) on the next page.

Volunteers

The District is fortunate to be supported by the invaluable assistance of volunteers throughout the District and from every walk of life. Under Arizona law, all volunteers must be fingerprinted and cleared to work with students. Exceptions apply for student volunteers and parents of children in the District. Costs for fingerprinting of volunteers are paid by the District.

Governing Board Policy KFA PUBLIC CONDUCT ON SCHOOL PROPERTY

~~No person shall engage in conduct that may cause interference with or disruption of an educational institution. Interference with or disruption of an educational institution includes any act that might reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this policy, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered interference or disruption.~~

~~A person commits interference with or disruption of an educational institution by doing any of the following:~~

- ~~● Intentionally, knowingly or recklessly interfering with or disruption of the normal operations of an educational institution by either:
 - ~~○ Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.~~
 - ~~○ Threatening to cause damage to the District, the property of the District, or the property of any person attending the District.~~~~
- ~~● Intentionally or knowingly entering or remaining on the property of an educational institution for the purpose of interfering with or denying lawful use of the property to others.~~
- ~~● Intentionally or knowingly refusing to obey a lawful order given by the Superintendent or a person designated to maintain order.~~

~~The above identified acts need not be directed at a specific individual, the District, or specific property of the District to constitute a violation of this policy.~~

~~Restitution for any financial loss caused by a violation of the policy may be required. Furthermore, an individual who interferes with or disrupts an educational institution is subject to misdemeanor or felony charges as provided in A.R.S. 13-2911.~~

~~A person may also interfere with or disrupt the District function by committing any of the following:~~

- ~~● Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by this Board.~~
- ~~● Physical or verbal abuse or threat of harm to any person on property owned or controlled by the District or at supervised functions sponsored by the District.~~
- ~~● Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.~~
- ~~● Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on District property or at school sponsored functions.~~

- ~~Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.~~
- ~~Failure to comply with the lawful directions of District officials or of District security officers or other law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.~~
- ~~Knowing violation of a District rule and regulation. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.~~
- ~~Any conduct constituting an infraction of any federal, state, or city law or policy or regulation of the Board.~~
- ~~Carrying or possessing a weapon on school grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate school administrator.~~

Additional Requirements of the General Public

~~The definition of *general public* is anyone who does not come under the definition of student, faculty member, staff member, or employee.~~

- ~~No person shall visit or audit a classroom or other school activity, nor shall any person come upon or remain upon school premises, without approval by the principal or the principal's authorized representative. Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval by the Superintendent or the Superintendent's authorized representative.~~
- ~~Any member of the general public considered by the Superintendent, or a person authorized by the Superintendent, to be in violation of these rules shall be instructed to leave the property of the District. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. 13-2911 and to any other applicable civil or criminal proceedings, or to tribal ordinance.~~
- ~~Persons attending special functions shall confine themselves to the specific part of the facility assigned in the permit.~~
- ~~Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the facility.~~
- ~~The use of facilities shall be granted only for legitimate purposes. Therefore, the permit holder shall assume full responsibility for any unlawful act committed during the exercise of the permit.~~
- ~~No person shall possess or engage in the use of medical marijuana on District property, at a District event, or in a District vehicle~~

© 3-203 Visitors

The Superintendent may establish controls and procedures to monitor who is visiting District property, including use of sign in procedures, name tags, and other control mechanisms. The Superintendent may limit both the number of visitors and the times at which visitors are permitted at District facilities.

Classroom Visits by Parents/Legal Guardians

Parents/legal guardians of students who are enrolled in the District or who wish to enroll their student in a District school or program may schedule a visit, tour and/or observation of the classroom and of the school. Parents may schedule a tour by contacting the building principal of the school that they would like to visit. The District administration shall permit a visit, tour and/or observation unless doing so threatens the health and safety of students or District staff.

The building principal may schedule the time and duration of a visit, tour and/or observation so as to minimize disruption on instruction.

Public Conduct on School Property

The following constitutes interference with or disruption of an educational institution under Arizona's criminal code and under this Policy:

1. Threatening to cause physical injury to any staff or student of the District or any person on the property of the District.
2. Threatening to cause damage to any District property or the property of any employee or student at the District. The threat does not need to be directed at any specific property of the District to be a violation.
3. Intentionally or knowingly refusing to leave the property after being ordered to do so by the Superintendent, building administrator or District employee designated by the Superintendent or building administrator to maintain order.

Interference with or disruption of an educational institution is a criminal act under Arizona law.

Visitors on District property must adhere to all legal requirements and use obligations established by the District, including but not limited to prohibitions against bringing alcohol, weapons or drugs onto District property, or use of tobacco or tobacco products, including e-cigarettes, on District property.

Adopted: August 13, 2024

Legal Authority:

A.R.S. § 13-2911

A.R.S. § 15-341

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We are very excited to have a wide range of technologies available for our students. The internet and any devices (personal or school owned) utilizing our network are intended to support the educational objectives of Amphitheater Public Schools. Use of these technologies is a privilege, not a right. You need to know there are some important rules and guidelines to follow.

Amphitheater Public Schools Technology Values

We value **Communication**

Therefore, I will:

- make appropriate decisions when communicating.
- participate in collaboration.
- think before I post.

We value **Privacy & Safety**

Therefore, I will:

- secure my personal information.
- be aware that anything I do electronically is not private and can be monitored.
- report any cyberbullying.

We value **Learning**

Therefore, I will:

- do my best.
- have a positive attitude.
- explore using appropriate resources. I will not use nonacademic search words.

We value **Respect**

Therefore, I will:

- follow copyright rules.
- respond thoughtfully to other people's ideas.
- take proper care of all equipment.

Parent Resources

ACT Aspire and ACT ACT Aspire (Grade 9) ACT (Grade 11) Sample Tests and Resources	Arizona's Academic Standards Assessments (AASA) Grades 3 – 8 Sample Tests and Resources
FAFSA: Preparing for Post-High School Education FAFSA Information and Resources	Infinite Campus Parent and Student Portal
REACH Gifted Education Resources Information and Resources	

Acceptable Use Policy

We are very excited to have a wide range of technologies available for our **secondary** students. The internet and any devices (personal or school owned) utilizing our network are intended to support the educational objectives of Amphitheater Public Schools. Use of these technologies is a privilege, not a right. You need to know there are important rules and guidelines to follow.

1. Communication

I will make appropriate decisions when communicating and will not send or share mean or inappropriate content. I will participate in collaboration while using effective participation skills. I will be mindful of what I post and not use profanity or any language that is offensive to anyone.

2. Privacy & Safety

I will secure personal information about family, faculty, or myself. This includes passwords, home addresses, phone numbers, ages, and birth dates. I will be aware that anything I do online or electronically is not private and can be monitored. I will seek help if I feel unsafe, bullied, or witness any form of unkind behavior including cyberbullying.

3. Learning

I will do my best. I will have a positive attitude and be willing to explore different technologies. I understand some sites are inappropriate and I will not search for words that are not related to my academics. I will evaluate the validity of information presented as I explore online and understand that not everything online is true.

4. Respect

I will follow all copyright rules and give credit when needed. This includes documenting and properly citing all information acquired through online sources including but not limited to images, videos, and music. I will respond thoughtfully to the opinions, ideas, and values of others. I will take proper care of all equipment including district provided, my personal device, and the personal devices of others. I will report misuse and/or inappropriate content to my teachers and adults.

5. Use of technology – the District’s and personal

The [Children’s Internet Protection Act \(CIPA\)](#) is a federal law which requires the District to “block” inappropriate searches/sites from students. I understand that law and will work effectively within it by searching only for appropriate sites whether using the district’s technology or my own personal device. I will use only my credentials to sign into the internet.

6. Misuse of technology

This section contains significant information related to discipline included in the Code of Conduct.

STUDENTS MUST NOT:

- Attempt to make unauthorized access to any Amphitheater Information System by trying to bypass the firewall and district servers.
- Access proxy accounts.
- Set up vpn.

- Conduct criminal, illegal, or gang related activities or searches.
- Cyberbully or to send threatening or harassing messages.
- Search for or post obscene, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or pictures.
- Post false or defamatory information about a person or organization.
- Attempt to disrupt or modify the Amphitheater Information System or data by spreading viruses or by any other means.
- Create a disruption in class, on the campus, or at any school related activity.

**THE FOLLOWING FORMS ARE
PROVIDED FOR YOUR CONVENIENCE**

**COPIES ARE AVAILABLE
AT YOUR SCHOOL**

Non-Release of Information Designation of Directory Information

During the school year, District staff members may compile non-confidential student directory information such as:

- The student's name.
- The student's date and place of birth.
- The student's class designation (i.e., first grade, eighth grade, etc.).
- The student's extracurricular participation, i.e. sports, band, clubs.
- The student's achievement awards and honors.
- The student's major field of study, if any.
- The student's weight and height, if a member of an athletic team.
- The student's photograph (such as may be provided for yearbook use).
- The school/school District the student attended before enrollment in the District.

According to state and federal law, this directory information identified above may be publicly released without permission of parents or students who have reached majority age (19). This is often the case in yearbooks and school programs. If you do not wish any or all of the above information about your child/you released, you must check the appropriate boxes above, the box below, complete this form, **and** return it to your school principal within ten (10) school days.

I have checked boxes (above) for the information that I do **not** want released concerning my student/me. I understand that this will preclude the use of this information for many purposes, including yearbooks, activity programs, school and class rosters and other publications or documents.

Posting or Publication of Student Works. The District frequently celebrates and highlights student achievements and projects by displaying them in schools, at public events, in public locations, and on the District or school websites. Students are generally proud when their accomplishments are celebrated in this manner. If you do not wish any of your student's works or accomplishments displayed, please check the box below:

I do **not** want my child's works posted, displayed or published in any way.

Special Rule on Address and Phone Number: Normally, the District does not release a student's address and/or telephone number publicly: Exceptions to this rule are made where required by law or in the event of an emergency. In addition, the District will release student and parent addresses and phone numbers to college and university recruitment officials. Finally, federal law requires the District to release student names, addresses, and telephone numbers to U.S. Armed Forces recruitment officers, unless you specifically prohibit the same below.

I wish to prohibit the release of my student's/my name, address and telephone number to college and university recruitment officials.

I wish to prohibit the release of my student's/my name, address and telephone number to U.S. Armed Forces recruitment officers.

(Please print student's name)

(Parent/Guardian/Student of 19 yrs or more signature)

(Date)

**If the school principal does not receive this form from you within ten days,
we will release student record information as described above.**

Please note: this is a copy of a form available from your child's school office.

**STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING
COMPLAINT FORM**

(To be filed with any School District employee who will forward this document to the principal or the principal's designee)

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____ E-mail address _____

I wish to complain against:

Name of person(s) _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. *Be sure to include all relevant dates, times, and places.* Additional pages may be attached if necessary.

If there is anyone who could provide more information regarding this complaint, please list name(s), address(es), and telephone number(s).

Name _____ Address _____ Telephone Number _____

The projected solution:

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify this information is correct to the best of my knowledge.

Signature of Complainant _____ Date _____

Document received by _____ Date _____

Investigating official _____ Date _____

(Attach notes and details from investigations)

STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

(To be displayed in school buildings and in student handbooks)

The Governing Board of the Amphitheater School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,

is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,

occurs when there is a real or perceived imbalance of power or strength, or

may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying;

exposure to social exclusion or ostracism;

physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and

damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing lists, or other District owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation/preference, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or suspect another student is bullied should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

~~Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.~~

~~Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.~~

~~Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.~~

~~Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.~~

HAZING

*File with a school administrator, the administrator's supervisor,
or a professional staff member*

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____ E-mail address _____

Report/Complaint:

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident. Be sure to note relevant dates, times, and places. Additional pages may be attached if necessary.

Date/Location of the incident being reported:

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

Name _____ Address _____ Telephone Number _____

The projected solution:

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify this information is correct to the best of my knowledge.

Student _____ Date _____

Staff member receiving initial complaint _____

Date complaint received _____

The investigating administrator shall give one (1) copy to the complainant and retain one (1) copy for the file.

HAZING

(To be displayed in school buildings and placed in student handbooks)

~~There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.~~

Definitions

~~"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply:~~

~~The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.~~

~~The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.~~

~~"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.~~

Directions

~~It is no defense to a violation of this policy if the victim consented or acquiesced to hazing. In accord with statute, violations of this policy do not include either of the following:~~

~~Customary athletic events, contests or competitions that are sponsored by an educational institution.~~

~~Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.~~

~~All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.~~

Reporting/Complaint Procedure

~~Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with School policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.~~

~~A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.~~

~~The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:~~

~~An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.~~

~~The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.~~

~~The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.~~

~~All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.~~

**STUDENT CONCERNS, COMPLAINTS,
AND GRIEVANCES**

COMPLAINT FORM

**(To be filed with a school administrator or the administrator's immediate supervisor, or a school staff member who will forward this form to the school administrator or the administrator's immediate supervisor)
Additional pages may be attached if more space is needed.**

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____

E-mail address _____

I wish to complain against:

Name of person, school (department), program, or activity _____

Address _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. *Be sure to note all relevant dates, times, and places.*

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

Name _____ Address _____ Telephone Number _____

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

Date Signed

Administrator or professional staff member
receiving initial complaint

Date initial complaint received

The investigator shall give one (1) copy to the complainant and retain one (1) copy for the file.

© 1-201.A Form - Equal Educational Opportunity and Non-Discrimination for Students – Complaint Form

(To be filed with the compliance officer)

If you feel you have been treated unfairly because of your gender, race, color, religion, age, disability, political affiliation, marital status, veteran status national origin, or as a result of retaliation, you should complete this form and return it to the Equal Opportunity office. If you need further clarification, please contact the Equal Opportunity specialist

Please print:

Name: _____ Date: _____

Address: _____

Telephone: _____

Another phone where you can be reached: _____

During the hours of: _____

E-mail address: _____

I wish to complain against:

Name of person, school (department), program, or activity: _____

Address: _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

If there is anyone who could provide more information regarding this complaint, please list name(s), address(es), and telephone number(s).

Name: _____

Address: _____

Telephone Number: _____

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

The compliance officer shall give one (1) copy to the complainant and shall retain one (1) copy for the file.

***REVERSE THIS BOOKLET
FOR THE
STUDENT CODE OF CONDUCT***

Parent and Student Advisory:

This Code of Conduct complies with State of Arizona Department of Education requirements to use specific language to define certain prohibited acts and behaviors. This language may not be suitable for all children. Parental guidance and discretion is suggested.

Amphitheater Unified School District is an Equal Opportunity employer and educational institution. The District does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Scouts USA, other designated youth groups or in its hiring or employment practices.

Amphitheater School District Career and Technical Education department does not discriminate in enrollment or access to any of the programs available, such as business, arts & design, computers & media, health science, hospitality education & human services, industrial technologies, public service, and science & engineering. The lack of English language skills shall not be a barrier to admission or participation in the District's activities and programs.

Inquiries concerning Title VI, Title VII, Title IX of the Civil Rights Act of 1964, may be referred to the District's Equity and Safety Compliance Officer and Title IX Coordinator, 701 W. Wetmore Road, Tucson, Arizona 85705, (520) 696-5164, TitleIXCoordinator@amphi.com.

Inquiries concerning Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA) and the Americans With Disabilities Act (ADA) may be referred to the Executive Director of Student Services, 701 W. Wetmore Road, Tucson, Arizona 85705, (520) 696-5230, studentservices@amphi.com or to the Arizona Department of Education, Exceptional Student Services, 1535 West Jefferson Street, Phoenix, Arizona 85007, or the Regional Manager of the Office of Civil Rights, U.S. Department of Health and Human Services, 90 7th Street, Suite 4-100, San Francisco, CA 94103.

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Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

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

We Value

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

We Believe

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

[INSERT GOVERNING BOARD INFORMATION PAGE HERE]

A LETTER FROM THE SUPERINTENDENT



August 2024

Dear Students, Parents, and Guardians:

Welcome to the 2024-2025 school year.

The District's Governing Board of Education and I are committed to providing a safe and orderly school environment where students receive, and district staff provide, a quality education without disruption or interference. This requires a culture and environment which values and encourages responsible behavior by students, staff, parents, and visitors. As required by Arizona law, the District has developed a clear set of expectations for conduct on school property and at school functions. The specific expectations for acceptable student conduct, contained in this Code of Conduct ("the Code"), are based on common principles of civility, citizenship, caring, and character.

To ensure clarity regarding acceptable student conduct, the Governing Board and I recognize the need to define student conduct which is unacceptable, and which may result in possible disciplinary consequences. Students and parents, as well, must be knowledgeable of both what is acceptable and unacceptable behavior. To this end, the Governing Board has adopted this Code of Conduct.

Parents and students must therefore read and familiarize themselves with this Code. We encourage you to do so together, discussing the content and your own family expectations for proper behavior. The ability of any school district, or any school, to provide a safe and supportive learning environment, after all, is dependent upon all of us — just as the safety of any part of our community is dependent upon each of us doing our part to support the common good.

On behalf of the Governing Board and our entire district staff, I want to thank you for your attention to this Code and its importance. And, I wish each one of our nearly 13,000 students and their families a safe and successful school year!

Yours sincerely,

A handwritten signature in black ink that reads "Todd A. Jaeger". The signature is written in a cursive, flowing style.

Todd A. Jaeger, J.D.
Superintendent



Introduction to the Student Code of Conduct

A clear and specific Student Code of Conduct is an essential element in developing and maintaining a successful academic environment. As the expectations for student achievement increase, a Student Code of Conduct becomes increasingly important as a central element in the creation of the safe and caring environment necessary for student success. To be effective, a Code must explain expectations for behavior so that all members of the school community can fully understand them; it must also provide fair and consistent guidelines for consequences to be applied when behavioral incidents do occur to help ensure schools are safe places for students, staff, and the public.

This Code has been drafted to be as conversational as possible, but it is important to recognize that any code of conduct must comply with certain legal mandates for public schools and must be very clear about expectations, to include precise definitions where required. Therefore, this Code provides both “plain language” definitions for behavioral incidents as well as more technical definitions established by the State of Arizona Department of Education.

This Code of Conduct includes the following elements:

- Prohibited behaviors are organized into categories to help students understand the related nature of certain behaviors and their relative impacts upon the learning environment.
- Behavioral rules and potential consequences for violations of the rules are combined together in tables to improve understanding and for ease of reference.
- Because technology has become increasingly important for students both within the school setting and in society at large, this Code incorporates rules on the use and consequences for misuse of technology, including computers and the Internet.

The District Values: Basic Expectations for Positive Student Conduct

The following pages outline eleven positive conduct standards for our student community. Examples are given for each standard; however, they are not intended to be a complete or exhaustive list of examples.

1. DIVERSITY

- Be your own person and be proud of who you are.
- Recognize that you are different from others and that others will be different from you.
- Respect the differences in others.
- Try to understand the feelings of others.
- Enjoy the differences in people and learn from them.

2. CREATIVITY

- Think.
- Imagine.
- Try new ways to do things.
- Have your own ideas. Give credit to others for theirs.
- Enjoy new ideas from others.
- Explore ideas in a thoughtful and positive manner.
- Be flexible and adaptable to meet changing demands.

3. CURIOSITY

- Use technology appropriately and for school purposes.
- When you do not understand words, directions, information, or questions, always ask someone to explain their meaning. Ask the teacher, ask friends, or ask your parents.
- When you ask a question in class, other students probably are asking the same question in their heads. When you ask a question, you may be helping other students who are too shy to ask that question.
- Enjoy wondering about everything. Then, ask someone to help you find out more about what you are wondering about. Good helpers are your teacher, the librarian, your parents, and the Internet.
- Be an explorer. Think of new ideas. Think of new ways to understand yourself, others, and the world around you.

4. DILIGENCE

- Attend school daily and be on time.
- When you have a job to do, do it until it is done.
- When you make a promise, keep it.
- When you are supposed to be somewhere at a certain time, be on time.
- Complete tasks on time.
- Make up all missed work, as permitted by your teacher.
- Keep commitments.
- Keep track of your schoolwork. Be responsible for doing classwork and homework. Always do your best.

5. ACHIEVEMENT

- Always try to do your very best at whatever you do.
- Set challenging goals for yourself and go after them.
- Create plans and strategies you will need to achieve your goals.
- If you believe in a goal, stick to it.
- Seek help and assistance when you need it.
- Learn from mistakes. Try not to repeat them.
- Be proud when you improve.
- Be proud of what you can do at school, at home, and with your friends.

6. HONESTY:

- Tell the truth.
- Respect and praise others who tell the truth.
- Do your own work.

- Take pride in admitting when you have made a mistake. Wise people learn from their mistakes.
- Give credit to others for their work and thoughts.

7. CARING AND RESPONSIBILITY:

- Report bullying to a teacher or someone in the office.
- Keep your school safe; tell a teacher or someone in the office when you learn of something that threatens your safety or your school's safety, such as drugs, weapons, or scary behavior.

8. KINDNESS

- Use kind, friendly words toward others.
- Do you like having friends? So do others. Be a friend to someone.
- Do you sometimes need help? So do others. Help someone.
- Do you appreciate someone sharing something with you? So do others. Share with others.
- Encourage others. See the good in them and praise them for it.

9. FAIRNESS

- First, ask yourself, "Is this fair?" Then, ask yourself, "Am I being fair?"
- Expect fairness from others and be fair to them.
- Fairness usually feels right; unfairness never does.

10. RESPECTFULNESS:

- Ask yourself, "How do I want to be treated?" Then, treat others the way you want to be treated.
- Show respect for yourself and others through your actions and what you say.
- Respectful words and actions help when you are part of a group or team.
- You show respect for yourself and others by never using bad language and hand signals at school.
- You show respect when you get over conflicts without getting physical. Ask a grownup for help if you need it.
- You show respect when you take turns and allow others to do their work.
- You show respect when you follow the rules at sports and when you help others, rather than putting them down when they make a mistake.
- You show respect when you follow school dress rules.

11. SERVICE TO THE COMMUNITY:

- Your community is the people around you at school and at home.
- Follow the rules of your community.
- Keep your school clean. Clean up after yourself.
- Recycle whenever possible.
- Be a leader when it helps the group.
- Be a follower when it helps the group.
- Share ideas that will help the group.
- Be a person who can be counted on by others.
- Participate in community projects.
- Help without being asked.

Shared Responsibilities for Student Behavior

In order for our community's children to maximize the benefits of a public education, everyone must share in the collective responsibility of promoting behavior that provides an environment in which all children can feel safe and learn. Certainly, all members of our community have a role to play as positive models for respectful behavior. The following paragraphs discuss basic responsibilities for students, parents, staff, and the community for ensuring a successful education for every child.

Students' Responsibilities

Students, you must take an active role in monitoring your own behavior and modeling appropriate behavior for your fellow students. In order to accomplish this, you must:

1. Become familiar with the conduct standards;
2. Strive to follow the conduct standards;
3. Accept and use feedback and/or discipline as resources to improve yourself; and
4. Set goals for improvement.

Parents' and Guardians' Responsibilities

No role model is more powerful than a parent or guardian. Parents are "first and forever teachers" who set much of the direction for their child. Thus, parents and guardians must:

1. Become familiar with the conduct standards and discuss them with their children;
2. Support and reinforce behavior expectations and disciplinary policies of the school by assuming the primary responsibility for the discipline of their children;
3. Cooperate with and support teachers and staff;
4. Maintain regular communication with teachers regarding their children's schoolwork and behavior;
5. Ensure that children attend school every day, unless ill, and that they arrive on time;
6. Teach their children to seek positive resolution to problems and to handle confrontation non-violently; and
7. Provide their children with a nurturing and healthy environment.

School Staff Responsibilities

Each member of the school staff has the primary responsibility of providing for the educational needs of all students and for the safety of the school environment. The school staff members are responsible for:

1. Maintaining a positive atmosphere conducive to learning and good behavior;
2. Teaching and modeling the conduct standards;
3. Building close and productive relationships with students and their families by demonstrating respect, caring and effective communication;
4. Utilizing informal strategies to intervene with behavior when appropriate; and

5. Administering discipline in a fair and impartial manner to teach by example the principles of justice and citizenship by example.

Community and Family Service Organizations' Responsibilities

Public, private, religious, secular organizations, and businesses can support the prevention, intervention, and remediation of issues associated with student discipline when they:

1. Serve as mentors to help students develop positive social skills that foster safe school environments.
2. Assist in violence prevention, substance abuse education, and character development.
3. Serve as a resource for families of students unable to meet the behavioral expectations of the school and community;
4. Assist students and parents when students re-enter school following disciplinary exclusions; and
5. Become partners with schools to coordinate services which support the school system's disciplinary policies.

Understanding the Code of Conduct – Q & A

Why does the District have a Student Code of Conduct?

Preserving the safety and protecting the health and general welfare of students, District employees, visitors, and volunteers on school property and at school activities are the legal and moral responsibilities of the Governing Board and its Administration.

The Amphitheater Governing Board and Administration recognize that students should have and need a certain degree of freedom to express their individuality in school, but any such expression should never intrude upon or endanger the freedoms of others. The Governing Board has therefore established policies and directed the Superintendent to establish ~~regulations~~ procedures for student conduct which will strike an appropriate balance between individual freedoms and safe schools.

While the District and its parents, students, and public have expectations for what student behavior should be like, and while we hope every student will strive to meet those expectations, we know that some students will violate those expectations and need some action to help ensure that the violation does not re-occur. The severity of these violations will vary, but many violations will warrant correction – some action to help ensure the violation does not recur. As a consequence, state law mandates that each school district governing board establish rules for student behavior and include the range of consequences the District thinks will encourage more appropriate behavior in the future.

Do schools have their own rules for student conduct as well?

The principal and faculty of each school may have established school-specific rules and/or procedures for student behavior and conduct. School-based rules are in addition to those contained in this Code of Conduct, provided they are consistent with this Code of Conduct, the policies of the Governing Board, and applicable law.

Students must comply with both this District-wide Student Code of Conduct and with all rules established by the principal and faculty of the school they attend. A student's failure or refusal to comply with the rules of his or her school will subject the student to disciplinary action.

The principal of each school is required to ensure that copies of District and school rules pertaining to discipline, suspension, and expulsion of students are distributed to parents and students.

How does one interpret the Code of Conduct?

Generally, words will be given their ordinary meaning, unless those terms are otherwise specifically defined. In the event of any conflict in interpretation, the determination of the

Associate to the Superintendent shall be final. The interests of safety, and student and staff welfare, shall be paramount considerations in the interpretation of disciplinary rules.

What happens under the Code if a student only attempts to commit a prohibited act, or helps someone else to attempt or actually commit a prohibited act?

When a student attempts to commit a prohibited act or participates in any way to help someone else to attempt a prohibited act, actually commits a prohibited act, or conceals the commission of a prohibited act, that student is subject to disciplinary action as if the student had committed the act. This ensures that students develop a sense of personal responsibility for behaviors they encourage or solicit in others. To be subject to discipline in any circumstance, however, the student must have, at a minimum, actively engaged in some behavior which facilitated, promoted, or protected the underlying behavior.

What does the Code mean by “possession?”

A student will be considered to “possess” or “be in possession of” a substance or object if the student:

- (1) knows of the nature, existence, and location of the substance or object, or
- (2) takes control of the substance or object, regardless of the length of time of that control or their intention.

Students who “hold something for a friend” are responsible for possession.

What is the difference between criminal law and school district rules?

Court proceedings relating to an incident at school are separate from the school’s disciplinary procedures. Courts take actions for violations of laws – usually criminal laws. Schools take disciplinary action for violations of school and District rules. Behavior which violates school rules may not violate criminal law. So, discipline may be imposed even if a court decides not to impose criminal penalties. The school administration may, however, be *required* to report certain kinds of student conduct to appropriate law enforcement officials if that conduct also constitutes a crime.

Student conduct matters are governed by District rules and policies, rather than criminal law or court procedures. Juvenile or criminal court matters are not controlled by school district rules or procedures. Schools may use different definitions of violations than used in criminal law. When making decisions, schools do apply a different burden of proof than the courts. To convict, the courts require evidence “beyond a reasonable doubt.” School decisions are based on the “preponderance of evidence.” A preponderance of evidence exists where there is a greater weight of evidence than the evidence offered in opposition to it (e.g. 50.1% vs. 49.9%).

Where and when does the Code of Conduct apply?

This Code applies to students:

- During regular school hours;
- Whenever the student is being transported on a school bus or by other transportation arranged by the school District;
- When the student is traveling to and from school by any other means, including walking or personal travel;
- During school events, including off-campus events and activities such as field trips, dances, and athletic competitions;
- At other times where a school employee has jurisdiction or authority over students, including summer activities;
- During other activities associated with or supported by the school in any way; and
- On school or District grounds at any time, regardless of whether school is in session.

Additionally, the principal may take disciplinary action when a student's misconduct away from school has a detrimental effect on other students at school or on the orderly educational process of the District. Also, the principal may take disciplinary action if the violation is directly connected to prior violations at school or threatens to produce further violations or a risk of harm or injury at school.

What specific behaviors does this Code of Conduct prohibit?

The tables which follow in the next section of this Code of Conduct list rules for student conduct (prohibited behaviors). Prohibited behaviors are classified by the following categories in the tables:

- Aggression and Hostility
- Alcohol, Tobacco, Medications, and Other Drugs
- Arson and Combustibles
- Attendance Violations
- Harassment, Threats, Bullying, and Intimidation
- Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)
- Disruptions to the Academic Process
- Threatening the School Environment
- Sexual Behaviors
- Technology Abuses
- Theft
- Trespassing
- Vandalism and Damage
- Weapons and Dangerous Items

What specific consequences can be imposed for violations of this Code of Conduct?

The tables which follow in the next section of this Code of Conduct list consequences for violations of the Code - the types of discipline which school District personnel are permitted or – in some situations – are required to impose.

The school principal or designee may determine the consequences from those listed. Multiple consequences may be selected by the principal. Principals can consider the age and developmental level of the student in setting disciplinary consequences.

Where a long-term suspension consequence is stated as “(Mandatory),” a principal must present the matter to a long-term suspension hearing officer appointed by the Governing Board for a formal hearing unless the principal requests and obtains a written waiver approved by the Superintendent or his designee. If granted, a mandatory expulsion consequence for the same violation may be waived at the same time.

If not waived as noted above, a “(Mandatory)” expulsion consequence likewise requires that the matter be presented to a hearing officer appointed by the Governing Board to hear the matter and make a recommendation to the Governing Board about expulsion. This expulsion consequence may be waived by the Superintendent (or his designee) upon the student providing proof that he/she has met any terms and conditions set forth by the Long-term Suspension Hearing Officer.

The disciplinary consequences include the following school level and District level actions:

School Level Disciplinary Actions:

Where appropriate or required, school personnel may implement the following disciplinary actions:

- **Activity Restriction** – Restricting a student from participating in or attending school activities such as dances, performances, athletic contests, team practices, club meetings, events, parties, etc.
- **Bus Probation** – Establishing conditions with which the student must comply in order to continue riding the school bus.
- **Bus Suspension** – Denying the student the privilege of riding a school bus for violations of the Student Code of Conduct, even if the student is not denied the right to attend school.
- **Conference** – Meeting or contacting two or more of the following: the student, parent, counselor, principal, and other District staff members.
- **Detention** – Requiring that a student report to a specified location at certain times during school and before or after school, including "Saturday school."

- **In-Class/School Discipline** – Imposing consequences, which do not require suspension from school, such as loss of privileges, additional work assignments, temporary removal from class, and/or other classroom or school-based consequences.
- **In-School Suspension** – Assigning a student to attend a location in the school that is in an area removed from the regular education setting.
- **Probationary Contract** – Executing a written document setting out academic and/or behavioral stipulations for the student. Violation of the contract will result in additional, usually more severe, disciplinary action.
- **Reprimand** – Reprimanding the student, verbally or in writing, by a principal or other staff member.
- **Removal From Class** – Excluding the student from a classroom. The teacher is responsible for maintaining an appropriate learning environment in the classroom. Arizona law, therefore, permits a teacher to temporarily exclude a student from the teacher's class for serious disruption of the educational process within the teacher's classroom or for exhibiting persistent disobedient behavior. The teacher may also refuse to readmit the student to the classroom under certain circumstances. In the event of such a removal from class, the student will report to a location at school determined by the school principal. School-based procedures which determine whether the student may return to the class are then implemented.
- **Requests for District-Level Disciplinary Actions** (listed below).
- **Revocation of Automobile Privileges** – Revoking automobile privileges.
- **Revocation of Off-Campus Privileges** – Revoking off-campus privileges.
- **Revocation of Technology Privileges** – Revoking use of District technology resources.
- **Short-Term Suspension** – Suspending a student from school for up to nine (9) school days. During the term of a short-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a short-term suspension, the student must make prior arrangements with the principal to do so. A short-term suspension imposed by the principal's designee may be appealed to the principal. A short-term suspension, which was imposed or approved by the actual school principal, is not subject to appeal.
- **Student Schedule or Curriculum Adjustment** – Changing the student's class schedule, teacher, courses, instruction, or access to components of curriculum.
- **Time Out** – Removing a student from instruction in the classroom or from other school activities for a period not to exceed three hours. During time out, the student

is reassigned to a supervised area such as the principal's office, alternative or in-school suspension programs, or responsibility rooms.

- **Work Assignments/Community Service** – Providing the student, at the District's discretion, an opportunity to perform supervised activities related to the assistance of District personnel, or to the upkeep and maintenance of school facilities or other public properties, instead of serving or while serving a suspension or expulsion. The student and parent(s) may also request this alternative; however, the final decision rests with the principal. Supervision by parents may be required for this alternative.

Note: Students who are absent during an assigned disciplinary action, will be required to complete the assigned discipline upon return. Students who refuse to complete an assigned discipline will face additional disciplinary consequences.

District-Level Disciplinary Actions:

Where appropriate or required, District-level personnel may implement the following disciplinary actions:

- **Any of the School Level Disciplinary Actions (listed above)**
- **Long-Term Suspension** – Suspending a student from school for a term not to exceed the total number of school days in one school year (presently 178 school days). A long-term suspension may carry over from one school year into the next. The suspension hearing officer may provide an opportunity for the student to return early from suspension by meeting certain terms and conditions. During the term of a long-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a long-term suspension, the student must make prior arrangements with the principal to do so. A long-term suspension may only be imposed following a hearing held by a District-level hearing officer. A student or parent has a right to appeal the decision of the District hearing officer to the Governing Board in accordance with District policy and [regulation procedure](#). Suspensions remain in effect pending the Board's review of any appeal.
- **Expulsion** – Expelling a student from school until specifically permitted to return to school by the Governing Board, usually based upon the student's and the parent's compliance with certain terms and conditions. Expulsion can be permanent as well. During the term of an expulsion, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during an expulsion, the student must make prior arrangements with the principal *and the hearing officer* to do so.

Following a long-term suspension hearing, the hearing officer may provide an opportunity for the student to avoid an expulsion hearing by meeting certain terms and conditions. If this action is not appropriate based on the circumstances surrounding the student's Code violation(s), or the terms and conditions are not met, whether or not the student should be expelled, and if so, under what conditions (if any) the student might be able to re-apply for admission to the District. **Only the**

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Governing Board can make the final determination of whether a student should be expelled and under what conditions the student might be able to re-apply for admission to the District. Before making its decision, the Board will consider the reports of both hearing officers and the statements of the student, his/her family, and their lawyer if any are present and choose to speak in accordance with District policy and [regulation procedure](#).

Are educational services provided to suspended and expelled students?

In some circumstances, the District will offer ongoing educational services to students who are suspended or expelled. Whether the District does so depends upon the length of the exclusion from school, the student's status as a disabled student, and the nature of the student's offense.

Where students are eligible for and are offered continuing services by the District, the student's active participation in the alternative education services offered may be considered as a factor in reducing the level of discipline normally appropriate for the offense involved. For example, if a student is suspended for possession of illegal drugs and is being considered for expulsion as well, the fact that the student has enrolled in and is actively pursuing his/her education in the alternative program offered by the District may result in waiver of the requirement under this Code for expulsion or may even serve to reduce the term of the long-term suspension.

Are there special considerations for athletes and extracurricular participants?

Students participating in interscholastic activities for their schools do so as representatives of their school community and as role models for other students. Their involvement with tobacco, drugs, and alcohol at any time can therefore negatively reflect upon their community and convey a poor example to their peers. In addition, the use of tobacco, drugs or alcohol by athletic or activity participants can lead to an increased risk of harm or severe injury to themselves or others during those activities.

The Amphitheater District therefore maintains a zero tolerance "24/7" policy on the use of tobacco, drugs, or alcohol by interscholastic participants. Any interscholastic participant who uses, possesses, or transfers tobacco, alcohol or drugs at any time during their active season of competition will be immediately removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

Similarly, other behaviors by student representatives can reflect upon their team, school, and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior, and etiquette when acting in any way that is connected to the school or team.

How does this Code of Conduct apply to students of different ages and developmental factors?

The rules and procedures outlined in this Student Code of Conduct apply to all District students. The age, maturity, and developmental factors of students may be considered in determining the type of disciplinary action to be taken in the event of violations. Generally speaking, the older and more mature a student is and/or the more serious the infraction, the more personal responsibility the student will carry for his or her actions.

District personnel who administer student discipline will follow appropriate disciplinary procedures for disabled students when dealing with students in special education programs, with those receiving Section 504 accommodations, and with those who are pending evaluation.

Conduct Rules and Consequences

School-Level Actions

Code of Conduct Rule violations may result in one or more of the following School-Level Actions:

- | | |
|----------------------------|---|
| Activity Restriction | Reprimand |
| Bus Probation/Suspension | Revocation of Automobile Privileges |
| Community Service | Revocation of Off-Campus Privileges |
| Conference | Revocation of Technology Privileges |
| Detention | Schedule or Curriculum Adjustment |
| In-Class/School Discipline | Short-term Suspension |
| In-School Suspension | Time Out |
| Probationary Contract | Work Assignment |
| Removal from Class | |

Commented [MM1]: Add: Revocation of Technology Privileges (Would be related to network/technology violations)

Each School Level Action involves a conference with the student to review appropriate conduct.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Aggression and Hostility		
1A. Provocation Use of any form of communication (verbal or written) or gestures, including exhibiting gang signs, that may cause others to fight or engage in other hostilities; challenging someone to fight.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
1B. Minor Aggressive Act Inappropriate physical contact (non-sexual) which does not cause serious injury.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension

Examples of **MINOR AGGRESSIVE ACT** include, but are not limited to, spitting, tripping, hitting, poking, pulling, or pushing.

1C. Fighting Mutual participation by two or more students in an incident involving physical violence, where there is no major injury.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
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A verbal confrontation alone does not constitute **FIGHTING**. Students should avoid fighting at all times. If provoked, the first response should be to walk away.

“Mutual participation” for **FIGHTING** may exist if physical violence continues longer than reasonably necessary.

Self-defense is NOT a defense if excessive force is used to defend.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Aggression and Hostility		
1D. Assault Causing any physical injury to another person; making another person reasonably fearful of physical injury; knowingly touching another person with the intent to hurt, insult or provoke that person. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
1E. Aggravated Assault Committing assault which: <ul style="list-style-type: none"> • Causes serious physical injury to another; or • Involves a deadly weapon or dangerous instrument; or • Is inflicted upon someone 15 years or younger by someone 18 years old or older; or • Is an assault of a police officer; or • Is an assault of a school employee. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion

Commented [MM2]: Removing "Short Term" as an option. 1st offense requires Long-term Suspension.
 BtS: Conversation with administrators about contacting Associate Superintendent (Training)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Alcohol, Tobacco, Medications and Other Drugs		
2A. Alcohol Use or Possession Using or being under the influence of alcohol; possession of an alcohol beverage. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
2B. Alcohol Distribution Providing or selling an alcohol beverage to another. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions, Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

ALCOHOL includes substances represented to be alcohol or believed to be alcohol, regardless of whether they are actually alcohol.

Special 24/7 Rule for Interscholastic competitors and athletes

Interscholastic participants, who use, possess, or distribute tobacco, drugs or alcohol at any time during their season of competition will be removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

Prohibited Behavior	Consequences	
	1 st Incident	2 nd (or more) Incident
<p>Alcohol, Tobacco, Medications and Other Drugs</p>		
<p>2C. Drug Use or Possession</p> <p>Use or possession of any drug or narcotic substance;</p> <p>Transporting or holding drugs or paraphernalia for another;</p> <p>Being under the influence of any drug at school or at any school-related event.</p> <p>Must be Reported to Law Enforcement</p>	<p>School Level Actions</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension</p> <p>Expulsion</p>	<p>School Level Actions</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension (Mandatory)</p> <p>Expulsion</p>
<p>2D. Drug Paraphernalia Possession</p> <p>Possession of any paraphernalia.</p>	<p>School Level Actions</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension</p>	<p>School Level Actions</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension</p> <p>Expulsion</p>
<p>2E. Drug or Paraphernalia Distribution</p> <p>Making, distributing, selling, buying, or giving any drug, narcotic substance or paraphernalia to another person;</p> <p>Transferring or participating in the transfer of drugs or paraphernalia between two or more students;</p> <p>Providing prescription or over-the-counter medication to another student.</p> <p>Must be Reported to Law Enforcement</p>	<p>School Level Actions</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension (Mandatory)</p> <p>Expulsion (Mandatory)</p>	<p>School Level Actions</p> <p>Short-term Suspension (Mandatory)</p> <p>Long-term Suspension (Mandatory)</p> <p>Expulsion (Mandatory)</p>

Commented [MM3]: This is covered under 2E

Commented [MM4]: Added to be compliant

To prevent accidental injuries and protect others, students must obtain written permission from the principal to possess or use any form of **MEDICATION**, including over-the-counter substances like pain relievers, vitamins, and supplements at school.

DRUG means any narcotic drug, dangerous drug, marijuana, or peyote ([A.R.S.§13-3415](#)) and may include:

- Prescription Drugs (Inappropriately Used);
- Over-the-Counter Drugs (Inappropriately Used);
- Illicit Drugs, including but not limited to, Methamphetamines; Ecstasy, Cocaine or Crack, Hallucinogens, or Heroin.
- All parts of any plant of the genus *Cannabis*, including, but not limited to, extracted resin, salt, compound, derivative, mixture or preparation.
- Cannabinoids (synthetic or natural) commonly called marijuana, THC, “fake weed,” “spice,” “K2,” “bath salts,” “wax pens,” etc.; and/or

- Any substance represented to be a drug.

PARAPHERNALIA means all equipment, products and materials of any kind which are used, intended for use, or designed for use in producing, testing, packaging, storing, concealing, ingesting, inhaling or otherwise introducing a drug into the human body, including a vapor releasing device such as an electronic cigarette or parts from a vapor releasing device, such as an adapter, cartridge or charger.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>Alcohol, Tobacco, Medications and Other Drugs</p>		
<p>2F. Tobacco Possession</p> <p>Possession of tobacco and related products.</p>	<p>School Level Actions Short-term Suspension</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>2G. Tobacco</p> <p>Use, possession, or distribution or sale of tobacco and related products other than liquid nicotine*.</p> <p>* <i>Liquid nicotine is addressed under Rule 2I as Vaping.</i></p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>2H. Medication Violation</p> <p>Use or possession of prescription, over-the-counter or herbal medications at school without prior written permission of the principal.*</p> <p>*<i>Over-the-counter cough drops and sunscreen are permissible to bring to school, without written permission from the Principal, for self-administration at school, but may not be shared.</i></p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>2I. Vaping</p> <p>Use, possession, or distribution of an inhalant product from a vapor-releasing device.</p> <p><i>Inhalant</i> includes liquid nicotine or other liquid substances for inhaling in a vapor form through an electronic cigarette or similar device.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>

Commented [MM5]: Adding "Distribution"

Examples of **TOBACCO and TOBACCO-RELATED PRODUCTS** include: cigars, cigarettes, and other nicotine delivery devices, cigarette papers, and smoking or chewing tobacco, except that any substance inhaled through a vapor releasing device (including liquid nicotine) is classified as **"VAPING"** under Rule 2I.

Prohibited Behavior	Consequences	
	1 st Incident	2 nd (or more) Incident
Arson and Combustibles		
3A. Arson Damaging a structure or property by knowingly causing a fire or explosion. <p style="text-align: center;">Must be Reported to Law Enforcement</p>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
3B. Combustibles Possession or use of something capable of causing bodily harm or property damage if ignited; Possession or use of a smoke bomb or something similar that is capable of causing others to believe a fire is occurring.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory in situations of serious risk of harm to persons or property)

When a student uses a combustible to cause a fire, he/she has committed **ARSON**.

COMBUSTIBLES include, but are not limited to:

- Matches
- Lighters
- Flammable substances
- Firecrackers, Fireworks
- Poppers
- Smoke/Stink bombs
- Flash paper
- Sparklers
- Caps
- Ammunition (live or blank)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Attendance Violations		
4A. Tardy Arriving at school or to class after the scheduled start time.	School Level Actions	School Level Actions Short-term Suspension
4B. Excessive Tardies Arriving at school or to class after the scheduled start time five percent (5%) or more of the time.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion*
4C. Off Campus/Unauthorized Area Violation Leaving school grounds or being in an "off limits" area during regular school hours without permission of the Principal.	School Level Actions	School Level Actions Short-term Suspension
4D. Unexcused Absence Failing to attend school without parent or legal guardian permission.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension* Long-term Suspension*
4E. Excessive Absences / Truancy Failing to attend school, unless excused, for more than ten percent (10%) of the number of required attendance days.	School Level Actions	School Level Actions Short-term Suspension* Long-term Suspension* Expulsion*
4F. Leaving Class Without Permission Leaving class without teacher permission.	School Level Actions	School Level Actions Short-term Suspension* Long-term Suspension* Expulsion*

* After interventions have occurred and/or when combined with other offenses

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>Harassment, Threats, Bullying, and Intimidation</p>		
<p>5A. Nonsexual Harassment</p> <p>Any form of communication or conduct, including "hate speech", that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, or harassed due to their race, color, religion/religious beliefs, creed, gender, identity, age, national origin, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>5B. Bullying and/or Cyberbullying</p> <p>Acting toward someone in an unwelcome and unprovoked manner, repeated over time, which exerts power over that person on or off District property;</p> <p>Actions that contribute to a substantial risk of potential injury, mental harm, degradation, or societal exclusion or causes physical injury, mental harm or personal degradation.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>5C. Threats and Intimidation</p> <p>Threatening or suggesting, by words or conduct, the intention to cause physical injury or serious damage to a person or their property;</p> <p>Associating with or participation in a group which exhibits negative attitudes and actions toward others.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>5D. Hazing</p> <p>Acting against another student, where both of the following apply:</p> <p>The act is in connection with initiation into, affiliation with, or membership in any school organization; and</p> <p>The act poses a risk of or causes injury, mental harm or degradation.</p>	<p>School Level Actions Short-term Suspension (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>

BULLYING requires an imbalance of power (real or perceived), repeated over time, between one or more persons and the victim. Actions may include:

- physical (pushing, hitting, kicking, spitting, stealing);
- verbal (making threats, taunting, teasing, name-calling); or
- psychological (spreading rumors, social exclusion, manipulating social relationships).

NONSEXUAL HARASSMENT is different from **BULLYING** in that the reason for the negative comment or act is due to a person being a part of a particular category of identity/group which has the legal protections, or for which the District's policies provide protections, such as race, ethnicity, gender, sexual orientation or identity, or disability. It also does not require the conduct to be repeated over time.

NONSEXUAL HARASSMENT is different from **SEXUAL HARASSMENT** due to a lack of connection between the comment/actions to a desired sexual relations, sexual act, or romantic involvement of the parties.

CYBERBULLYING includes behavior that occurs through direct and indirect electronic acts (electronic mail, text messages, instant messaging, digital pictures or images, website / social media / blog postings, etc.).

An example of **HAZING** includes using hand signals, graffiti, apparel, accessory, or manner of dress or grooming which by color, arrangement, trademark, symbol, or other attribute indicates or implies membership or affiliation with such a group.

A "**SCHOOL ORGANIZATION**" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with a District school and whose membership consists primarily of students.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Academic Dishonesty		
6A. Cheating Claiming someone else's information or schoolwork for your own; Recording and/or transferring information about tests or quizzes to another person.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
6B. Forgery Falsely and fraudulently making or altering a document; Modifying a school-related document by any means without written permission.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
6C. Lying Making an untrue statement with intent to deceive; creating a false or misleading impression.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
6D. Plagiarism Stealing and passing off the ideas or words of another as one's own including the use of AI or similar software.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Long-term Suspension Expulsion

<u>Prohibited Behavior</u> Disruptions to the Academic Process	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
7A. Disruption Engaging in behavior which causes an interruption in a class, activity, or school business; Any behavior that requires the involvement of law enforcement personnel.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
7B. Dress Code Violation Wearing clothing or accessories which do not comply with the dress code guidelines stated by school or District policy.	School Level Actions	School Level Actions Short-term Suspension Long-term Suspension
7C. Insubordination Refusal to follow directions of school personnel; Delivering socially rude comments or conduct toward school personnel.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
7D. Inappropriate Language or Gestures Verbal swearing, name-calling, making racial, ethnic, religious or gender slurs, exhibiting gang signs, or the use of words in an offensive or demeaning manner; Making gestures toward others intended to offend or annoy the other person; Making gestures that communicate a hostile or sexual message.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension

A **DISRUPTION** may include, but is not limited to:

- sustained talk or verbal outbursts; horseplay or roughhousing; being out of your seat repeatedly; or
- an act that occurs off campus, including online or through social media, which has a disruptive impact on the learning environment of a school campus.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>Disruptions to the Academic Process (cont.)</p> <p>7E. Parking Violation</p> <p>Parking on school grounds or near school in a manner or location contrary to the school's parking rule;</p> <p>Not displaying proper and required permits as may be issued by the District or the Arizona Department of Motor Vehicles.</p>	School Level Actions	School Level Actions
<p>7F. Gambling</p> <p>Playing games of chance for money or property.</p>	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
<p>7G. Pranks</p> <p>Any act of mischief that disrupts or distracts from a class, school activity or school event.</p>	School Level Actions	School Level Actions Short-term Suspension Long-term Suspension
<p>7H. Probation Violation</p> <p>Violation of any term or condition of academic and/or disciplinary probation contract assigned by a school administrator or District hearing officer.</p>	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
<p>7I. Safety Violation</p> <p>Acting in a manner that endangers the well-being of yourself or other person(s).</p>	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
<p>7J. Gang-related Clothing or Accessories</p> <p>Wearing or displaying clothing items, images or accessories that represent gang affiliation or membership.</p>	School Level Actions Short-term Suspension (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory)
<p>7K. Student ID</p> <p>The failure to wear or display student identification.</p>	School Level Actions	School Level Actions Short-term Suspension

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Threatening the School Environment		
8A. Bomb Threat Threatening to cause harm to property or person using a bomb, dynamite, explosive, or arson-causing device. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
8B. Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
8C. False Fire Alarm Intentionally ringing a fire alarm when there is no fire; Falsely reporting a fire. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
8D. Other Threat to School Any threat (not listed in Rules 8A, 8B or 8C above) to cause damage to a school building or school property, or to harm students or staff. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Sexual Behaviors		
9A. Sexually Inappropriate Materials* Possession of materials containing sexually explicit depictions.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension
9B. Inappropriate Physical Contact* An isolated incident of unwelcome contact of a sexual nature.	School Level Actions Short-term Suspension Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
9C. Sexual Harassment* Unwelcome conduct or comment of a sexual nature toward another person associated with their gender/sex, sexual orientation, gender identity, or gender expression which is: <ul style="list-style-type: none">• Severe; AND• Pervasive; AND• Objectively offensive so it interferes with another person's full participation in the educational process or any school program or activity. Sexual Assault, Dating Abuse/Violence and Domestic Abuse/Violence are considered Sexual Harassment. Comments and contact toward anyone due to their sexual orientation, gender identity, or gender expression may be considered Sexual Harassment.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
9D. Sexual Harassment* With Bodily Contact Sexual Harassment (defined above) that includes unwanted physical contact of sexual or non-sexual body parts. Any bodily contact linked to dating abuse/violence or domestic abuse/violence.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

SEXUALLY INAPPROPRIATE MATERIALS includes, but is not limited to, photographs, drawings, recordings, and written language.

SEXUAL HARASSMENT includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, teasing, jokes, and other verbal, nonverbal, or physical conduct of a sexual nature; coercion of a third party to commit harassment towards another person.

SEXUAL ORIENTATION means romantic attraction to a certain gender.

GENDER IDENTITY means a person’s deeply-felt, inherent sense of being male, female or an alternative gender.

GENDER EXPRESSION is how the person shows their gender identity in their mannerisms, dress, or ways of communication.

**Federal law imposes limitations on school district discipline pertaining to allegations of sexual behavior. See Policy ~~ACAA and Regulation ACAA R-1-203~~ and Procedure 1-203.A in the appendix.*

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Sexual Behaviors (cont.)		
9E. Indecent Exposure Exposure of a person’s own genitals, buttocks or female areola.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions, Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
9F. Inappropriate Public Display of Affection Affectionate behavior between two consenting students that would reasonably offend another person.	School Level Actions Short-term Suspension Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
9G. Public Indecency Displaying one’s private parts or engaging in sexual acts.	School Level Actions Short-term Suspension Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion

INDECENT EXPOSURE requires the presence of another person and disregard about whether that other person would be reasonably offended or alarmed by the act.

Prohibited Behavior Technology Abuses	Consequences	
	1 st Incident	2 nd (or more) Incident
10A. Inappropriate Use of Technology Using District computers, network or other technology to post, send, or share personal inappropriate information, on or off District property, about the school , oneself, or about others without prior permission from a teacher and parent to do so	School Level Actions	School Level Actions Short-term Suspension Long-term Suspension Expulsion

PERSONAL INAPPROPRIATE INFORMATION includes but is not limited to: names, pictures, addresses, telephone numbers, ~~school address~~, school information, social media, etc.

Prohibited Behavior Technology Abuses (cont.)	Consequences	
	1 st Incident	2 nd (or more) Incident
10B. Misuse of Technology Making or attempting unauthorized access to any Amphitheater Information System (AIS): <ul style="list-style-type: none"> • Bypass firewall or access proxy accounts; • Using, accessing, or saving inappropriate content on any District provided resource; • Using or attempting to use the AIS to: • Access any other computer system; • Access District-prohibited website; • Perform any illegal or inappropriate acts; and/or • Disrupting or modifying the AIS or data by spreading viruses or by any other means. 	School Level Actions Short-term Suspension Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
10C. Misuse of Personal Technology* Using personal technology, on or off District property, in a manner that has a disruptive impact in class, on a school campus or at school activities. <i>*Personal technology includes smartphones, smart watches, eye glasses, and the like.</i>	School Level Actions Short-term Suspension Long-term Suspension Revocation of Authorization to Use a District-issued Electronic Device(s) Off-campus	School Level Actions Short-term Suspension Long-term Suspension Expulsion

MISUSE OF TECHNOLOGY / PERSONAL TECHNOLOGY includes, but is not limited to:

- Other than with the permission of the teacher or during lunch, the use of smartphones, smart watches, or Bluetooth enabled devices during the school day is prohibited;
- using District technology for unapproved, non-school related communication via shared document(s);
- a student logging in through another person's account or accessing their files without their written permission;
- drug or alcohol purchase, distribution, or sale;
- criminal or related gang activities;
- threatening conduct, bullying;
- searching and/or posting obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language, or pictures;
- posting false or defamatory information about a person or organization;
- posting a donation request which inaccurately represents that the District, or any of its schools, clubs, or activities, are a beneficiary of the request;
- posting or sending harassing messages via social media;
- engaging in "spamming" (sending unnecessary messages to a large number of people);
- unauthorized use of a cell phone or other form of technology;
- installation of unauthorized hardware, software or code on any AIS or on any personal device at school.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Theft		
11A. Theft of School Property Taking District money or property with the intent to deprive the District of the money or property.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
11B. Theft of Non-School Property Taking money or property belonging to someone other than the District with the intent to deprive the victim of the money or property.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
11C. Extortion Obtaining or trying to obtain someone else's property by threatening to do any of the following: <ul style="list-style-type: none"> • Causing physical injury to someone; • Causing damage to property; • Accusing someone of a crime; or • Exposing a secret which may subject someone to contempt, hatred, or embarrassment. 	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
11D. Robbery Using force to take money or property belonging to someone else with the intent to deprive the victim of the money or property.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Theft		
11E. Breaking and Entering Entering or remaining unlawfully in or on property that does not belong to you with the intent to commit theft.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
11F. Burglary with a Dangerous Instrument or Weapon Entering or remaining unlawfully in or on property that does not belong to you with the intent to commit theft while in possession of a dangerous instrument or weapon.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Trespassing and Loitering		
12A. Trespassing Entering or remaining on a school campus or other District facility (other than where you are enrolled) without authorization, invitation or lawful purpose.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
12B. Loitering Being on school property without a legitimate reason for being there; Refusing or failing to identify yourself while on school property.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion

TRESPASSING includes students under suspension/expulsion; and those students who enter, or remain at, a school campus or facility after being directed to leave.

A **LOITERING** student includes one visiting any School District campus (other than where the student is enrolled) while school is in session without first receiving permission from the principal of the campus being visited.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Vandalism and Damage		
13A. Vandalism Destroying or defacing school or personal property e.g. District-provided Chromebook.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
13B. Graffiti or Tagging Making drawings or writing words or symbols on the property of another by scratching, painting or other means.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Weapons and Dangerous Items		
14A. Weapon (Other Than Firearm) Possession, transfer, concealment, sale or use of any item that may be used for attack or defense that is capable of causing death or serious injury; Use of a dangerous item to threaten, intimidate, attack or harm another. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
14B. Firearm Possession, transfer, concealment, sale or use of any weapon that is designed to expel a projectile by the action of an explosive or which may readily be converted to expel a projectile by the action of an explosive. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
14C. Dangerous Item Possession, transfer, concealment, sale or use of anything that is readily capable of causing death or serious physical injury.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion

A **WEAPON (NON-FIREARM)** includes, but is not limited to:

- Knives with locking blades and/or blades 2.5 inches or longer;
- Brass knuckles;
- Explosive or destructive device intended for use as weapon;
- Any dangerous or hazardous object or substance intended for use as weapon;
- Nunchakus; and
- Poisonous gas.

A **FIREARM** includes, but is not limited to: handgun, pistol, revolver, rifle, shotgun, starter pistol.

A **DANGEROUS ITEM** includes, but is not limited to:

- B.B. or pellet guns,
- simulated firearms,
- knives with blade length of less than 2.5 inches,
- laser pointers,
- letter openers,
- mace/pepper spray,
- paintball guns,
- razor blades,
- box cutters,
- simulated knives,
- tasers or stun guns,
- tear gas, or
- unauthorized use of a drone/UAS/unmanned aerial systems.

Special Disciplinary Rules

Weapons and Drugs

In the case of *weapon* or *drug distribution* violations, long-term suspensions, and expulsion hearings are (MANDATORY), with limited exceptions.

Possession of weapons is a particularly serious matter. Federal and state law require the school District to expel any student – for no less than one school year - who brings a firearm to school or to a school activity. The law provides for very limited exceptions to this strict rule, which can only be determined by the Governing Board of the District on a case-by-case basis.

Special Rule for Athletic and Activity Participants

Students participating in interscholastic activities for their schools do so as representatives for their school community and as role models for other students. When those students engage in drug or alcohol related behavior, it can negatively reflect upon their school community and can jeopardize their safety or that of other participants. Such involvement by these student leaders also sets a poor example for their peers.

As a consequence, the Amphitheater District maintains a “24/7” policy on the use of drugs or alcohol by interscholastic activity participants. Any participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during a season will be immediately removed from the activity for the balance of that season. This rule applies 24 hours a day, seven days a week, regardless of a student’s location.

Other (non-drug or alcohol related) behaviors by student representatives can also reflect upon their team, school and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior, and etiquette when acting in anyway that is connected to the school or team.

Threatening an Educational Institution

Arizona law prohibits any person, including students, from threatening the safety and security of a public school or school district.

In accordance with [A.R.S. § 15-841\(H\)](#), a student who threatens a school must be expelled for a period of no less than one full year. The School District Governing Board may only rarely modify this strict expulsion requirement on a case-by-case basis.

A student subject to this expulsion requirement may also be assigned to an alternative educational program if the student participates in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat. The District may require the student’s parent(s) to participate in such programs with the student as a condition to the student’s reassignment to an alternative educational program.

Behaviors that Must be Reported to Law Enforcement

Regardless of disciplinary action taken (or not taken) by a school, certain student behaviors must be reported to appropriate law enforcement authorities under the law. In accordance with law, school officials will report the following behaviors to law enforcement authorities:

- Aggravated assault
- Arson
- Assault
- Bomb threats
- False fire alarms
- Non-accidental injuries to student.
- Possession of weapons
- Possession, sale, or distribution of drugs; dangerous items, or alcohol
- Sexual assault/misconduct
- Threatening an educational institution

The District will also report any person's involvement in illegally removing a student from the school or other places where the Principal has jurisdiction over the student, such as on school buses, on field trips, at athletic functions, and during school-sponsored events.

Additionally, the Principal may report to the law enforcement agencies other potentially disruptive incidents occurring within the regular operation of the school. Such incidents include, but are not limited to, the following:

- Demonstration by students which could create unsafe conditions
- Extortion
- Theft/possession of stolen property
- Trespassing
- Vandalism

The District may also report any person's disruption or interference with any school function.

The foregoing lists are not exclusive and exhaustive. Other conduct MAY be reported to law enforcement officials if deemed necessary by the Principal or other administration of the District.

District Policies of Importance Regarding Student Behavior

Policies are adopted by the Amphitheater Governing Board for the safety and welfare of the District's students, staff, and community and, in some cases, as required by law.

The following policies and ~~regulations~~ procedures are particularly significant in guiding students and parents as to the conduct and behavior expected while attending school-related activities. Policies may be revised at any time. The most current policies are maintained on, and available through, the District's website.

Amphitheater Information System Electronic User Requirements

All District students are required to abide by the following:

Acceptable Uses

The Amphitheater Unified School District provides students with access to information systems and educational technology resources consisting of: stand-alone computers and peripheral equipment, computer workstations connected to local area networks, server and networked peripheral equipment, a wide area network which includes access to the Internet, voice communication system, and electronic communication systems which include audio and video capability.

The Amphitheater Information System (AIS) may only be used for educational purposes. The term "educational purposes" includes classroom activities, career or professional development, limited high-quality personal research and other work related purposes. Students may not use the system for entertainment purposes, commercial purposes, or political lobbying. Students are expected to follow the rules set forth in the District's disciplinary code and the law. In addition to these Requirements, students' use of the AIS is governed by Governing Board ~~Policy IJNDB~~ Policy 3-403 copies of which are available at each school office or online.

The AIS has not been established as a public access service or a public forum. Therefore, the District has the right to place reasonable restrictions on the material accessed or posted through the system. Students are expected to follow the rules set forth in the District's Policies and Administrative Regulations and the law and realize that information accessed, created, sent, received, or stored on the network is not private. It is subject to review by network system administrators and system administrators may investigate complaints regarding inappropriate or illegal material.

Unacceptable Uses

To prevent against unacceptable use of the AIS, students must comply with the following:

To ensure their personal safety and that of others, Students shall:

- not post personal contact information about themselves, or others (i.e. names, addresses, telephone numbers, school address, etc.), without prior written permission from a teacher and/or parent to do so.
- not personally meet with someone they contact online without their parent's approval.
- promptly tell their teacher or school principal if they receive any message that is inappropriate or makes them feel uncomfortable.

It is illegal for Students to do the following:

- Attempt to gain unauthorized access to the AIS or any other computer system through the AIS.
- Attempt to log in through another person's account or access their files without their written permission.
- Attempt to disrupt the AIS or destroy data by spreading viruses or by any other means.
- Use the AIS to engage in any other illegal or inappropriate acts (drug or alcohol purchase, distribution or sale, criminal gang activity, threatening conduct, etc.).
- Plagiarize, misuse, or reproduce copyrighted works.

In their use of the AIS, Students shall observe the following language standards:

- No obscene, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- No posting of information that could cause damage or danger of disruption to the educational environment or operations of the District.
- No personal attacks, including prejudicial or discriminatory attacks on individuals or groups. No harassment.
- No sending someone messages if they have told you to stop.
- No knowingly or recklessly posting false or defamatory information about a person or organization.
- No engaging in "spamming" (sending unnecessary messages to a large number of people).

Students must be mindful of the following security matters:

- They are responsible for their email and/or network account. They should not provide their password to another person or use another person's password.
- They should not permit another person to use their account.
- They should immediately notify their teacher if they have identified a possible security problem.
- They should not download software or load software on the network or hard drive of any computer.
- They should not attempt to harm or destroy data of another user or any other agencies or networks connected to the AIS. This includes, but is not limited to, uploading or creating computer viruses.
- They should not move, harm, destroy, or deface any District-owned hardware.

- They should not attempt to repair District-owned equipment without prior written approval.
- They should have all personally-assigned District computer equipment at school during school hours.
- They should notify their teacher if a password is lost or stolen, or if there is a reason to believe that someone has obtained unauthorized access to the system.
- They should not attempt to use any personal electronic devices (i.e. cell phones, etc.) to disrupt or damage the District's network.
- Wireless networks will not be permitted without written authorization of the Executive Director of Technology.
- No personal equipment (i.e., computers, laptops) shall be connected to District network systems without written permission from the Technology Department.

Inappropriate Access to Material

- Students may not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination towards others (i.e. hate literature). A special exception may be made for teachers or high school students who must access hate literature for the purpose of a school assignment. In this situation, a student must obtain written teacher consent.
- If a student mistakenly accesses inappropriate information, they must immediately tell a teacher.
- Students will not use free, web-based mail, instant messaging, and video conferencing or chat services, which are not permitted on school networks unless expressly authorized.
- Development and posting of all web pages must be in a manner specified by the District's Department of Informational Technology. Material placed on web pages must relate to school and career preparation activities and be used to inform, communicate, and educate.

Student Information and Rights

- Use of the District's AIS is not private. Parents can request to see the contents of student files at any time (applies to students under 18 years).
- Routine maintenance and monitoring of the AIS may lead to discovery of violations of District policies or the law.
- An individual search will be conducted if there is a reasonable suspicion that the student has violated this District policy or the law.
- The District will cooperate fully with local, state or federal officials in any investigation related to any illegal activities conducted using the AIS.
- The District reserves the right to restrict or revoke use of the AIS at any time, if deemed within the District's best interest.

Governing Board Policy JICK

STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment or intimidation as defined by this policy will not be tolerated.

Definitions

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,
- exposure to social exclusion or ostracism,
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting,
- damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation/preference, cultural background, economic status, size, or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Prohibitions and Discipline

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such bullying results in a substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Reporting Incidents of Bullying

A student who is experiencing bullying, or believes another student is experiencing bullying, is to report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being bullied shall immediately notify the school administrator. School personnel shall maintain confidentiality of the reported information.

The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes, is informed of, or suspects a student is experiencing bullying, the principal shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policies GCQF and GDQF.

Reprisal by any student or staff member directed toward a student or employee related to the reporting of a case of bullying or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

At the time a student reports alleged bullying the principal shall provide to the student who has allegedly been bullied a written copy of student rights, protections and support services available to the student and shall notify the student's parent(s) of the report.

The principal shall investigate all reports of bullying. If the principal determines that bullying has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation, the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Documentation related to reported bullying and subsequent investigation shall be maintained by the District for not less than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Superintendent shall establish procedures for the dissemination of information to students, parents, and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall:

- occur during the first (1st) week of each school year;
- be provided to each incoming student during the school year at the time of the student's registration;
- be posted in each classroom and in common areas of the school; and
- be summarized in the student handbook and on the District website.

The Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to:

- Governing Board policy;
- preventive measures;
- incident reporting procedures;
- available support services for students (both proactive and reactive); and
- student rights.

Information will be provided to staff members at the beginning of each instructional year and on the first day of employment for new employees.

~~The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.~~

~~Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.~~

~~Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.~~

~~Governing Board Policy Regulation JCK-R~~ **~~STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING~~**

~~The District does not tolerate bullying in any form. Further, the District shall investigate each complaint of bullying and will take appropriate, timely, and responsive action.~~

~~*Bullying:* Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that~~

- ~~• has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property;~~
- ~~• is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm;~~
- ~~• occurs when there is a real or perceived imbalance of power or strength, or~~
- ~~• may constitute a violation of law.~~

~~Any student who feels he or she has been the victim of bullying or suspects other students of being bullied should file a complaint with the principal or the principal's designee or other school employee. The student's report may be provided verbally or in writing. A student's verbal report will be documented in writing by the employee receiving the report.~~

~~Any staff member who becomes aware of or suspects that a student is experiencing bullying shall immediately notify the principal or the principal's designee. Employees may initially give verbal notice to the principal or the principal's designee, but shall submit a written report to the principal or the principal's designee within one (1) school day of the verbal report.~~

~~Reprisal directed toward a student or employee for the reporting of a case of bullying or a suspected case of bullying will not be tolerated. Students involved directly or indirectly in reprisal will be disciplined pursuant to Board Policies JK, JKD, and JKE. Any suspected violation of the law will be reported to law enforcement authorities.~~

~~Investigation of submitted complaints shall be initiated by the principal or the principal's designee as soon as is feasible, but not later than two (2) school days after the initial report. Each investigation will be comprehensive to the extent determined appropriate by the principal or the principal's designee. In investigating the complaint, the principal or the principal's designee will maintain confidentiality to the extent reasonably possible, subject to the restrictions pertaining to disclosure of personally identifiable student information established in the Family Educational Rights and Privacy Act (FERPA). Each investigation will be documented by the principal or the principal's designee. Documentation will be maintained by the District for at least six (6) years. In the event the District must report incidents to persons other than school officials or law enforcement, all individually identifiable information shall be redacted.~~

~~Should the principal or the principal's designee determine that bullying has occurred discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation, the principal or the principal's designee will meet with the student who reported or was reported as being bullied to review the findings of the investigation. Additionally, the parent(s) or guardian(s) of the involved students will be informed of the findings of the investigation.~~

~~The Superintendent is responsible for determining the methods of information delivery to employees and students. The Superintendent shall provide to the school principals, supervisors and all other District employees the information necessary to comply with Governing Board policy JICK. The information related to bullying is to include but not be limited to preventive measures, incident reporting, related support services available (proactive and reactive), student rights, employee responsibilities, and the ramifications of not reporting a bullying incident or suspicion of bullying. The information shall be disseminated to District personnel at the beginning of each year and as the Superintendent otherwise determines to be appropriate.~~

~~The principal or the principal's designee is responsible to ensure information related to bullying is disseminated to students, and parents and guardians. The information shall include but not be limited to Governing Board policy, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information will~~

- ~~● occur during the first (1st) week of each school year,~~
- ~~● be posted in each classroom and in common areas of the school,~~
- ~~● be summarized in the student handbook and on the District website, and~~
- ~~● be provided to each incoming student during the school year at the time of registration.~~

~~The principal or the principal's designee is also responsible to ensure information is disseminated to all students who report bullying, including, at the time the incident is reported, a written copy of student rights, protections and support services available to the student; a copy of the report shall also be given to the student's parent(s)/guardian(s).~~

~~The principal or the principal's designee is responsible for the maintenance of documentation related to bullying.~~

~~Governing Board Policy Exhibit JICK-EB~~
~~STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING~~
~~(To be displayed in school buildings and in student handbooks)~~

~~The Governing Board of the Amphitheater School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.~~

~~To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.~~

~~*Bullying:* Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that~~

- ~~● has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,~~
- ~~● is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,~~
- ~~● occurs when there is a real or perceived imbalance of power or strength, or~~
- ~~● may constitute a violation of law.~~

~~Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to~~

- ~~● verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,~~
- ~~● exposure to social exclusion or ostracism,~~
- ~~● physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and~~
- ~~● damage to or theft of personal property.~~

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation/preference, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or suspect another student is bullied should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

© 5-409 Prohibition on Harassment, Intimidation, and Bullying

Harassment, intimidation, and bullying are prohibited on school grounds and property, on school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology and electronic communication on school computers, networks, forums, and mailing lists.

Harassment means any unwelcome conduct by one student toward another student on the basis of race, color, national origin, religion, sex (including sexual orientation and gender identity), or disability and that is sufficiently severe, pervasive, and objectively offensive so as to effectively deny a person equal access to the District's education program or activity.

Intimidation means any behavior by one student toward another student intended to induce fear of physical or emotional harm.

Bullying means any aggressive behavior by one student toward another student that involves an observed or perceived power imbalance and is repeated multiple times. Bullying may inflict physical, psychological, social, or educational harm or distress on a targeted student. It is not bullying when:

- Students of similar age, strength, and size quarrel or fight with each other.
- A student provokes another into a verbal or physical confrontation.
- A student acts aggressively toward another student in the absence of an imbalance of power.

At the beginning of each school year, school officials are to provide all students with a written copy of the rights, protections, and support services available to victims of harassment, intimidation, or bullying.

All schools shall make a written form available for the reporting of incidents of harassment, intimidation, or bullying. Students and parents/legal guardians may make a confidential report to the appropriate school official. District employees are to report suspected incidents of harassment, intimidation, or bullying to the appropriate school official in writing. District employees who fail to do so are subject to disciplinary action, including suspension without pay and termination of employment.

All reported incidents of harassment, intimidation, or bullying are to be documented and the documentation maintained for at least six years. The documentation shall not be used to impose disciplinary action unless an appropriate school official determines that the alleged harassment, intimidation, or bullying occurred. The documentation shall be maintained confidential to the extent possible, and if provided to persons other than school officials or law enforcement, all individually identifiable information shall be redacted.

If an incident of harassment, intimidation, or bullying is reported, school officials will provide an alleged victim with a written copy of the rights, protections, and support services available.

An appropriate school official shall investigate reported and suspected incidents of harassment, intimidation, or bullying and shall notify the alleged victim and alleged victim's parents/guardians of the investigation.

Students who have admitted to or been found to have engaged in harassment, intimidation, or bullying are subject to disciplinary action, including suspension and expulsion. Any student determined to have submitted a false report of harassment, intimidation, or bullying is also subject to disciplinary action, including suspension and expulsion.

Any student physically harmed as the result of harassment, intimidation, or bullying may be referred for emergency medical services, if appropriate. Violations of this Policy shall be reported to the appropriate law enforcement agency whenever a crime is reasonably suspected to have occurred.

Adopted:

Legal Authority: A.R.S. § 15-341

Governing Board Policy JICF
SECRET SOCIETIES / GANG ACTIVITY

Gangs that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process.

The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of dress or grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with such a group is prohibited because of the disruption to educational activities that results from such activities or dress. It is the District's position that such activities and dress also present a clear and present danger to other District students and to District staff members.

Any activity involving an initiation, hazing, intimidation, assault, or other activity related to group affiliation that is likely to cause or does cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students or others is prohibited.

Any student wearing, carrying, or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership, or causing and/or participating in activities that intimidate or adversely affect the educational activities of another student, or the orderly operation of the schools, shall be subject to disciplinary action.

Governing Board Policy Regulation JICF-R
SECRET SOCIETIES / GANG ACTIVITY

For the purpose of District policy, a gang is a group of three (3) or more people who:

- Interact together to the exclusion of others;
- Claim a territory or area;
- Have a name;
- Have rivals/enemies; and
- Exhibit antisocial behavior—often associated with crime or a threat to the community.

The type of dress, apparel, activities, acts, behavior or manner, or grooming displayed, reflected, or participated in by the student shall not:

- Lead school officials to believe that such behavior, apparel, activities, acts, or other attributes are gang related or would disrupt or interfere with the school environment or activity and/or educational objectives;
- Present a physical safety hazard to self, students, staff members, or other employees.
- Create an atmosphere in which the well-being of a student, staff member, or other person is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence; or
- Imply gang membership or affiliation by written communication, marks, drawing, painting, design, or emblem upon any school or personal property or on one's person.

If the student's dress is in violation of this regulation or a District policy, the principal will ask the student to make the appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal will take appropriate corrective and disciplinary action.

5-212.A Procedure - Student Clubs and Activities - Student Groups

A. Definitions

"Curricular student group" means a student organization that is directly supported and sponsored by the District and through which students may receive academic credit.

"Extracurricular student group" means a student organization that is directly supported and sponsored by the District and whose activities directly relate to classes for which students receive credit toward graduation.

"Noncurricular student group" means any student organization other than a curricular student group or an extracurricular student group or whose activities do not substantially enhance, extend or reinforce the subject matter of an academic course that is currently offered at the school.

"Non-Instructional time" means time set aside by the school before actual classroom instruction begins or after actual instruction ends, including the lunch period or any period during which student attendance is not required.

"Non-School person" means any individual or group whose funding or leadership originates from anywhere other than the District or funds raised by students in the student activity fund.

"Faculty advisor" means an employee of the District who is charged with supervising and ensuring the orderly conduct of a noncurricular student group.

"Faculty sponsor" means an employee of the District who is charged with supervising and leading students in a curricular student group or an extracurricular student group.

B. Student Organizations

The Superintendent may approve the establishment of student organizations appropriate to grade levels within the District.

Student organizations, associations, and clubs have an important place in the educational program. Student organizations will only be recognized by the Governing Board if they:

1. extend, reinforce and support the instructional program;
2. model and allow students to practice democratic self-government;
3. build student morale and a spirit of positive support for the school;
4. honor outstanding student achievement;
5. exemplify diversity; and/or
6. provide wholesome social and recreational activities.

To guide faculty members, staff members, and students in their relationships to school-related and/or noncurricular clubs and organizations, the Board sets forth the following policy:

1. School clubs and organizations, including clubs with legal, nondiscriminatory membership restrictions, shall be recognized as authorized, approved activities of the school if they meet all of the criteria for school clubs and organizations as listed in Regulation JJA-R and if they have been approved by the principal of the school.
2. Noncurricular clubs and organizations are clubs, organizations, and associations for students that, although not recognized as approved activities of the school, do meet all of the criteria for noncurricular clubs and organizations as listed in Regulation JJA-R and are of a nonsecret nature. Such student groups are not within the jurisdiction of the school and are not responsibilities of the school. However, noncurricular clubs, organizations, and associations may become recognized, school-sponsored organizations by complying with the criteria for school clubs and organizations listed in Regulation JJA-R and receiving approval by the school principal.

3. Secret organizations are prohibited in District schools, and membership of students in secret fraternities, sororities, clubs, or associations at any District school is prohibited. The Superintendent is authorized to develop and enforce such disciplinary action as may be appropriate for violation of this policy.

C. Curricular and Extracurricular Student Groups

All curricular student groups must:

1. Permit a participating student to receive academic credit upon meeting the criteria for academic credit;
2. Align with the educational goals of the District;
3. Not engage in any activity that implies the District's endorsement of any political or religious views or beliefs; and
4. Have a faculty sponsor who oversees the activities of the curricular student group.

All extracurricular student groups must:

1. Directly relate to or support a course, class, or subject for which students may receive academic credit;
2. Align with the educational goals of the District;
3. Not engage in any activity that implies the District's endorsement of any political or religious views or beliefs; and
4. Have a faculty sponsor who oversees the activities of the curricular student group.

D. Noncurricular Student Groups

The District permits noncurricular student groups for 7th through 12th grade.

All noncurricular student groups must:

1. be student-led, student-initiated, and subject to voluntary participation;
2. occur during non-instructional time;
3. have a faculty advisor who supervises meetings and activities (see below); and
4. have equal access to school facilities (see below).

E. Faculty Advisor

Faculty advisors attend meetings and activities of noncurricular student groups to ensure the care on proper use of school facilities. The District may not require any employee to serve as a faculty advisor for any noncurricular student group or attend or participate in any meeting or activity whose content is contrary to the employee's beliefs.

Faculty advisors should:

1. Ensure the proper use of school facilities;
2. Ensure that noncurricular student groups follow district policies and procedures and school regulations;
3. Ensure student safety; and
4. Answer questions from student leaders regarding the availability of school facilities and resources.

F. Religious Noncurricular Student Groups

Faculty advisors do not actively participate in or sponsor noncurricular student groups whose meetings and activities are religious in nature.

Faculty advisors for religious noncurricular student groups may not:

1. Recruit students for participation;
2. Recruit guest speakers;
3. Select student leaders;
4. Proactively make announcements (as opposed to relaying announcements per school announcement policies);
5. Participate actively in student discussions, prayer, etc.;
6. Require any person to participate in prayer or any religious activity;
7. Influence the content of any student prayer or religious activity; or
8. Hold themselves out as "sponsors" or "leaders" of the student club.

G. Participation of Outside Groups

Non-school persons may not: (a) direct, conduct, control, or regularly attend meetings or activities of any noncurricular student group; or (b) select the student leadership or faculty advisor for any noncurricular student group. The principal of each school may place reasonable limitations on participation by non-school persons in noncurricular student groups as long as such limitations are applied uniformly to all noncurricular student groups within the school.

H. Access to School Facilities

School facilities must be provided to noncurricular student groups on a uniform and equal basis. A noncurricular student group may not be denied access to announcements, space in school publications, computers, printers, etc., if such access is granted to another noncurricular student group.

I. Prohibited Activities

Notwithstanding any statement in this Procedure to the contrary, the principal may:

1. Place limits on the size of meetings of noncurricular student groups as long as such limits are applied uniformly to all noncurricular student groups;
2. Prohibit any unlawful content associated with a noncurricular student group; and
3. Restrict, cancel, or prohibit the meeting of a noncurricular student group if the meeting would materially and substantially interfere with the orderly conduct of educational or operational activities within the school.

The Board prohibits any student group (including recognized school clubs and organizations, noncurricular clubs and organizations, secret clubs and organizations, or any other student group) from conducting or participating in any activities on school property, or at school-sponsored functions on or off school property, or in off-campus activities that carry over into the school day:

1. that are detrimental to school interests or to the reputation of the school; or
2. that disrupt the school's educational environment; or
3. that could endanger the health and safety of other students; or
4. that violate any law, city or county ordinances, or District policy/regulations.

If any such prohibited activity should occur, the school administrator or the Superintendent shall take such corrective and/or disciplinary action as may be appropriate, which may include suspension or expulsion.

J. Duties of the Principal

The principal shall ensure that all groups classified as curricular student groups and extracurricular student groups meet the criteria set forth in this Procedure. The principal shall also ensure that information regarding other school-sponsored or approved student activities is available to parent/legal guardian upon request.

The principal of each school shall maintain a list of all active student groups that includes the name of the group, the name of the faculty sponsor or faculty advisor, and a general description of the purpose and nature of the

student group. The list shall include the classification of each group as curricular, extracurricular, and noncurricular. In the case of extracurricular student groups, the list shall include the credit-earning courses that directly relate to the extracurricular student group.

The list of student groups shall be made available to students and the parent/legal guardian of a student upon request.

K. Nondiscrimination

The Board also prohibits any recognized, approved school club, organization, or association from taking any action that would discriminate against any group or individual or from establishing any membership requirements that would discriminate against any group or individual on the basis of gender, sexual orientation, race, color, creed, religion/religious beliefs, age, disability, political beliefs/affiliation, citizenship status, marital status, home language, national origin, family, social or cultural background.
School activities shall not be held on Sundays unless they have been cleared with the Superintendent.

Governing Board Policy JICFA
HAZING

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to District schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the District school.

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an education institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Students and others may report hazing to any professional staff member.

Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with District policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices.

Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in District policies related to the conduct and discipline of students, staff, and others.

Governing Board Policy Regulation JICFA-R
HAZING

~~A person who reports or complains regarding hazing may report or complain directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.~~

~~The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:~~

- ~~• An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the timeline may only be by necessity as determined by the Superintendent.~~
- ~~• The investigator shall meet with the person who reported/complained at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.~~
- ~~• The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.~~

~~Where disciplinary action is necessary, District policies shall be followed.~~

© 5-408 Hazing Prevention

Hazing is prohibited. Solicitation to engage in hazing is prohibited. Aiding and abetting another person who is engaged in hazing is prohibited.

A person commits hazing by:

Intentionally, knowingly, or recklessly, for the purpose of pre-initiation activities, pledging, initiating, holding office, admitting, or affiliating a student into or with an organization or for the purpose of continuing, reinstating, or enhancing a student's membership or status in an organization, causing, coercing, or forcing a student to engage in or endure any of the following:

1. sexual humiliation or brutality, including forced nudity or an act of sexual penetration, or both;
2. conduct or conditions, including physical or psychological tactics, that are reasonably calculated to cause severe mental distress to the student, including activities that are reasonably calculated to cause the student to harm themselves or others;
3. the consumption of any food, nonalcoholic liquid, alcoholic liquid, drug, or other substance that poses a substantial risk of death, physical injury, or emotional harm;
4. an act of restraint or confinement in a small space or significant sleep deprivation;
5. conduct or conditions that violate a federal or state criminal law and that pose a substantial risk of death or physical injury; or
6. physical brutality or any other conduct or conditions that pose a substantial risk of death or physical injury, including whipping, beating, paddling, branding, electric shocking, placing harmful substances on the body, excessive exercise or calisthenics, or unhealthy exposure to the elements.

Arizona law specifically prohibits the following:

- a. with the intent to promote or aid the commission of hazing, agreeing with one or more persons that at least one of them or another person will engage in hazing and one of the parties commits an overt act in furtherance of hazing;
- b. intentionally or knowingly engaging in conduct that would constitute hazing if the attendant circumstances were as the person believes them to be;
- c. intentionally or knowingly doing anything that, under the circumstances as the person believes them to be, is any step in a course of conduct planned to culminate in committing hazing; and
- d. intentionally or knowingly engaging in conduct that is intended to aid another to commit hazing, although the hazing is not committed or attempted by the other person.

This Policy shall not be construed to apply to customary athletic events, contests, or competitions that are sponsored by the school or to any activity or conduct that furthers the goals of a legitimate educational curriculum, legitimate extracurricular program, or legitimate military training program.

Victim consent to or acquiescence in hazing is not a defense to a violation of this Policy.

All students, teachers, and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this Policy.

Complaints of hazing and violations of this Policy shall be reported to the principal or assistant principal of the school that sponsors the organization or where any student allegedly involved is enrolled. The principal, assistant principal, or designee shall promptly investigate all complaints of hazing and violations of this Policy. Violations of this Policy shall be reported to the appropriate law enforcement agency whenever a crime is reasonably suspected to have occurred.

Students who violate this Policy are subject to disciplinary action, including suspension and expulsion. Any teacher or staff member who knowingly allows, authorizes, or condones a violation of this Policy is subject to disciplinary action, including suspension without pay and termination of employment. Any organization that knowingly allows, authorizes, or condones a violation of this Policy may have its permission to conduct operations

at the school suspended or revoked. All persons and organizations alleged to have violated this Policy are entitled to appropriate due process, including the right to appeal the discipline or sanction to the next administrative level.

This Policy shall be posted in each school building and printed in every student handbook for distribution to parents/legal guardians and students.

Adopted:

Legal Authority:

[A.R.S. § 13-1215](#)

[A.R.S. § 13-1216](#)

[A.R.S. § 15-2301](#)

Governing Board Policy EEAEC
STUDENT CONDUCT ON SCHOOL BUSES

~~Students are required to conduct themselves in the bus, prior to boarding the bus, and subsequent to leaving the bus in a manner consistent with established standards for classroom behavior.~~

~~When a student fails to practice proper conduct, the bus driver will inform the principal of the misconduct, which may then be brought to the attention of the parents.~~

~~Students who become serious disciplinary problems related to school transportation may have their riding privileges suspended. In such cases, the parents of the students involved become responsible for seeing that their children get to and from school safely.~~

~~Students riding on special activity buses are under the direct supervision of the bus driver in cooperation with sponsor(s). Students who do not conduct themselves properly will be denied the privilege of riding on special activity buses.~~

NOTICE

To facilitate investigation of bus infractions and protect bus occupants, buses may be equipped with hidden cameras, which will visually and audibly record events.

Governing Board Policy Regulation EEAEC-R
STUDENT CONDUCT ON SCHOOL BUSES
(OR OTHER SCHOOL DISTRICT VEHICLES)

The following regulations shall apply to all school buses or other School District vehicles operated by the District for student transportation:

- ~~The driver is in complete charge of the vehicle and must be obeyed by all passengers. The driver's authority includes the loading and unloading of passengers.~~
- ~~Each driver is provided a bus route schedule. Unscheduled stops shall not be made without authorization by the transportation manager, except in case of an emergency.~~
- ~~Every student must be seated while riding in a school bus and must remain seated while the bus is in motion.~~
- ~~Every student must wear a seat belt, when provided.~~
- ~~A student shall not extend hands, arms, head, feet, or any object through the window of the bus or other vehicle.~~
- ~~Generally, a student shall not eat or drink any kind of food or beverage while in a school bus or other school vehicle.~~
- ~~A student shall not throw, shoot, or project any type of object while in a school bus or other school vehicle.~~
- ~~Animals, insects, or reptiles shall not be transported in a school bus.~~
- ~~Glass containers shall not be transported in a school bus.~~
- ~~Elementary school students must have written permission to leave a school bus at a stop other than such students' usual stops.~~

- Any musical instrument carried by a student shall be under the student's control at all times or properly stored in a vacant seat.
- A student shall make every effort to:
 - Keep the school bus or other vehicle clean.
 - Be courteous to the driver and other students/passengers in the school bus or other vehicle.
 - Practice safe habits in waiting for a school bus at a scheduled stop, and in getting on and off the bus.
 - Never use loud, profane, or obscene language or obscene gestures while in a school bus or other school vehicles.
- When unloading from a school bus and crossing to the left side of a road or street, a student shall always pass in front of the bus.
- The use of tobacco, in any form, is prohibited on a school bus.
- *Riding on a school bus is a privilege, not a right.* A student who refuses to obey the directions of a bus driver promptly, or to obey these regulations, may be denied the privilege of riding to and from school on a school bus.

Consequences for Violations of Conduct Rules for School Bus or Other School District Vehicles

The driver of a school bus or other School District vehicle has the legal responsibility to maintain passenger conduct that does not jeopardize the safety or welfare of the driver and the passengers. Therefore, it may be necessary for the driver to make judgments regarding appropriate consequences for violations of bus conduct rules.

The driver's discretion will be used in establishing the severity of the offense based on the descriptions listed below. Consequences will be administered consistent with the severity of the offense. For example, if the driver believes the behavior of the student was a 4th level (very serious) violation, it is not necessary that the consequences for levels 1–3 be imposed before suspension of riding privileges is imposed.

At all levels of severity, the student will be provided with the opportunity to hear the specified charges and to respond to those charges.

Charge levels:

- *1st level violations* are minor in nature, do not involve repeat violations of conduct rules, and do not immediately jeopardize the safety or welfare of other passengers.
 - A verbal warning will be given to the student by the driver, indicating the specific behavior that is inappropriate and requesting that such behavior not be repeated.
- *2nd level violations* are of moderate severity. They may include repetitions of minor violations, constitute a distraction sufficient to distract the attention from driving responsibilities, and/or compromise the safety or welfare of the driver or other passengers.
 - The driver will hold a conference with the student and may change the seat assignment of the student. The driver shall keep a record of 2nd level offenses. The name of the student, the behavior, and action taken should be recorded.
- *3rd level violations* are serious in nature. They include, but are not limited to, repeated violations that have been addressed by the driver, at either the first or second levels, and disruptions that compromise the safety or welfare of the driver or other passengers.
 - The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which may include, but not be limited to, change of bus seat, behavioral contract, or home support and involvement.
 - The final determination of consequence will be made jointly by the principal or designee and the transportation manager.
 - A student may have no more than two (2) 3rd level referrals before a loss of riding privileges will occur.
- *4th level violations* are very serious in nature. They include chronic violations of bus conduct rules, vandalism to the bus or School District vehicle, any violation of the District's weapons, drugs, and alcohol

policies, assault, extortion, or arson, and any other offense that the driver deems of sufficient severity as to jeopardize the safety or welfare of the driver or passengers.

- The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which will include a suspension or loss of bus riding privileges.
- Generally, the first 4th level violation will carry a suspension of up to five days. Additional 4th level violations will carry a penalty of, at least, five days and may result in a loss of riding privileges for the remainder of the school year. However, a first 4th level offense may be of significant seriousness that the driver can recommend a longer or permanent suspension of riding privileges.

Suspension of Student from School Buses or Other District Vehicles

A suspension from the bus may be appealed to the principal, if the suspension has been imposed by a designee. The final decision will be made jointly by the transportation manager and the principal or designee.

When it is necessary to suspend a student from a school bus or other School District vehicle, the person responsible for the student shall be given a *minimum* of twenty-four hours' notice so that the person responsible for the student may arrange alternate transportation for the student.

The principal or designee will inform the following persons of the specific length and inclusive dates of the suspension period, prior to enforcement of the suspension:

- The student involved.
- The person responsible for the student.
- The driver for the suspended student.

The student shall be advised that all concerned parties, as noted above, will be informed of the action taken.

Immediate Removal of Student from School Bus or Other District Vehicle

Notwithstanding the progressive consequences described above, the driver of a school bus shall have the authority to remove a student from the school bus or other School District vehicle prior to a conference with the principal or designee and the person responsible for the student under the following conditions:

Middle school and high school students. If the student's behavior on the bus is such that the student is creating an immediate safety hazard, the driver may put the student off the bus. In such case, the driver must get the student's name and must instruct the student to remain outside the bus at the scene until a school official arrives. The driver must notify the transportation office immediately and must stay at the scene, until instructed differently by the transportation office. If the student refuses to stay at the scene, and leaves the area, the driver must report this immediately to the transportation office and must continue to stay at the scene until instructed differently by the transportation office.

Elementary school students. At no time and under no circumstances shall an elementary school student be put off the bus by a driver. If an uncontrollable situation should arise with a student or students in these grades, the driver must contact the transportation office immediately for instructions. If there is any behavioral situation on a bus that would immediately jeopardize the safety of the driver and/or the passengers on the bus, the driver should stop the bus and remain stopped while awaiting instructions.

Special Education Students—Suspension from School Bus or Other School District Vehicle

Students enrolled in special education programs may be suspended for up to ten consecutive days per offense. For longer periods of time, or for frequent short-term suspensions, a responsibility conference must be convened to determine whether or not the behavior is a manifestation of the student's disability. If a causal relationship is not found, the student may be suspended for more than ten consecutive days. If the behavior is determined to be a manifestation of the student's disability, the student's IEP will be reviewed and modifications will be made if deemed necessary.

3-302.H Procedure - Transportation – Student Conduct in District Vehicles

The following procedures shall apply to all school buses or other District vehicles operated by the District for student transportation:

- A. The driver is in complete charge of the vehicle and must be obeyed by all passengers. The driver's authority includes the loading and unloading of passengers.
- B. Each driver is provided a bus route schedule. Unscheduled stops shall not be made without authorization by the transportation manager, except in case of an emergency.
- C. Every student must be seated while riding on a school bus and must remain seated while the bus is in motion.
- D. Every student must wear a seat belt, when provided.
- E. A student shall not extend hands, arms, head, feet, or any object through the window of the bus or other vehicle.
- F. Generally, a student shall not eat or drink any kind of food or beverage while on a school bus or other school vehicle.
- G. A student shall not throw, shoot, or project any type of object while on a school bus or other school vehicle.
- H. Animals, insects, or reptiles shall not be transported on a school bus.
- I. Glass containers shall not be transported in a school bus.
- J. Elementary school students must have written permission to leave a school bus at a stop other than such students' usual stops.
- K. Any musical instrument carried by a student shall be under the student's control at all times or properly stored in a vacant seat.
- L. A student shall make every effort to:
 - 1. Keep the school bus or other vehicle clean.
 - 2. Be courteous to the driver and other students/passengers in the school bus or other vehicle.
 - 3. Practice safe habits in waiting for a school bus at a scheduled stop, and in getting on and off the bus.
 - 4. Never use loud, profane, or obscene language or obscene gestures while in a school bus or other school vehicles.
- M. When unloading from a school bus and crossing to the left side of a road or street, a student shall always pass in front of the bus.
- N. The use of tobacco, in any form, is prohibited on a school bus.
- O. Riding on a school bus is a privilege, not a right. A student who refuses to obey the directions of a bus driver promptly, or to obey these regulations, may be denied the privilege of riding to and from school on a school bus.

Consequences for Violations of Conduct Rules for School Bus or Other School District Vehicles

The driver of a school bus or other District vehicle has the legal responsibility to maintain passenger conduct that does not jeopardize the safety or welfare of the driver and the passengers. Therefore, it may be necessary for the driver to make judgments regarding appropriate consequences for violations of bus conduct rules.

The driver's discretion will be used in establishing the severity of the offense based on the descriptions listed below. Consequences will be administered consistent with the severity of the offense. For example, if the driver believes the behavior of the student was a fourth (4th) level (very serious) violation, it is not necessary that the consequences for levels one through three (1-3) be imposed before suspension of riding privileges is imposed.

At all levels of severity, the student will be provided with the opportunity to hear the specified charges and to respond to those charges.

Charge levels:

A. 1st level violations are minor in nature, do not involve repeat violations of conduct rules, and do not immediately jeopardize the safety or welfare of other passengers.

A verbal warning will be given to the student by the driver, indicating the specific behavior that is inappropriate and requesting that such behavior not be repeated.

B. 2nd level violations are of moderate severity. They may include repetitions of minor violations, constitute a distraction sufficient to distract the attention from driving responsibilities, and/or compromise the safety or welfare of the driver or other passengers.

The driver will hold a conference with the student and may change the seat assignment of the student. The driver shall keep a record of second (2nd) level offenses. The name of the student, the behavior, and action taken should be recorded.

C. 3rd level violations are serious in nature. They include, but are not limited to, repeated violations that have been addressed by the driver at either the first (1st) or second (2nd) levels and disruptions that compromise the safety or welfare of the driver or other passengers.

1. The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which may include, but not be limited to, change of bus seat, behavioral contract, or home support and involvement.
2. The final determination of consequence will be made jointly by the principal or designee and the transportation manager.
3. A student may have no more than two (2) third (3rd) level referrals before a loss of riding privileges will occur.

D. 4th level violations are very serious in nature. They include chronic violations of bus conduct rules, vandalism to the bus or School District vehicle, any violation of the District's weapons, drugs, and alcohol policies, assault, extortion, or arson, and any other offense that the driver deems of sufficient severity as to jeopardize the safety or welfare of the driver or passengers.

1. The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which will include a suspension or loss of bus riding privileges.
2. Generally, the first fourth (4th) level violation will carry a suspension of up to five (5) days. Additional fourth (4th) level violations will carry a penalty of, at least, five (5) days and may result in a loss of riding privileges for the remainder of the school year. However, a first fourth (4th) level offense may be of significant seriousness that the driver can recommend a longer or permanent suspension of riding privileges.
3. Generally, the first fourth (4th) level violation will carry a suspension of up to five (5) days. Additional fourth (4th) level violations will carry a penalty of, at least, five (5) days and may result in a loss of riding privileges for the remainder of the school year. However, a first fourth (4th) level offense may be of significant seriousness that the driver can recommend a longer or permanent suspension of riding privileges.

Suspension of Student from School Buses or Other District Vehicles

A suspension from the bus may be appealed to the principal, if the suspension has been imposed by a designee. The final decision will be made jointly by the transportation manager and the principal or designee.

When it is necessary to suspend a student from a school bus or other School District vehicle, the person responsible for the student shall be given a minimum of twenty-four (24) hours' notice so that the person responsible for the student may arrange alternate transportation for the student.

The principal or designee will inform the following persons of the specific length and inclusive dates of the suspension period, prior to enforcement of the suspension:

- A. The student involved.
- B. The person responsible for the student.
- C. The driver for the suspended student.

The student shall be advised that all concerned parties, as noted above, will be informed of the action taken.

Immediate Removal of Student from School Bus or Other District Vehicle

Notwithstanding the progressive consequences described above, the driver of a school bus shall have the authority to remove a student from the school bus or other School District vehicle prior to a conference with the principal or designee and the person responsible for the student under the following conditions:

- A. Middle school and high school students. If the student's behavior on the bus is such that the student is creating an immediate safety hazard, the driver may put the student off the bus. In such case, the driver must get the student's name and must instruct the student to remain outside the bus at the scene until a school official arrives. The driver must notify the transportation office immediately and must stay at the scene, until instructed differently by the transportation office. If the student refuse
- B. s to stay at the scene, and leaves the
- C. area, the driver must report this immediately to the transportation office and must continue to stay at the scene until instructed differently by the transportation office.
- D. Elementary school students. At no time and under no circumstances shall an elementary school student be put off the bus by a driver. If an uncontrollable situation should arise with a student or students in these grades, the driver must contact the transportation office immediately for instructions. If there is any behavioral situation on a bus that would immediately jeopardize the safety of the driver and/or the passengers on the bus, the driver should stop the bus and remain stopped while awaiting instruc
- E. tions.

Special Education Students - Suspension from School Bus or Other School District Vehicle

Students enrolled in special education programs may be suspended for up to ten (10) consecutive days per offense. For longer periods of time, or for frequent short-term suspensions, a responsibility conference must be convened to determine whether or not the behavior is a manifestation of the student's disability. If a causal relationship is not found, the student may be suspended for more than ten (10) consecutive days. If the behavior is determined to be a manifestation of the student's disability, the student's individualized education program (IEP) will be reviewed, and modifications will be made if deemed necessary.

Governing Board Policy JICA **STUDENT DRESS**

~~The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions~~

~~regarding their appearance except when their choices affect the educational program of the schools or the health and safety of others. This policy is intended to provide guidance for students, staff, and parents.~~

~~The Board authorizes the Superintendent to develop and enforce school regulations pertaining to student dress that promote safety and a positive learning environment. Student dress shall not:~~

- ~~• Present a hazard to the health or safety of the student or to others in the school.~~
- ~~• Materially and substantially interfere with school work, create disorder, or disrupt the educational program.~~
- ~~• Cause excessive wear or damage to school property.~~
- ~~• Include any type of clothing, accessories and/or jewelry that is worn with the intent to convey affiliation with a criminal street gang as defined in A.R.S. 13-105.~~

~~Discriminatory or obscene language or symbols, or symbols of sex, drugs, or alcohol on clothing are prohibited.~~

~~Students may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.~~

© 5-302 Student Attire

Student attire may be regulated as necessary and appropriate to maintain order and decorum within the educational system and to avoid material and substantial interference with schoolwork or discipline.

A. Prohibited Attire

Attire may be prohibited when it:

- Significantly interferes with the District's ability to maintain order; such as disrupting schoolwork, school programs and activities, creates disorder, or prevents any student(s) from achieving educational objectives.
- Affects the health or safety of students, personnel or visitors.
- Conveys affiliation with a criminal street gang.
- Exposes the wearer's midriff, undergarments, or undergarment areas.
- Contains or conveys obscene language, symbols or messages.
- Promotes or depicts the unlawful use of alcohol, tobacco, or drugs.
- Violates the constitutional rights of any other person(s).
- Is inconsistent with or prohibited by the course, program, or activity.

B. Religious Attire

The District does not discriminate against students or parents/legal guardians on the basis of religious viewpoint or expression. Students may wear clothing, accessories and/or jewelry ("attire") displaying religious messages or symbols in the same manner and to the same extent that other types of attire are permitted.

Student and Parent/Legal Guardian Complaints

Students or parents/legal guardians may challenge a District decision on religious attire by submitting a written complaint pursuant to Policy 5-301 (Student Freedom of Expression).

C. Tribal Attire at Graduation Ceremony

The District does not prohibit any student who is an enrolled member of a federally recognized Indian tribe from wearing traditional tribal regalia or objects of cultural significance ("tribal objects") at the student's graduation ceremony. To view the District's "Request to Wear Tribal Regalia or Objects of Cultural Significance to Graduation" form, [click here](#).

Adopted:

Legal Authority:

A.R.S. § 15-110

A.R.S. § 15-341

A.R.S. § 15-712

A.R.S. § 13-105

A.R.S. § 15-348

Governing Board Policy Regulation JICA-R
STUDENT DRESS

Students and parents are responsible to provide appropriate student attire. District personnel have the responsibility of protecting the health and safety of pupils and maintaining an environment conducive to learning. The choices of students and their parents shall not affect the educational program of the schools or the health and safety of others. The District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others.

The type of attire or grooming displayed by students shall not:

- Present a physical safety hazard to self or others in the school. Examples of attire which are prohibited include, but are not limited to:
 - Spiked clothing or accessories, and
 - Clothing or accessories that may cause physical injury if caught by another object or pulled by others.
- Create an atmosphere in which the well-being of others is hindered by undue pressure, intimidation, or threat of violence. Examples of attire which are prohibited include, but are not limited to:
 - Clothing or accessories promoting criminal activity or illegal gangs.
 - Profane, defamatory writing or depictions on clothing, jewelry, backpacks, or other accessories.
 - Obscene language or pictures.
- Display profanity or profane/obscene gestures or promote alcohol, drugs, or tobacco in their logo.
- Materially interfere with schoolwork, create disorder, or disrupt the educational program. Examples of prohibited attire include, but are not limited to:
 - Any clothing which exposes a student's bare midriff.
 - Muscle shirts or spaghetti-strap tops.
 - Mesh sports jerseys without undershirts.
 - Exposed undergarments.
 - Clothing must cover the buttocks and extend down to cover at least three (3) inches of the legs.

Safety standards established for vocational education, physical education, and other lab classes shall be followed. Specific standards for dress and grooming may be established for extracurricular activities by those responsible for supervising such activities.

If a student's dress is in violation of this regulation, the principal or designee will ask the student to make an appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal or designee will take corrective action in order to ensure compliance with the student dress code.

Governing Board Policy JII
STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District, and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint/grievance may be raised regarding one (1) or more of the following

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discriminatory treatment on the basis of gender, sexual orientation, race, color, creed, religion/religious beliefs, citizenship status, age, disability, marital status, political beliefs/affiliation, national origin, home language, family, social or cultural background.
- Concern for the student's personal safety.

Refer to Board Policy JICK for procedures applying to a complaint or grievance that alleges incidences of student violence, harassment, intimidation, or bullying.

The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint or grievance. The initial complaint or grievance should be made using form JII-EA; however, a verbal complaint or grievance may be made to any school staff member. The receiving staff member shall immediately inform an administrator of the complaint or grievance.

When the initial complaint or grievance is submitted in a manner other than on the prescribed form, the administrator shall obtain from the student the particulars determined by the Superintendent to be necessary for the complaint/ or grievance to be investigated. Any question concerning whether a complaint or grievance falls within this policy shall be determined by the Superintendent.

A student or the student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students, staff and parents or guardians in the school offices.

Disposition of all complaints/grievances shall be reported to the Superintendent and the compliance officer for discrimination if other than the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The

~~documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.~~

~~Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.~~

~~When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.~~

1-204 Student Complaints

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety provided that:

- A. The topic is not the subject of disciplinary or other proceedings under other policies and regulations of the District, and
- B. The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint or grievance may be raised regarding one (1) or more of the following:

- A. Violation of the student's constitutional rights.
- B. Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- C. Discriminatory treatment on the basis of gender, sexual orientation, race, color, creed, religion/religious beliefs, citizenship status, age, disability, marital status, political beliefs/affiliation, national origin, home language, family, social or cultural background.
- D. Concern for the student's personal safety.

Refer to Policy 5-409 or procedures applying to a complaint or grievance that alleges incidences of student violence, harassment, intimidation, or bullying.

The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint or grievance. The initial complaint or grievance should be made using a provided District form; however, a verbal complaint or grievance may be made to any school staff member. The receiving staff member shall immediately inform an administrator of the complaint or grievance.

When the initial complaint or grievance is submitted in a manner other than on the prescribed form, the administrator shall obtain from the student the particulars determined by the Superintendent to be necessary for the complaint or grievance to be investigated. Any question concerning whether a complaint or grievance falls within this policy shall be determined by the Superintendent.

A student or the student's parent or guardian may initiate the complaint process by completing the provided District form

.

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted, or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students, staff and parents or guardians in the school offices.

Disposition of all complaints/grievances shall be reported to the Superintendent and the compliance officer for discrimination if other than the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Adopted: August 13, 2024

Legal Authority:

A.R.S. § 15-341

Governing Board Policy Regulation JII-R
STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

~~A student who complains or grieves regarding constitutional rights, equal access to programs, discrimination or personal safety issues may complain directly to a school administrator or to a school staff member within thirty (30) days of an alleged occurrence. The initial complaint or grievance should be made using form JII-EA, however, a verbal complaint or grievance may be made. When a school staff member receives the information,~~

~~the staff member will immediately inform a school administrator. If the complaint or grievance involves a school administrator the staff member shall forward the complaint or grievance to the next administrative level.~~

~~Complaints and grievances related to student violence, harassment, intimidation, or bullying are to be filed in accordance with Governing Board Policy JICK.~~

~~At a minimum the complaint or grievance shall contain the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. The written complaint or grievance should contain a requested solution and the submission should be signed and attested to by the complainant. However, an unsigned form will be processed in the same manner as a signed form.~~

~~The complaint/grievance will be investigated by a school administrator or a supervising administrator, or another person approved by the Superintendent. The student shall be contacted not later than the school day following the date the school administrator or the administrator's immediate supervisor receives the information. The procedures to be followed are:~~

- ~~• An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the timeline may only be by necessity as determined by the Superintendent.~~
- ~~• The investigator shall meet with the student who submitted the complaint or grievance at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.~~
- ~~• The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the principal and/or the Superintendent.~~
- ~~• A confidential record of each concern, complaint, and grievance made pursuant to Policy JII shall be maintained at the District office. The record shall include a copy of the concern, complaint, or grievance filed by a student, findings of the investigation, and the disposition of the matter.~~
- ~~• Unless a determination has been made by the appropriate investigating school official that the reported incident actually occurred, the record shall not be used for the imposition of discipline.~~

~~Where disciplinary action is necessary, District policies shall be followed.~~

~~When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.~~

Governing Board Policy Exhibit JII-EB
STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES
(To be displayed in school buildings and in student handbooks)

Students may present a complaint or grievance regarding one (1) or more of the following:

- ~~• Violation of the student's constitutional rights.~~
- ~~• Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.~~
- ~~• Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.~~
- ~~• Concern for the student's personal safety.~~

~~Complaints and grievances related to allegations of student violence, harassment, intimidation or bullying are to be filed in accordance with Board Policy JICK.~~

~~Provided that:~~

- ~~The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District, and~~
- ~~The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.~~

The guidelines to be followed are:

- ~~The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.~~
- ~~The complaint/grievance shall be made only to a school administrator or professional staff member.~~
- ~~The person receiving the complaint will gather information for the complaint form.~~
- ~~All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. Forms are available in the school office.~~
- ~~The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.~~

~~Any question concerning whether the complaint/grievance falls within this policy shall be determined by the Superintendent.~~

~~A student or the student's parent or guardian may initiate the complaint process by completing Exhibit III-EA.~~

~~A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident. False or unproven complaint documentation shall not be maintained.~~

~~Retaliatory or intimidating acts against any student who has made a complaint under the District policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.~~

~~Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.~~

~~When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.~~

Governing Board Policy AC **NONDISCRIMINATION/EQUAL OPPORTUNITY**

The Board is committed to a policy of nondiscrimination in relation to race, color, religion/religious beliefs, gender, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background. The Board's position on nondiscrimination is set forth in Policy AC, which applies to students, staff, the public, educational programs and services, and individuals

~~with whom the Board does business. District Regulation AC-R establishes procedures for prompt and equitable resolution of student and employee complaints alleging discrimination, including discrimination based on sex or disability. There is a complaint form available for discrimination complaints at Exhibit AC-E. All of these documents are available on the District website.~~

1-200 Board Commitment to Non-Discrimination

The Governing Board is committed to a policy of nondiscrimination in relation to race, color, religion/religious beliefs, gender, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background. This policy will prevail in all

matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

Adopted: August 13, 2024

Legal Authority:

A.R.S. § 23-341

A.R.S. § 41-1463

Arizona Constitution, Ordinance Art. XX, Par. Seventh

20 U.S.C. § 1400 et seq.

20 U.S.C. § 1681

20 U.S.C. § 1703

29 U.S.C. § 794

42 U.S.C. § 2000

42 U.S.C. § 12101 et seq.

~~Governing Board Policy ACAA~~
~~TITLE IX SEXUAL HARASSMENT~~

~~Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. The District does not discriminate on the basis of~~

sex and is required by Title IX not to discriminate in such a manner. The District adheres to all conditions established by Title IX by recognizing the right of every student who attends school in the District and every employee who works in the District to do so without the fear of sexual harassment.

The District accepts and shall employ the definition of sexual harassment as established by the Title IX regulations. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

The District also accepts and shall employ the definition of a complainant as an individual who is alleged to be the victim of conduct that could constitute sexual harassment, and a respondent as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

The District shall designate and authorize an employee as the "Title IX Coordinator" to comply with its responsibilities pertaining to sexual harassment under Title IX. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator.

Any person may report sex discrimination, including sexual harassment, regardless of whether the person reporting is the person alleged to be the victim of the reported conduct or not. A report may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. The District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator.

The District will respond promptly when any school employee has notice of sexual harassment. Upon receipt of notice of sexual harassment, the District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the District's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the District shall respond. The District is committed to investigating each formal complaint submitted and to taking appropriate action on all confirmed violations of policy. The District shall follow grievance procedures that provide for the prompt and equitable resolution of complaints from students and employees alleging sexual harassment.

The District shall, to the extent reasonably feasible, keep confidential the identity of any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as is necessary to carry out the grievance process and as may otherwise be permitted by law.

Title IX sexual harassment complaints may include violations covered by Arizona's mandatory reporting statute, A.R.S. §13-3620. Any abuses classified by statute as "reportable offenses" must be reported as such to the authorities because not reporting a reportable offense is classified as a Class 6 Felony.

Retaliation Prohibited

Neither the District nor any person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has in good faith made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. Intimidation, threats, coercion, or discrimination, including charges against an individual for violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

©1-203 Equal Opportunity—Prohibited Sex Discrimination (Title IX)

Non-discrimination Policy

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates as required by Title IX of the Education Amendments of 1972 (Title IX), including in admission and employment.

Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX coordinator or to any employee of a District elementary and secondary school if the allegations of sexual harassment occurred in a District education program or activity and the alleged sexual harassment occurred within the United States.

“Formal complaint” means a document filed by a complainant or signed by the Title IX coordinator against a respondent and requesting that the District investigate the allegation of sexual harassment. A formal complaint may be filed with the Title IX coordinator by mail, email, through an online portal, or by contacting the Title IX coordinator as directed on the District website or other communications to students, staff, and parents.

“Complainant” means any person who is alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment under Title IX which occurred in a District education program or activity.

“Respondent” means a person who is reported to be the perpetrator of conduct that could constitute sexual harassment.

“Education program or activity” means locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

“Sexual harassment” means conduct based on sex that is one or more of the following:

- a. an employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct;
- b. unwelcome sex-based conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive it effectively denies a person equal access to the District’s education program or activity; or
- c. “sexual assault” as defined in 20 U.S.C. § 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. § 12291(a)(10), “domestic violence” as defined in 34 U.S.C. § 12291(a)(8), or “stalking” as defined in 34 U.S.C. § 12291(a)(30).

“Supportive measures” means non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge before or after the filing of a formal complaint, or where no formal complaint has been filed, designed to restore or preserve equal access to the District’s education program or activity.

“Deliberately indifferent” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

Title IX Coordinator

The District must identify at least one employee to serve as the Title IX coordinator and authorize that individual to coordinate and facilitate the District’s compliance efforts regarding its responsibilities under Title IX, including inquiries about the application of Title IX or formal complaints. The District’s Title IX coordinator is:

[Title IX Coordinator](#)
[701 W. Wetmore Road, Tucson, Arizona 85705](#)
[\(520\) 696-5164](#)
TitleIXCoordinator@amphi.com

Notices

[The contact information for the Title IX coordinator and the District's nondiscrimination notice will be prominently posted on the District's website and in any student or employee handbooks.](#)

[Any documents used to train the Title IX coordinator, investigators, decision makers, and others involved in the Title IX grievance process will be posted on the District's website and available upon request.](#)

Supportive Measures

[The District will provide supportive measures as appropriate and available.](#)

District's Response to Sexual Harassment

[When the District receives actual knowledge of sexual harassment in a District education program or activity, the District will respond promptly in a manner that is not deliberately indifferent.](#)

[Adopted: March 25, 2025](#)

Legal Authority:

[20 U.S.C. § 1681, Education Amendments of 1972, Title IX](#)
[34 C.F.R. Part 106](#)

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© 1-203.A Equal Opportunity—Prohibited Sex Discrimination (Title IX)—Grievance Procedure

A. General Procedures

The District will follow grievance procedures that provide for the prompt and equitable resolution of formal complaints from students and employees alleging sex-based discrimination.

Key personnel under Title IX are the Title IX coordinator, the designated Title IX investigator, the designated Title IX decision maker, and if applicable, the designated Title IX decision maker on appeal. The Title IX coordinator and investigator may be the same person.

If any person involved in an investigation has a concern that the investigator, decision maker, or decision maker on appeal may have a bias or conflict of interest, the Title IX coordinator will evaluate the situation and determine whether to designate a different investigator, decision maker, or decision maker on appeal. The Title IX coordinator also has the discretion to reassign an investigator, decision maker, or decision maker on appeal for any reason. The Title IX coordinator may retain an outside investigator, decision maker, or decision maker on appeal.

B. Supportive Measures

The Title IX coordinator must offer and coordinate supportive measures that do not unreasonably burden either party and are designed to protect the safety of the parties or the educational environment. Supportive measures provide support during the grievance procedures and during the informal resolution process. Supportive measures may not be imposed for punitive or disciplinary reasons.

Supportive measures must be maintained as confidential, except to the extent that maintaining confidentiality would impair the provision of such measures.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, and increased monitoring and supervision, as deemed appropriate by the Title IX coordinator.

C. Emergency Removal of Respondent (Student)

Prior to a determination of responsibility for the conduct alleged, the District may remove a student who is a respondent from the District's educational program or activity on an emergency basis when, after completing an individualized safety and risk analysis, it is determined that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sex discrimination justifies removal. The District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. If a student has an individualized education plan (IEP) or a Section 504 plan, the decision to remove the student on an emergency basis must be coordinated with the District's special education staff and in compliance with relevant requirements of the Individual with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504).

D. Removal of Respondent (Employee)

The District may place an employee who is a respondent on administrative leave while allegations are investigated and resolved in accordance with this grievance procedure.

E. Length of Grievance Process

The District will attempt to complete the grievance process within sixty (60) business days, not including any time for an appeal of the determination. The grievance process may be temporarily delayed and/or timelines may be extended for good cause with written notice to the parties explaining the reason(s) for the extension.

F. Complaint and Notice

Upon receipt of a request for the District to investigate and make a determination about alleged Title IX discrimination, the Title IX coordinator will offer the complainant the opportunity to make a written complaint.

After the preparation of the complaint, the Title IX coordinator will provide written notice of the allegations to the complainant(s) and the respondent(s) and will provide information regarding the grievance process, including the informal resolution process if appropriate. The notice of the allegations must include:

- sufficient detail to allow a respondent to prepare a response, including a description of the conduct alleged, the date and location of the conduct, and the names of the complainant and other involved parties, if any;
- a statement that a respondent is presumed not to be responsible for the conduct and that a determination will be made at the conclusion of the process;
- a statement that retaliation is prohibited;
- notice of all parties' rights to have an attorney or non-attorney advisor;
- notice of the right of the complainant and respondent to inspect and review relevant evidence;
- notice that if in the course of the investigation additional allegations of sex discrimination by the respondent toward the complainant are discovered, those allegations may be consolidated in the complaint, with notice of the additional allegations made to the parties; and
- a prohibition on providing false statements or evidence in connection with the investigation of the complaint.

G. Duty to Report

Title IX complaints may include violations addressed in A.R.S. § 13-3620. Any allegations classified by statute as "reportable offenses" must be reported as such to local law enforcement authorities or the Arizona Department of Child Safety. The allegations may be reported to the Arizona State Board of Education pursuant to A.R.S. § 15-514.

When the Title IX coordinator, investigator, decision maker, or decision maker on appeal reasonably believes that a law enforcement investigation will commence in regard to the complaint allegations reported to the District, the District will temporarily suspend the grievance process and investigative efforts. The Title IX coordinator will continue or implement supportive measures as appropriate. The District may determine (in conjunction with the law enforcement authorities) that the continuation of the internal Title IX grievance process is permissible during a pending law enforcement investigation. The Title IX grievance process will resume as soon as the District becomes aware that the law enforcement investigation has concluded or upon approval of the law enforcement agency. A finding by law enforcement that no wrongdoing occurred will not determine the outcome of the District's investigation but will be considered along with the other evidence.

H. Informal Resolution

At any time before a determination is reached, allegations may be resolved informally, unless it is alleged that a District employee is engaged in sexual harassment against a District student.

As part of the informal resolution process, the Title IX coordinator may engage in interviews and other fact finding. Either party may withdraw from an informal resolution process at any time before agreeing to a resolution and resume the grievance procedures. Once an informal resolution is agreed to by the parties, it becomes binding. The Title IX coordinator has the discretion to decline requests for informal resolution.

Both parties to a formal complaint must voluntarily agree in writing to participate in an informal resolution process. No party is ever required to participate in an informal resolution process. Intimidation, threats, and coercion regarding participation in an informal resolution process are expressly prohibited. Informal resolution will proceed pursuant to the procedures set out below.

Efforts to resolve the formal complaint via informal resolution should not typically extend longer than ten (10) school days unless for good cause (such as unavailability of the parties, state-wide testing, etc.). If the informal

resolution process takes more than ten (10) school days, the Title IX coordinator may send a notice of temporary delay for good cause if it appears that the District will not be able to meet its deadline to complete the Title IX grievance process.

Either party may withdraw from an informal resolution at any time before agreeing to a resolution and resume the grievance process. Once an informal resolution is agreed to by the parties, it becomes binding.

I. Procedures for Informal Resolution

After receipt of a complaint of sex discrimination, the Title IX coordinator will determine whether the complaint is appropriate for referral to an informal resolution process. If the Title IX coordinator determines that the complaint is appropriate for informal resolution, an invitation to participate in an informal resolution process will be given to both parties. The parties may agree to participate in informal resolution at any point in the grievance process prior to the issuance of a determination of responsibility letter by the decision-maker.

If both parties return the consent-to-participate forms, the Title IX coordinator or designee will initiate the informal resolution process within five (5) school days of receipt of both signed forms. The Title IX coordinator will designate an informal resolution facilitator.

The facilitator may be the Title IX coordinator or another individual who has been trained on the District's Title IX policy and procedures, is free from conflicts of interest and bias, and has been trained to serve impartially without prejudging the facts at issue. The facilitator must not be the same person as the investigator or the decision maker. The facilitator will be responsible for contacting the parties within five (5) school days of receipt of the signed consent-to-participate forms to initiate the informal resolution process.

The facilitator will contact the parties individually to discuss the following:

- (1) whether the party would like to have a face-to-face meeting (in-person or virtual) with the other party to discuss informal resolution;
- (2) the allegation(s) and facts each party believes are relevant to the allegation(s); and
- (3) what terms the party believes would resolve the complaint without need for investigation and determination.

After communicating with both parties, the facilitator will determine whether to schedule a face-to-face meeting or to engage separately with each party to discuss the terms for agreement proposed by the other party.

J. Resolution Agreement

If the parties agree to resolve the complaint without proceeding through investigation and a final determination, the terms of that agreement must be in writing and be signed by both parties. A non-exhaustive list of examples of terms that may be included in an informal resolution agreement are as follows:

- removal of a respondent from the educational setting via suspension or expulsion;
- removal of a respondent from the same educational setting as the complainant (reassignment to an alternate location or change of classes, for example);
- agreement that the respondent will attend counseling (provided outside of the school setting with cost to be borne by the respondent);
- non-contact or non-communication agreements between the parties;
- participation by either or both parties in an age-appropriate training to address the parties' understanding of sex discrimination and to mitigate recurrence of the sex discrimination;
- no admission of responsibility by the respondent;
- non-disclosure of the agreement as to the parties; and
- consequences of a breach of any term of the agreement (for example, an agreement might include a term that states that if a party breaches a non-disclosure agreement, that party will be reassigned to an alternative educational setting).

The District is not a party to the resolution agreement. The facilitator should confirm the feasibility of any terms to which the parties have agreed that implicate an administrative action by the District prior to the finalization and

signing of a resolution agreement. Once an agreement is finalized, the Title IX coordinator will take reasonable steps to ensure that it can be implemented on school property and at school-sponsored events.

K. Confidentiality of the Informal Resolution Process

Information or evidence exchanged during an informal resolution process is not confidential as to the Title IX grievance process if a resolution agreement cannot be reached. Either party may share information or evidence obtained during the informal resolution process with the investigator. The facilitator may not be a witness during the investigation. The facilitator's notes will not be shared with the parties nor will the notes become a part of the investigation file.

An informal resolution agreement itself may not be a confidential document and may be subject to a public records request, a valid subpoena for records, or data request from an enforcement agency such as the Office for Civil Rights of the U.S. Department of Education. Any resolution agreement provided as a public records request will redact all personal identifying information as permitted by law.

If a party violates an informal resolution agreement, such violation may be disciplined under appropriate District policies.

L. Dismissal of Title IX Complaint

If the Title IX coordinator or investigator determines that the allegations in a complaint, with all facts assumed to be true for this purpose, do not meet the definition of sex discrimination under the applicable Title IX regulations, or did not occur in the District's educational program or activity, or in the United States, the Title IX coordinator shall dismiss the complaint. The Title IX coordinator may also dismiss a formal complaint if the complainant requests withdrawal of the complaint in writing; if the respondent withdraws from the District (student) or terminates employment with the District (employee); or if specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination. If a complaint is dismissed, supportive measures will continue to be offered to the parties as appropriate.

Upon dismissal of a complaint or any allegations contained in a complaint, the Title IX coordinator will promptly and simultaneously provide written notice of the dismissal and the reason(s) for the dismissal to the complainant and respondent. If a complaint is dismissed, the District may nevertheless take additional appropriate disciplinary action against the respondent under its employee or student code of conduct and procedures related thereto. Upon dismissal, the Title IX coordinator must promptly notify the complainant of the basis for dismissal and that the dismissal may be appealed. If the dismissal occurs after the respondent has been notified of the allegations, the Title IX coordinator must also notify the respondent of the dismissal and the basis for the dismissal simultaneously with the notice of dismissal provided to the complainant.

M. Consolidation of Complaints

The District has the discretion to consolidate multiple complaints if the allegations of sexual harassment in the complaints arise out of the same facts of circumstances. The District may consolidate formal complaints as to allegations of sexual harassment against one or more respondents, by more than one complainant against one or more respondents, or by one party against the other party.

N. Investigation

The investigation will be premised on a presumption that the respondent is not responsible for the alleged act(s) of sexual harassment or sex-based discrimination, and both parties will be treated equitably during the investigation. The burden is on the District to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred and if the respondent committed the acts alleged to be sexual harassment.

This District prohibits all complainants, respondents, and any witnesses from knowingly making a false statement or providing false evidence in connection with a Title IX investigation. The District may take appropriate disciplinary action outside the Title IX process against any individual who makes false statements.

Both the complainant and the respondent will have a reasonable opportunity to present witnesses and other evidence to the investigator. The investigator will meet with each party and give them at least twenty-four (24) hours' advance written notice of the date, time, location, and purpose of any interview that will be conducted. The District will not restrict the ability of either party to discuss the allegations and gather evidence related to the allegations of the formal complaint.

The investigator will interview the complainant, the respondent, any witnesses identified by either party, and relevant records. In no event will a party be subjected to any disciplinary sanctions or consequences for refusing or failing to participate in the Title IX grievance process.

Before the investigator prepares the final investigation report, the complainant, the respondent, and their advisors (if any) will be provided with an equal opportunity to access relevant and permissible evidence. If appropriate, that evidence will be provided to the parties in an electronic format and in a manner that does not permit copying or downloading of the evidence. Parties and their advisors will be required to sign a non-disclosure agreement prior to receiving copies of this evidence in an electronic format or printed copy. The evidence provided may include evidence that the investigator does not intend to rely upon and any exculpatory or inculpatory evidence from any source. Within ten (10) calendar days of the date on which the parties were provided with access to the evidence or otherwise notified by the investigator that they could make an arrangement to view the evidence, the parties may prepare and submit to the investigator a written response to the evidence, which the investigator will consider in preparing the written investigation report. In cases in which there is more voluminous evidence that will require more time for the parties to process, the investigator may extend the ten (10) calendar days and provide notice of the extended date to the parties. Following the expiration of the date on which the parties may provide responses to the evidence, the investigator will promptly prepare a written investigation report that fairly summarizes the relevant and permissible evidence discovered during the investigation and provide that to the parties.

O. Written Determination

The written investigation report and any responses submitted by the complainant and/or respondent will be provided to the decision maker, who will make the determination as to whether sex discrimination occurred based on the preponderance of the evidence standard.

Upon receipt of the evidence, the decision maker will invite each party to propose questions that the party would like to have asked by the investigator or the decision maker. The decision maker must determine whether a proposed question is relevant and permissible. If a party submits a question that is unclear or harassing, the decision maker will give the party an opportunity to clarify or revise that question, and if the party sufficiently clarifies or revises a question, it will be asked. If written questions are submitted, the decision maker will promptly provide the questions to the appropriate individual so the individual can provide answers to the questions. Answers to the questions must be provided to the decision maker within ten (10) calendar days of the date on which they are provided. The decision maker will promptly provide each party with the answers to the questions and allow for additional, limited follow-up questions in writing from both the complainant and respondent within three (3) calendar days. If written follow-up questions are submitted to the decision maker, the decision maker will promptly obtain the answers and provide both parties with the responses to the additional questions. Any questions regarding a complainant's prior sexual behavior or sexual predisposition will be deemed irrelevant unless they are offered to provide evidence that someone other than the respondent committed the alleged misconduct or are offered to prove consent.

No sooner than ten (10) calendar days after receiving the investigation report, the decision maker will issue a written determination of responsibility that includes:

- a statement of the allegations;
- a description of the procedural steps taken from receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- the findings of fact supporting the determination;
- conclusions regarding the application of the District's code of conduct to the facts;
- a statement of and rationale for the result as to each allegation, including a determination of whether sex discrimination occurred, and if so, any disciplinary sanctions the District imposes on the respondent; and
- a description of the right to an appeal, how to request an appeal, and the permitted bases for an appeal.

The deadline for the decision maker to issue the determination may be extended for good cause at the decision maker's sole discretion. The complainant and the respondent will be notified concurrently of the determination.

Students found to have violated Title IX will be referred for disciplinary action consistent with the determination. Employees found to have violated Title IX will be subject to employment actions, including discipline or termination of employment consistent with the determination. The Title IX coordinator shall also coordinate the provision and implementation of remedies to the complainant and other persons identified as having had equal access to the District's education program limited or denied by sex discrimination.

P. Appeals

Either the complainant or the respondent may appeal from the written determination of responsibility regarding a formal complaint or the dismissal of a formal complaint (or any allegations therein). The appealing party must submit a written notice of appeal that includes the bases of the appeal to the Title IX coordinator within ten (10) calendar days of the date of the determination or the dismissal of the complaint. No hearing will be held for an appeal.

Written notice of the appeal will be provided to both parties by the District. Either party may file a written response in support of or challenging the determination or dismissal and the bases for the appeal within five (5) calendar days of the date on which written notice of the appeal was provided to all parties.

An appeal may be filed on the following bases only:

- a procedural irregularity that affected the outcome of the matter;
- newly discovered evidence that could affect the outcome of the matter and that was not available at the time the determination was made; and/or
- the Title IX coordinator, the investigator, the decision maker, or the decision maker on appeal having had a conflict of interest or bias that affected the outcome of the matter.

The parties will simultaneously be provided with a written decision regarding the appeal, which will describe the result of the appeal and the rationale for the decision.

Q. Confidentiality and Retention of Investigation Information

Except as necessary to complete a thorough and effective investigation and grievance process under Policy 1-203 and as required by law or District policy, the identity of complainants, respondents, and witnesses; information related to investigations; evidence gathered; and records created during investigations will be maintained in strict confidence.

In implementing Policy 1-203, the District will comply with state and federal laws regarding the confidentiality of student and employee records, including but not limited to the Family Educational Rights and Privacy Act. Information and records regarding any disciplinary sanctions imposed on an employee or student will be maintained and disclosed in the same manner as any other disciplinary record, provided that no disciplinary record shall indicate that discipline was determined through the Title IX process.

R. Records

The Title IX coordinator will retain investigation files for a time period of not less than seven (7) years. The records maintained by the District will document the District's response to allegations of sex discrimination and the measures that were taken to restore or preserve equal access to the District's educational program or activity. If the District did not offer supportive measures in response to a report made under Policy 1-203, the District's records will document why no supportive measures were offered.

S. Training

The District will provide regular training to employees on identifying and reporting acts that may constitute discrimination, harassment, or retaliation under Title IX. The Title IX coordinator, investigators, decision makers,

decision makers on appeal, and any District employees who are designated to facilitate informal resolution processes will receive additional training on Policy 1-203 and implementation of the grievance process at least as often as required by federal regulations implementing Title IX.

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Governing Board Policy Regulation ACAA-R
TITLE IX SEXUAL HARASSMENT

Title IX Coordinator

The Superintendent shall appoint an employee as the "Title IX Coordinator". If the Title IX Coordinator is the respondent, the complaint shall be filed with the Superintendent.

Title IX Coordinator:

Title: _____ Equity and Safety Compliance Officer and Title IX Coordinator
Address: _____ 701 W. Wetmore Road
_____ Tucson, AZ 85705
E-mail: _____ TitleIXCoordinator@amphi.com
Telephone: _____ (520) 696-5164

Response to Sexual Harassment

When the District has actual knowledge of sexual harassment in an education program or activity of the District against a person in the United States, it shall respond promptly in a manner that is not deliberately indifferent.

- "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to a District's Title IX Coordinator or to any employee.
- An "education program or activity" includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the District.
- A District is "deliberately indifferent" only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

The District's initial response to any report of sexual harassment must treat complainants and respondents equally by offering supportive measures to both and must follow the established grievance process before disciplining a respondent.

Even if no formal complaint has been filed, the Title IX Coordinator or their designee shall promptly:

- Contact the complainant to discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- Explain to the complainant the process for filing a formal complaint.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The District may remove a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the

Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Response to a Formal Complaint

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed above, and by any additional method designated by the District that results in the Title IX Coordinator receiving the complaint.

The District may place a non-student employee respondent on administrative leave during the pendency of a grievance process in response to a formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

For the purpose of addressing formal complaints of sexual harassment, this grievance process shall comply with the following basic elements:

- Provide written notice to all parties upon receipt of complaint, which must include:
 - Notice of the District's formal grievance process, including any informal resolution process;
 - Notice of the allegations, including sufficient details to allow respondent to prepare a response (such as the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident);
 - A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 - Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
 - Notice of any provision in the District's code of conduct that prohibits knowingly making false statements or providing false information in the grievance process.
- Treat complainants and respondents equitably;
- Require an objective evaluation of all relevant evidence;
- Require that the Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process, be properly trained and not have a conflict of interest against complainants and respondents generally or against the particular complainant and respondent;
- Include a presumption that the respondent is not responsible for the alleged conduct until a determination has been made at the conclusion of the grievance process;
- Include reasonably prompt timeframes for the conclusion of the grievance process;
- Describe or list the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility;
- State that the District uses a preponderance of evidence standard to determine responsibility;
- Include the procedures and permissible reasons for appeal by a respondent or a complainant;
- Describe the range of supportive measures available to complainants and respondents; and
- Not require, allow, or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

If the conduct alleged in a formal complaint does not meet the Title IX definition of sexual harassment as established in Governing Board policy, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District shall dismiss the allegations for purposes of Title IX but may still address the allegations in any manner the District deems appropriate under other District policies.

The District may dismiss a formal complaint or any allegations therein, if at any time:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled or employed by the District; or

- ~~Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.~~

~~Upon dismissal of a formal complaint or any allegations therein, the District shall promptly send written notice of the dismissal, including the reasons for the dismissal, simultaneously to the parties.~~

~~When investigating a formal complaint and throughout the grievance process, the District shall:~~

- ~~Ensure that the burden of proof and the burden of gathering evidence rests on the District and not on the parties, except that certain treatment records cannot be obtained without voluntary, written consent of a party;~~
- ~~Provide an equal opportunity for the parties to present witnesses and evidence;~~
- ~~Not restrict the ability of either party to discuss the allegations or to gather and present evidence;~~
- ~~Provide the parties with the same opportunities to have others present during any meeting or grievance proceeding;~~
- ~~Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of any meeting or grievance proceeding, with sufficient time for the party to prepare to participate;~~
- ~~Provide both parties an equal opportunity to inspect and review any evidence so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation (prior to completion of the investigative report, the investigator will send to each party and the party's advisor, if any, a copy of all evidence gathered during the investigation and will allow the parties at least ten (10) days to submit a written response to any of the evidence); and~~
- ~~Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) days prior to a determination of responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response.~~

~~After the District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-makers(s) shall afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence are offered to prove consent.~~

~~The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), shall apply the District's established standard of evidence and shall issue a written determination regarding responsibility that includes:~~

- ~~Identification of the allegations potentially constituting sexual harassment;~~
- ~~A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;~~
- ~~Findings of fact supporting the determination;~~
- ~~Conclusions regarding the application of the District's code of conduct to the facts;~~
- ~~A statement of and rationale for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity shall be provided by the District to the complainant; and~~
- ~~The District's procedures and permissible bases for the complainant and respondent to appeal.~~

~~The District shall provide the written determination to the parties simultaneously. The Title IX Coordinator is responsible for effective implementation of any remedies.~~

~~The District shall offer both parties the right to appeal from a determination regarding responsibility and from a dismissal of a formal complaint or any allegations therein, on the following bases:~~

- ~~Procedural irregularity that affected the outcome of the matter;~~
- ~~New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and~~
- ~~The Title IX Coordinator, investigator(s), or decision-makers(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affect the outcome of the matter.~~

As to all appeals, the District shall:

- ~~Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;~~
- ~~Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;~~
- ~~Ensure that the decision-maker(s) for the appeal does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent;~~
- ~~Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;~~
- ~~Issue a written decision describing the result of the appeal and the rational for the result; and~~
- ~~Provide the written decision simultaneously to both parties.~~

The District may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment. Similarly, the District may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility during a formal complaint process, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District:

- ~~Provides to the parties a written notice disclosing:

 - ~~The allegations;~~
 - ~~The requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and~~
 - ~~Any consequences resulting from participating in the informal resolution process, including the records that shall be maintained or could be shared;~~~~
- ~~Obtains the parties' voluntary, written consent to the informal resolution process; and~~
- ~~Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.~~

The District shall maintain for a period of seven (7) years records of:

- ~~Each sexual harassment investigation including:

 - ~~Any determination regarding responsibility;~~
 - ~~Any disciplinary sanctions imposed on the respondent; and~~
 - ~~Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity.~~~~
- ~~Any appeal and the result therefrom;~~
- ~~Any informal resolution and the result therefrom; and~~
- ~~All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District shall make these training materials publicly available on its website, or if the District does not maintain a website the District shall make these materials available upon request for inspection by members of the public.~~

The District shall create and maintain for a period of seven (7) years, records of any actions, including supportive measures taken in response to a report or formal complaint of sexual harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If a District does not provide a complainant with supportive measures, then the District shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

***REVERSE THIS BOOKLET
FOR IMPORTANT
PARENT AND STUDENT INFORMATION***

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PARENT INFORMATION

Student Rights

Due Process For Students

Any student whose behavior may warrant suspension or expulsion under the Student Code of Conduct will be provided due process prior to the implementation of the suspension or expulsion. This is a legal safeguard that protects the rights of students and their parents and is constitutionally guaranteed.

Due process steps include:

- Oral or written notice of the charges presented to the student;
- An opportunity for the student to present the student's side of the story in an informal or formal hearing or meeting, as applicable;
- The right to be represented by legal counsel or other party at the student's or parent's(s') expense;
- The allowance, for safety purposes, for a student to be removed from the school prior to an informal hearing, with that hearing to follow as soon as practical;
- Adequate notification of a hearing to the student and parent;
- An opportunity for a fair hearing;
- Notification to parents about the short-term suspension of the student;
- More formal due process in long-term suspension and expulsion proceedings;
- Right to appeal the decision of a hearing officer regarding long-term suspensions or expulsions to the Governing Board.

More information regarding student disciplinary action may be found in the ***Code of Conduct***.

Equal Opportunity Statement

Amphitheater Unified School District is an Equal Opportunity employer and educational institution. The District does not discriminate on the basis of race, color, national origin, sexual orientation, age, religion/religious beliefs, gender, creed, citizenship status, marital status, political beliefs/affiliation, home language, disability, family, social or cultural background in admission or access to, or treatment in its educational programs and activities, nor in its employment practices.

Inquiries concerning Title VI, Title VII, Title IX of the Civil Rights Act of 1964, may be referred to the District's Equity and Safety Compliance Officer and Title IX Coordinator, 701 W. Wetmore Road, Tucson, Arizona 85705, (520) 696-5164, TitleIXCoordinator@amphi.com.

Student Records

Family Educational Rights and Privacy Act of 1974

“Student records” includes all student information that is required by a governing body to be recorded and retained by the school or District.

Student records do *not* include the work notes of a teacher, administrator, or other professional unless such notes are used or expected to be used by anyone other than the professional.

Student records are considered professional and confidential and shall be available under the following circumstances:

1. To the parents/guardian of the student, unless a parent’s parental rights have been severed by a court.
2. To the professional staff of the school District in which the information was obtained.
3. In accordance with written instructions of a parent/guardian to transfer the records to another school, institution, or agency.
4. To any state or federal agency, as long as such records do not identify the student and upon the approval of the local school District board.
5. With respect to grade transcripts, to any other school or educational institution to which the student is attending or has applied for admittance.
6. To a student or person over the age of eighteen (18) or emancipated minor whose records are maintained by the school.
7. To the District’s agents acting on behalf of the District, those records, files, documents, and other materials, which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution.
8. In response to a judicial order or lawful subpoena.
9. To comply with the request of authorized law enforcement officials conducting an investigation of acts of terrorism, which disclosure is required by law.
10. To recruitment officers of the United States Armed Forces, unless parents/guardians or eligible students prohibit such release.

Upon confirming a parent/guardian’s identity, the authorized personnel of a school district shall, upon request, make available to the parent or guardian of a student the content of the student’s records.

The parent or guardian shall be permitted to be accompanied by one other person of his/her choosing at such time as the parent or guardian reviews the content of the student’s record, in the presence of a school official.

As a parent/guardian, you have the right to challenge the accuracy of your child's records and are entitled to a hearing with respect to that challenge, to ensure that the records are not inaccurate, misleading, or otherwise in violation of privacy or other rights of the student.

Viewing of student records upon request of parents/guardians must be granted within 45 days.

A parent/guardian shall have the right to insert a personal statement into their student's permanent record. They shall also have the right to request amendment to said records. They shall receive notification of the procedure to be followed should they wish to challenge the records and have statements amended, upon request.

A parent/guardian shall have the right to request copies of certain documents in the student's file. The District will charge up to thirty-five cents (35¢) per document page for this service.

Hatch Amendment: In addition to the rights of review pertaining to pupil records as set forth above, the parents/guardians of a student may inspect all instructional materials, including teachers' manuals, films, tapes or other supplementary instructional material which will be used in connection with any research or experimentation program or project, i.e., any program or project designed to explore or develop new or unproven teaching methods or techniques.

A student, eighteen (18) years of age or older or emancipated, shall have access to his or her own records, but may not view anything in the record pertaining to the financial statement of his/her parent(s)/guardian(s).

Parents/guardians and/or eligible students have the right to deny public release of "Directory Information". Notification must be given to the institution within thirty (30) days of enrollment if the parent, guardian, and/or student wish to deny the institution the right to give out directory information.

To prohibit the release of student information, please complete and return to the school the "Non-Release of Information" form available at the school.

Rights Of The Disabled Under Section 504 Of The Rehabilitation Act

This notification will serve to advise you of the rights of students as they are set forth in SECTION 504 OF THE REHABILITATION ACT OF 1962 and THE AMERICANS WITH DISABILITIES ACT OF 1990.

1. All new facilities must be barrier-free, i.e., readily accessible to and usable by individuals with disabilities.
2. Programs or activities in existing facilities will be made accessible to the disabled within 60 days.
3. Every disabled child will be entitled to a free public education appropriate to his or her individual needs, regardless of the nature or severity of the disability. In those unusual cases where placement in a special residential setting is necessary, public authorities will be financially responsible for tuition, room and board.

4. Disabled children must not be segregated in the public schools but must be educated with the non-disabled in regular classrooms to the maximum extent possible.
5. Educational institutions must undertake each year to identify and locate disabled children needing services.
6. Colleges and universities must make reasonable modifications in academic requirements, where necessary, to ensure full educational opportunity for disabled students.
7. Educational institutions and other social service programs must provide auxiliary aids, such as readers in school libraries or interpreters for the deaf to ensure full participation of disabled persons.
8. Qualified students with a disability may not be discriminated against solely by reason of his/her disability, in admission or access to, treatment, or employment in any program, activity or service sponsored by the District.

Title IX of The Education Amendment Act of 1972

1. No person, on the basis of sex, may be denied admission or be subject to discrimination in admission by any school District.
2. The school District shall not provide any course or otherwise carry out any of its education programs or activities separately on the basis of sex, require or refuse participation therein by any of its students on such basis, including health, physical education, industries, business, vocational, technical, home economics, music and adult education courses.
3. School Districts may not discriminate against any person on the basis of sex in the counseling or guidance of student or applicants.
4. No student shall, on the basis of sex, be treated any differently from any other student in the provision of educational opportunities such as: programs and activities (curricular and extra-curricular), benefits and services, aid and employment, and in the establishment of the rules and regulations and the enforcement of discipline.
5. Sexual discrimination includes sexual harassment. Unwelcome sexual advances; requests for sexual favors; or verbal or physical conduct of a sexual nature where (a) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's educational achievement; or (b) submission to or rejection of such conduct by an individual is used as a basis for educational decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an offensive environment, is prohibited by the school District.

6. The school District shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
7. Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions based on gender.
8. In accordance with the rules of the Arizona Interscholastic Association, participation on interscholastic teams shall be open to all students in all sports, except that the school shall not offer the following sports on a mixed sex team basis: Archery, Badminton, Gymnastics, Softball, and Beach Volleyball.

Our schools are in compliance with the Amendment. The Physical Education programs being offered are co-educational with the exception of those sports excepted by the law and termed "body contact" sports, the purpose or major activity of which involves bodily contact.

Separate teams may be provided, or a single team open to both sexes may be provided. If by opening a team to both sexes in a contact sport the interests and abilities of both sexes are not accommodated, separate teams in that sport will be required. For example: an institution would not be effectively accommodating the interests and abilities of women if it abolished all its women's teams and opened up its men's teams to women, but only a few women were able to qualify for the men's teams. If baseball is limited to boys on a team, the equivalent – softball, must be provided for the girls.

A school may preclude men or women from participating on teams for the other sex if athletic opportunities have not been limited in the past for them regardless of whether the sport is contact or non-contact. Example: If both boys' and girls' tennis teams exist at that school, one may not try out for the opposite sex team. Boys may not try out for the girls' badminton team if the boys have not been limited in opportunity overall even if a badminton team is not offered for them.

9. No person shall on the basis of sex be excluded from participation in, be denied the benefit of, or be subjected to discrimination in employment or recruitment consideration, or selection therefore, whether full-time or part-time, under any education program or activity operated by the local school District.

Protection Of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment ([PPRA](#), [20 U.S.C. § 1222h](#)), requires Amphitheater School District and each of its schools to notify you and to obtain your consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. Your school will provide you with notice of any activities requiring parental notice and consent or opt-out for the upcoming school year. For all surveys and activities, your school will provide parents reasonable notice and a reasonable period of time to opt their child out prior to the administration of the surveys and activities. In addition, parents have the right to review any protected information survey.

(Please note that this notice and consent/opt-out right does not apply to parents whose student is 19 years old or is an emancipated minor under State law; in that case, the notice and opt out right transfers to the student.)

Parents or students who believe their rights under PPRA may have been violated may file a complaint with the District’s Legal Department or by writing the Family Policy Compliance Office of the U.S. Department of Education. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

DISTRICT INFORMATION

AASA, ACT, and AzSCI

1. Elementary and middle school students will take the Arizona's Academic Standards Assessment (**AASA**), the new statewide achievement test for English Language Arts and Mathematics. It is administered to students in Grades 3-8. Information about this new assessment can be found at the [ADE website](#). (*The AASA replaces the AzMERIT and AzM2 tests.*)
2. High school students will take the ACT test for their cohort/grade level: Grade 9 (Sophomore cohort) will take the **ACT Aspire** and Grade 11 (Junior cohort) will take the college-reportable **ACT**. **ACT Aspire and ACT test scores are reported on student transcripts.** Information about these tests can be found at the [ACT website](#). (*The ACT and ACT Aspire replaces the high school AzMERIT and AzM2 tests.*)

3. Students in Grades 5, 8, and 11 will also take the **AzSCI**, the new Arizona science test. More information can be found on [AzSCI webpage](#). (*The AzSCI replaces the AIMS Science test.*)

Absences and Attendance **“Every Day Matters!”**

Regular school attendance is essential for success in school. Students with 95% attendance rates or better are more than twice as likely to pass standardized achievement tests as students who attend only 85% of the time. Students who are frequently absent may be putting their futures in jeopardy; studies have shown that chronic absenteeism, especially truancy, is highly associated with dropping out of school and has a direct and negative result on student achievement.

Dropouts typically earn \$260,000 *less* than high school graduates do over a lifetime. Please strive to have your children in attendance every school day unless they are sick. We urge you to ensure your child’s best opportunity for educational success by scheduling medical and dental appointments after school hours except in cases of emergency and by scheduling family vacations during school vacation and recess periods.

State law requires that you authorize your child’s absence from school and notify us in advance or at the time of the absence. Your call to us will also help protect your child. If your child is absent and we do not hear from you, we will do our best to contact you by phone the same day that class is missed. Accordingly, it is vital that we have one or more telephone numbers to contact you. If your numbers change, let us know right away. Due to the number of students enrolled in our District, calls may be made by an automated system to ensure we can contact all parents on a timely basis.

State law also mandates that the school record a reason for a child’s absence. Absences are excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of religious holidays of the family's faith.

When a student is or will be absent, the parent must call the school on or before the day of the absence in order to advise the school of the absence and the reason for the absence. If no authorization is received by the end of the missed school day, the absence will be considered unexcused. For absences greater than one (1) day in length, the school should be notified in advance or on each day of the absence. If a parent does not have access to a phone, either at home or at work, a note will be accepted for verification purposes.

If your child is absent on an unexcused basis for ten (10) consecutive school days: state law mandates that your child be automatically withdrawn from enrollment in order to stop state funding. You may then be required to fill out new enrollment documentation upon returning from an absence of such length.

Excessive absences may also affect a student’s eligibility to participate in field trips, extracurricular activities, and sports. In addition, absences can result in discipline and may be considered by a teacher in determining a student’s grade or promoting a student; a student can fail a class or be retained in a grade level due to excessive absences.

Parents are responsible for ensuring that their children attend school. If a student is habitually truant, the parents and student may be cited by the court for truancy. By law, a student is considered habitually truant if absent without excuse for five (5) or more days or if absent, with or without excuse, for 18 or more days.

Chronic Illnesses: In cases where medical documentation can be provided regarding a long-term illness or an ongoing medical condition, parents should contact their school administration regarding the chronic health program.

“Take Your Child to Work Day”: Certain groups promote “Take Your Daughters and Sons to Work” events, usually on a school day in April of each year. In past years, significant numbers of students went to work with their parents on these days, making it very difficult for teachers to provide meaningful activities and negatively impacting instructional benefits for those students absent. As a result, many school Districts and employers in Arizona have been encouraging an alternate day in the summer for these events. By choosing a non-school day for this activity, you will provide your student with two important messages – the value of the workplace and the importance of education in order to succeed in the work place.

Open enrollment students: Those who are frequently absent may lose, at any point in the school year, their open enrollment status. A student will benefit more from attending school regularly somewhere else rather than attending school in our District on an inconsistent basis.

Compulsory Attendance: According to Arizona law, students must be in school until they reach the age of 16 or they successfully complete the 10th grade.

Career and Technical Education

In accordance with SECTION 504 OF THE VOCATIONAL REHABILITATION ACT OF 1973, Amphitheater Public Schools wishes to inform students, parents, employees and the public that it provides an equal opportunity **CAREER AND TECHNICAL EDUCATION** for the high school students of the District. All courses, services, and activities are offered without regard to race, color, religion/religious beliefs, gender, age, national origin, veteran status, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background.

Program areas currently offered include:

Agriscience
Automotive Diesel Technologies
Bioscience
Culinary Arts
Early Childhood Education
Film and TV Production
Music and Audio Production
Photo Design
Sports Medicine
Welding

Architectural Drafting and Design
Automotive Technologies
Construction Technology
Digital Photography
Engineering
Graphic Design
Nursing Services and Healthcare Foundations
Software and App Design
Technical Theatre

Limited English-speaking skills will not be a barrier to admission or participation in Career and Technical Education. The primary requirements for admission are an established interest in pursuing a career in the chosen occupational field and the ability to meet the requirements for entry-level employment in that field of work.

Students with disabilities are encouraged to participate in Career and Technical Education programs in our District. In all cases, accommodations can be made to modify the program or the facility to allow for participation.

Pima Joint Technical Education District

The Pima JTED was established in July 2006 to provide students with expanded Career and Technical Education (CTE) options. JTED provides students with additional CTE program offerings outside of their home high school. JTED partners with the District to provide a diverse offering of courses that provide hands on learning along with rigorous academic content creating college and career ready students.

CTE programs offered through Pima County JTED's central sites include: 3D Animation and Game Design, Information Technology, Health Care Foundations, Health Care Pathway Programs, Personal Assistant Caregiver, Licensed Nursing Assistant, Registered Medical Assistant, Advanced Registered Medical Assistant, Medical Records Technology, Physical Therapy Technician, Cosmetology, Culinary Arts, Early Childhood Education, Automotive Technology, Aviation Technology, Construction Technology, Energy Technology, Heavy Equipment Operations, HVAC, Precision Manufacturing and Mechatronics, Advanced Precision Manufacturing, Veterinary Science, Law, Public Safety, and Security, Fire Service, and Welding.

Cell Phones and Other Electronic Devices

Arizona's new law (HB 2484; ARS §15-120.03) now requires all public schools to limit student use of cell phones and personal devices during the school day. Amphitheater students may only use their phones for educational purposes under a teacher's direction, during lunch, in emergencies, or when medically necessary.

To reach your child during the school day, please contact the school's main office. Our schools remain committed to supporting your child's learning in a safe, focused environment.

All cell phones and other electronic devices must be turned off and placed in the student's backpack, purse, or locker (if available) while at school, with the exception of during lunch.. Schools and teachers may also set additional rules and restrictions on the use of such devices.

Administrators and teachers are authorized to confiscate electronic devices that are used in a classroom or used in any other manner that violates District or school policies. The parent or guardian of a student whose electronic device has been confiscated may recover the item from the school administrator. The District and its schools are not responsible for the loss or theft of personal items and devices.

Child Abuse Reporting

State law pursuant to [A.R.S. §13-3620](#), requires that any school District employee acting in the scope of their employment who develops a reasonable belief that a child is or has been a victim of child abuse to immediately report their belief to Department of Child Safety (DCS) or to the police. “Reasonable belief” requires very little evidence. Although the child abuse reporting law applies most often to an adult physically abusing a child, the law also mandates reports of neglect, sexual abuse, or non-accidental injury, regardless of the age or maturity of the alleged abuser. Thus, a fight between students that results in non-accidental injury to a student will be reported to the police. Likewise, an act of sexual harassment by one student against another that constitutes sexual abuse will be reported to the police for possible criminal charges. On occasions where a school must report possible child abuse, DCS or law enforcement may prohibit the school from informing the parent or guardian of the report for a period of time.

Computer and Internet Use

The use of computers and Internet access by students at school supports the educational mission of the District and enhances our curriculum and learning opportunities for students. All District students may receive instruction via electronic resources.

The paragraphs which follow here are intended to provide students and parents with general guidelines and examples of prohibited uses of District computer equipment. Failure to comply with District rules may result in loss of computer and Internet access privileges, disciplinary action and/or legal action.

The District has implemented technical precautions to restrict student and staff access to controversial or inappropriate materials; however, on a shared network which interacts with the public domain, it is impossible to identify or control all controversial materials. In addition, while efforts are made to supervise student use of the Internet, schools cannot prevent all inappropriate uses, just as it is impossible for parents to do so at home. Student activity in a forum as public and constantly evolving as the internet carries inherent risk of access to objectionable material and communication with persons outside the school. The school also is not responsible for the accuracy or quality of information that students obtain through the Internet.

Student Work Product: Just as student works are often displayed within the school building or at events located off school grounds, student work product may also be posed for display – as an example or to recognize achievement – on a school or the District’s website. Limited information concerning the student (name, age, and grade level) may also be posted with the work. Parents who do not wish a student’s work to be posted on-line, may indicate so through completion of a “Non-Release of Information” form available through the school. A copy of this form is also included in this handbook.

Acceptable Use: In general, a student’s access to the school’s computers, networks, and Internet services should be for educational purposes and research consistent with the school’s educational mission, curriculum, and programs. The same rules governing student conduct, communications, and behavior in the Code of Conduct contained in this handbook also apply

to student use of computers and the Internet. Students are also expected to comply with all directives from the teacher or staff when using computers.

Prohibited Uses: Unacceptable uses that are expressly prohibited include, but are not limited to, the following:

Accessing, submitting, transmitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal.

Using the school's computers, networks, and Internet services for any illegal activity or activity that violates other Governing Board policies, procedures, and/or school rules, attempting to make unauthorized access to any Amphitheater Information System by trying to bypass the firewall and district servers, and/or access proxy accounts.

3. Copying or downloading copyrighted materials without the express authorization of the student's teacher or school administrator.
4. Plagiarism -- Representing as one's own work any materials obtained on the Internet (such as term papers, articles, etc.). When using Internet sources in student work, the author, publisher or web site, such as AI software, must be identified and cited.
5. Downloading or installing software without the permission of the student's teacher or school administrator.
6. Purposefully causing disruption or harm to the school's computers, networks or Internet services, including, but not limited to, hacking and creating or uploading computer viruses.
7. Accessing communication forums methods, such as chat rooms, social networks, instant messaging or e-mail without authorization from a teacher or other staff member.

No Expectation of Privacy. In order to maintain school and student safety, the District retains full control, custody, and supervision of all computers, networks, and Internet services owned or leased by the District. The District and its schools also reserve the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school-owned computers.

Student Security. Students must be instructed and occasionally reminded that they should never reveal their full name, picture, address, or telephone number on the Internet without prior permission -- from a supervising teacher and or their parent. Students should also never meet people they have contacted through the Internet without parental permission. Students should inform their teacher or school administrator if they ever receive e-mails, information, or messages that seem threatening, inappropriate or make them uncomfortable in any way.

Costs and Charges

The District provides a free, appropriate public education to all enrolled students. There are no costs that a parent is required to pay in order to attend District schools. When students seek to enroll in a school, they may receive a list of required and non-required materials and supplies. Parents who are able to provide these materials for their student are urged to do so to maximize the use of school funds for other instructional purposes. No student will be denied an education if the parent is unable to provide those materials and supplies, however.

Basic course materials, identification cards, and some lockers may also be required and are provided free of charge. Some lockers and locks, activity cards, parking permits, yearbooks, and supplemental course materials and services are not required and are therefore not provided free of charge. A reasonable fee may apply.

While textbooks are provided at no cost to students, students and their parents are required to pay for any lost or damaged textbooks and/or other course materials. If students do not pay for lost or damaged materials, they may not be allowed to participate in extracurricular activities or other events such as graduation exercises.

Crisis and Emergency Plans

Every school in the Amphitheater School District has emergency and crisis plans to respond to unforeseen events. The plans include responses to a variety of scenarios along with lockdown and evacuation procedures and provide for cooperation with appropriate emergency responders. To protect against their misuse by individuals with harmful or disruptive intentions, these plans are not released to the public. This helps ensure their effectiveness on the rare and unlikely occasion that they must be implemented.

Where an emergency at a school site occurs, our first priority is to ensure the safety of our students. Given the staff and effort required to supervise what can be more than two thousand students at a school when a crisis develops, immediate communication with parents may not be possible. We strive, however, to communicate with you within one school day when a situation has taken place.

Custody Matters

In cases where custody matters affect a child attending school in the District, the child's school will follow the most recent (complete court and signed) order which is on file with the District. It is the responsibility of the custodial parent, or of parents having joint custody, to provide the District with the most recent court order.

Parents should also be consistent in their direction to school staff regarding custody matters; direction which contradicts court orders or which varies frequently can result in confusion and misunderstanding that often leads to concern and upset for the parties involved.

Parents should understand that school employees do not wish to be and cannot be placed in the middle of custody disputes which are private family matters. If a parent desires a school employee to testify in a family law matter, a subpoena for attendance of the employee will be

required. School employees, as public employees hired to serve students, may not be used as expert witnesses in court matters unless specifically retained for that purpose while they are not on duty for the District.

Visitation: Non-custodial parents are urged to arrange visitation outside of school time to ensure that a student's full attention may be focused on their instructional program and activities.

Dress Code/Grooming

While the District recognizes that student dress and grooming are often matters of personal choice and expression, there is a relationship between student dress and such matters as individual and collective student achievement, school pride, school safety, and the accomplishment of educational objectives. Accordingly, policy and procedures prohibit student dress or grooming that, in the judgment of the school administration:

- presents a hazard to the health, safety or general welfare of students, staff, or others;
- interferes with or disrupts the educational environment or process;
- produces disorder in the educational process;
- creates an atmosphere of threat, intimidation, or undue pressure;
- causes excessive wear or damage to school property;
- represents membership in, or support of, a gang; or
- displays obscene language or symbols, or symbols of sex, drugs, or alcohol.

More detail concerning the District's standards for dress and grooming are found in the Student Dress Code contained in this handbook.

Footwear and Safety Dress: Footwear must be worn at all times. In addition, students must comply with safety dress requirements for specific classes such as vocational courses, life physical education, and chemistry.

Gang-Related Apparel/Grooming: The District desires to keep schools and students free from the threat of harmful influences by any group or illegal gang that advocates drug use, crime, or disruptive behavior. Therefore, the presence of any apparel, jewelry, accessory, tattoos, symbols, or manner of dress or grooming that by virtue of its color, arrangement, trademark, symbol, or any other attribute, denotes or implies membership in or affiliation with such a group is prohibited because of the potential disruption of the educational process or threat to the safety of the other students which the same represents.

Enforcement: In addition to disciplinary action which may be imposed against students who violate the District's dress code, students, or their parents may also be asked to do any of the following:

- Turn inappropriate clothing inside out.
- Change into clothing that may be provided by the school.
- Have other clothing brought to school.
- Remove the accessory.
- Cover the offending markings or symbols.

Clothing Bank: Parents who may be experiencing financial difficulties and may be unable to obtain sufficient clothing for their student may be eligible for free clothing offered by the Amphitheater Foundation Clothing Bank. A referral to the Clothing Bank from your school is required and may be obtained on a confidential basis through your school administrator or Health Office.

Eligibility -- Extra-Curricular Activities

The primary function of this school District is to support student academic achievement. In pursuit of that goal, the District recognizes that a well-rounded educational experience includes extracurricular interests and athletic activities. However, academics must take priority, therefore, the District and its schools have set eligibility requirements for student participation in extracurricular pursuits.

Participation in interscholastic athletics and other activities is a privilege and not a right.

Students who fail to maintain academic qualification for extracurricular participation will be suspended from that activity until academic eligibility is attained.

Students who violate District and/or school rules, particularly where student and school safety may be affected, may be summarily removed from participation in extracurricular programs and activities.

Please refer to your student's school handbook for further information regarding extracurricular activities' academic and behavioral expectations. For students in grades 7-12, very detailed rules apply and are available through your school, coach, or activity sponsor.

Zero tolerance "24/7" policy: The District maintains a **zero tolerance "24/7" policy** on the use of tobacco, drugs or alcohol by interscholastic activity participants. Any participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during a season will be immediately removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

Academic Eligibility: Student athletes in grades 7-12 must pass all classes in which they are enrolled in order to participate in extra-curricular activities. Students receiving grades at a nine-week quarter of "I" (incomplete), "F" (failing), "NC" (no credit or no-completion), "NM" (no mark), "U" (unsatisfactory), or students earning a total grade point average of less than 2.0 on the 4.0 scale for the nine week quarter will be ineligible to participate in athletics. Students losing their eligibility at the quarter will be monitored to determine if eligibility can be re-established, which cannot occur for at least four and a half (4.5) weeks. Activities that are part of a credit bearing class are not affected by the eligibility restrictions.

Field Trips

The District values field trips which relate to the curriculum and instructional program of the District. Schools have limited funding for field trips and may charge for extracurricular field trips.

Parental permission is required for field trips which extend beyond the Tucson metropolitan area, or which will involve community service duties, or which will occur outside of normal school hours. Teacher or other certificated personnel supervision is always provided by the District for field trips, but parent chaperones are also sometimes required, as circumstances and space permit. Only students who are approved for a particular activity and their assigned sponsors, teachers, coaches, and District-approved chaperones may participate in field trips. Due to liability and funding factors, friends and family of students are not permitted to participate in field trips unless they are doing so as school-approved chaperones.

Private transportation. Parents who wish to transport their own child on any such school-sponsored trip rather than sending the student on District transportation will be required to make prior arrangements with the school. Before a student will be permitted to participate in a field trip, but travel with a parent privately, the parent will be required to sign an acknowledgement indicating that they will transport the student.

Food in Classrooms

Food brought into the classroom for classroom parties must come from a commercial source and cannot be homemade. Items must provide a list of ingredients and should be individually wrapped to avoid barehand contact with the food. If the items are not individually wrapped, such as cookies or cupcakes from a bakery, an adult wearing disposable gloves must serve the food.

With the exception of classroom parties, food provided to students in grades Kindergarten through 8th, must meet Arizona Nutrition Standards provided by the Arizona Department of Education. Details on the nutrition standards are available from your child's school or at the [AZ Department of Education Health & Nutrition Services website](#).

Free and Reduced Meal Program

The Amphitheater School District offers healthy meals during the school day to all enrolled students. Children who qualify under the U.S. Department of Agriculture guidelines may receive meals free or at a reduced price. All meals served must meet nutrition standards established by the U.S. Department of Agriculture. If a child has a disability, as determined by a doctor or an authorized medical authority, and the disability prevents the child from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is prescribed, there will be no extra charge for the meal. Please note the school is not required to make a substitution for a food allergy, unless it meets the definition of disability. A student whose allergies are determined, as a result of an evaluation, to have a physical or mental impairment that substantially limits one or more major life activity, such as breathing, will qualify for coverage under Section 504 of the Rehabilitation Act. A parent/guardian may obtain a Special Diet Modification Form by sending a request to the school nurse or by emailing the Food Service department at AmphiFoodService@amphi.com.

Your child can get free school meals if you receive benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or from the Food Distribution Program on Indian Reservations (FDPIR). If your total household income is the same or below the federal income guidelines for the size of your household, your child can either get meals free or at a reduced price. Children participating in a Head Start Program, foster children, and those who meet the definition of homeless, runaway, or migrant are also eligible for free meals.

The following list of frequently asked questions may provide you with information you may need concerning the school meal programs.

How do I get free or reduced price school meals for my child? Families must apply for meal benefits for their children who attend schools that do not participate in The Community Eligibility Provision (CEP).

- 1.If your child(ren) attend a school participating in the CEP program, they will automatically receive free school meals, including breakfast and lunch.
- 2.If your child(ren) attend a school that does not participate in the CEP program, a meal application form must be submitted.

- **The fastest and most accurate method is to apply online at [Parent Portal](#). Online applications can be processed the next day.**
- **If you do not have access to a computer, you may also apply by completing the Meal Benefit Form and return it to your child's school or the Food Service Department. Paper applications can take up to 10 business days to process.**
 - The Meal Benefit Form is available from your child's school cafeteria or from the District's Food Service Department. Please request a meal benefits application by emailing AmphiFoodService@amphi.com or pick up an application at the Food Service office located at 200 E. Roger Road, Tucson, Arizona 85705. For questions, please call (520) 696-5133.

Should I fill out a meal application if my child(ren) attend a CEP participating school?

A meal application is not required. However, we ask that parents fill out a Household Income Form to help schools secure program funding. Instruction on how to complete a Household Income Form will be posted on the [Amphi Food Service Department webpage](#).

How do I know if my child(ren's) school participates in the CEP program?

Schools that have been approved to participate in the CEP program can be found on the [Amphi Food Service Department webpage](#).

Please note:

- **If a family has a student that attends a CEP school and has another student that attends a school that is non-CEP, a meal application must be completed for the student(s) that attends the non-CEP school in order for the student(s) to receive free or reduced-price meals.**
- **When children from schools participating in CEP move to a non-CEP school, their eligibility for free reimbursable meals will carry over for up to 30 days or until a new eligibility determination is made for the current school year, whichever comes first. Parents should fill out an online meal application within the 30day time period.**

Will the form be verified? Your eligibility may be checked at any time during the school year. School officials may ask you to send written evidence of household income to show that your child does qualify for free or reduced price school meals.

What if my household income exceeds the federal guidelines, but I feel my child should receive free or reduced cost meals? The income guidelines are set by the federal

government and must be adhered to. The District cannot grant free or reduced meals to households that do not meet the guidelines.

Can I appeal the decision on my application for free or reduced lunch? You may contact District Food Service Department officials by calling (520) 696-5133 if you do not agree with the decision on your form. You also may ask for a hearing by writing to: The Director of Food Services, 200 E. Roger Road, Tucson, Arizona 85705.

Must I report changes in my income or household? Once a child is determined eligible for free or reduced price meals, eligibility remains in effect for the remainder of the school year and for up to 30 operating days into the next school year. For more information, visit the [USDA Food and Nutrition Service webpage](#).

Will the information I provide to the District on my free and reduced meal application form be kept confidential? We will use the information on your form to determine if your child qualifies for free or reduced price meals. We may disclose eligibility information, without prior written consent, to officials connected with programs under the National School Lunch Act or Child Nutrition Act and to other federal or state educational agencies and programs to help determine whether you may also qualify for benefits under those programs. We may also inform other child nutrition, health, and education programs of the information on your form for funding and/or evaluation purposes. Disclosure of confidential eligibility information outside these programs is permitted only with written consent of the participants' parent or legal guardian.

Must I apply now or can I apply later for free and reduced price meals? You may apply for free and reduced price meals at any time during the school year. If you are not eligible now but have a change, like a decrease in household income, an increase in household size, become unemployed, or begin receiving benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or Food Distribution Program on Indian Reservations (FDPIR), you may complete a form then.

All applicants under the plan will receive notice as to whether or not their application is approved.

Homelessness

The McKinney-Vento Act identifies homeless students as "Children who lack a fixed, regular and adequate nighttime residence" due to loss of housing, economic hardship, or a similar reason. This includes preschool students and school-aged children, as well as youth living on their own (unaccompanied youth not in the custody of a parent or guardian).

We are committed to ensuring that students experiencing homelessness in the Amphitheater community have equal access to the same free, appropriate public education as provided to all students in our District, and we will work to eliminate barriers to their enrollment. Homeless students are never singled out or separated from other students on the basis of their homelessness. Students and their families who are struggling with homelessness and/or who experience any difficulty obtaining access to education or other District services are encouraged to contact the District's McKinney-Vento Liaison at (520) 696-5061. You may also be referred to the Liaison by school personnel.

Immunizations

Arizona law requires documentary proof of immunity against certain childhood diseases for students attending Arizona schools for the first time. Students subject to this requirement who lack documentary proof of immunizations may enroll but cannot be permitted to attend classes until the requisite proof is provided. If required immunizations become due during a student's enrollment in a given school year, failure to promptly provide proof of compliance will result in automatic exclusion from school until compliance occurs, in accordance with state law. Parents are reminded that due to the public health matters involved, the District cannot violate state law by permitting children who are not in compliance to attend school. Requirements for obtaining an exemption from immunization requirements for medical reasons or due to personal beliefs are available from the school nurse or health office. (See, [A.R.S. §15-873](#).) Students who are exempted from compliance will, however, be excluded from school if there is an outbreak of an illness for which they have not been immunized.

Insurance

The District does not maintain insurance for student medical or dental costs if the student is injured during school activities or while on school premises. Parents are responsible for securing insurance coverage for their children.

In the event of an emergency, whether a student has insurance or not, the school may call 911 and emergency services may respond, to include a student's transport by ambulance to a hospital. The school has no responsibility to pay for these services; they are the responsibility of the parent/guardian.

Interpretation and Translation Services

The District will provide interpretation services so that all parents can participate meaningfully in meetings and conferences regarding their children's education. Please contact your child's school to request these services. Parents can also request translations of District documents by contacting their school office.

Law Enforcement

On occasion, law enforcement officers will visit a school site to request an interview with a student regarding a criminal investigation. Where child abuse or abandonment is involved, the officer is permitted to investigate the alleged victim of abuse as well as any sibling of the victim or other child residing with the victim. See "Child Abuse Reporting" above.

Non-School Related Matters. If a police officer enters the campus requesting to interview a student attending the school on an issue that is not school related, the interview will generally not be permitted at school unless the parent provides consent. If the officer directs that parents are not to be contacted because the interview is related to criminal activity of the parent(s)/guardian, the school official will allow the interview. Otherwise, the parent will be contacted and will be asked if he/she agrees to the student being interviewed. If the parent consents, the parent will be requested to be present or to authorize the interview in their absence. Where an attempt was made and the parent(s) cannot be reached, the peace officer will be requested to contact the parent(s) and arrange to question the student at another time and place.

School Related & Student Safety Matters. The safety of the student population is of paramount concern. When a police officer is present on the campus to interview students at the request of school authorities or due to concerns for the safety of the students in the school population, parental contact is required only if the student is taken into custody or following the determination that the student may be subject to discipline for a serious offense. School Resource Officers (SRO's) present at the request of the school for the continued maintenance of school safety and order, may also interview students as necessary regarding school related issues as determined by school officials; again, parents need only be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Media

The news media frequently cover the positive events, people, and activities at our schools. Your child may be interviewed, recorded, photographed, or videotaped by the media or District staff for a story in the newspaper, radio, or television. In some cases, photos and videos may be placed on the Internet for public access by the media. As described in greater detail in this handbook above, you can choose to prohibit District/media coverage of your child in advance by completing a "Non-Release of Information" form and submitting it to the school office. The form is available from your school and must be submitted each year. A copy of this form is included in this handbook.

Medications

The presence of medications in the schools can present a risk to student safety. Students have been injured or have become ill when other student inappropriately shared their medication with them. Consequently, the District must impose restrictions on the presence of prescription and over the counter medications in schools. Students who do not follow school District rules on concerning the possession and use of legal medications at school are subject to discipline which can include long term suspension or expulsion. Parents are urged, for the safety of their children and others, to ensure compliance with these rules as well.

When it is necessary for a student to take medication during school hours, school personnel may assist if the following conditions are met:

- The medication must be prescribed by a physician.
- The parent or guardian must provide written permission for school personnel to administer the medicine to the student. *Appropriate forms are available from the school office.*
- The medication must come to the school office in the prescription container provided by the pharmacist. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given and must match the prescription container.
- An administrator may designate a school employee to administer the medication.
- Each administration of prescription drugs will be documented, recording that the student received the medication.
- Drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration of prescription medication: When a physician feels it is necessary for the student to carry and self-administer medication, the physician shall provide written recommendations to be attached to the signed parent permission form. In the case of medication for diagnosed anaphylaxis (for example, Epi-Sticks), insulin/glycogen and handheld inhaler devices for breathing disorders, a physician's written recommendations are not

required. In these cases, the student's name on the prescription label is sufficient proof of the physician's recommendation; however, the parent or guardian must provide written permission for a student to self-administer and carry the medication. *Appropriate forms are available from the school office.*

Over-the-counter medication: When it is necessary for a student to receive medicine at school that is sold, offered, promoted, and advertised to the general public without a prescription, the following procedure has been established to ensure the protection of the school and the student:

- The parent or guardian must provide written permission for the administration of specific over-the-counter drugs.
- Over-the-counter medicine must be provided by the parent to the school office in the original manufacturer's packaging with all directions, dosages, compound contents, and proportions clearly marked. An administrator may designate a school employee to administer a specific over-the-counter drug.
- Each instance of the administration of an over-the-counter drug will be documented.
- Over-the-counter drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration of over-the-counter medication: With the exception of cough drops and sunscreen, a student's possession of over-the-counter medication at school is prohibited and is grounds for discipline. Students should instead leave all medications with the school office as described above. The school principal is authorized to make exceptions to this rule on a very limited basis. In these cases, all of the following rules apply:

- A signed and verified physician's statement must document the necessity for a student to self-administer the over-the-counter medicine and must be attached to the parent or guardian permission form, indicating the specific drug or medicine.
- The parent or guardian must provide written permission to the school office for the student to self-administer a specific over-the-counter drug ("pain reliever" is insufficient; specificity such as "200 mg. ibuprofen" or "400 mg Tylenol" is required). *Appropriate forms are available from the school office.*
- The student and parent must receive written permission from the principal or other administrator to be in possession of and self-administer the medication.
- The over-the-counter medicine sent by the parent must be kept by the student in the original manufacturer's packaging, with all directions, dosages, compound contents, and proportions clearly marked.
- The student must take extraordinary precautions to keep the medication secure and under no circumstances shall make it available or provide it to another person. The student must also *immediately* report the loss or theft of any medication brought onto school campus. Violation of this procedure may subject the student to disciplinary action.

Online Blended Learning Opportunities

Amphitheater School District recognizes that the traditional school program may not meet the needs, expectations, or desires of some families and that both students and their parents may be looking for a new or different learning option.

Amphi Academy Online is an online learning opportunity for students who prefer to attend classes online and an alternative for students who are long-term suspended. Parents will have the option to checkout a loaner Chromebook. Parents will be responsible for having reliable internet access for their students to access the online curriculum.

Students in the Amphi Academy Online complete their coursework online. Amphi Academy faculty and staff monitor student progress through the learning management system. If students are not making adequate progress or are struggling with assignments, tests and grades, they may also participate in scheduled online tutorial sessions. Students may be required to participate in tutorial sessions if they are not making satisfactory academic progress or are not maintaining grades of “C” or better. This requirement is set in place to ensure that students are working the required number of hours per day, meeting established timelines, and fulfilling all course requirements. Amphi Academy staff may contact students and parents via computer, email, or phone. If you have questions about this option, please speak with your Principal or send an email to answers@amphi.com to be connected with a District staff member who can assist you.

Open Enrollment

The Amphitheater Unified School District has an open enrollment policy consistent with Arizona state law. Information about open enrollment is available on the “Open Enrollment” page of the District website at www.amphi.com or at each school site. Parents may pick up open enrollment applications at each school at any time. Opportunity for open enrollment at any school site is dependent upon capacity to accept students from other Districts or in-District attendance areas only after ensuring enrollment from within the school’s own attendance area can be served. Approval remains in effect for as long as the student remains, without a break in school attendance, at that school’s feeder pattern.

By signing the Open Enrollment application, the student and parent agree to comply with all the policies and procedures of the District and rules of the receiving school, including standards for academic effort, conduct, and attendance. Transfers may be revoked by the school principal if policies and procedures for discipline and attendance are violated.

Pesticides

Schools periodically apply pesticides, after providing both oral and written notice of the intent to do so. All oral and written notifications will contain, at a minimum, the date, time, general areas to be treated, and brand name of the pesticide to be applied. While school is in session, notice will be provided at least 48 hours in advance. Oral notice to students will be provided by means of school public address system announcements, assembly or classroom announcements. Written notice to parents will be provided by means of school lunch menus, special communications, newsletters, or similar means. Notice will also be posted at least 48 hours in advance of application at the main entrance to all buildings where pesticide is to be applied or on playing fields where pesticide is to be applied. Posted signs may not be removed earlier than 48 hours after the pesticide is applied. Specific information concerning the treatments which are applied may be obtained by calling your school office.

Policies

Interested persons may review District policies and procedures in their entirety at each school within the District. They are available in the office of each school principal and are also in each

school's library. You may also review District Policies and Procedures through the "[Policy Manual](#)" on the District's website.

Product Sales

Because students and staff are at school for the purposes of learning and working, respectively, the District generally prohibits their solicitation by third parties seeking to sell products or services. Groups permitted to sell products on campus must be an officially recognized school organization and must have the sale approved by the principal and/or student council. Where a student group conducts such a sale, all funds collected must be deposited in the school's student funds account for the student club involved. Where a parent-teacher organization or booster group conducts a sale, prior authorization, and compliance with District financial procedures is also required. Under state law, when students participate in fund-raising efforts conducted by school support organizations, resulting revenues must be shared with student groups in proportion to their level of effort and support.

Skateboards, Skates, and Rollerblades

For the safety and well-being of students, faculty and others, students are prohibited from using scooters, skateboards, roller blades/shoes, or similar devices on campus at any time, unless as part of an established and supervised classroom activity. Violation of this rule will subject the student to discipline, and the unauthorized use of District premises by students for these purposes may also be considered trespassing.

Search and Seizure

School administrators have the right to search students and seize property, when they have a reasonable suspicion that the search will produce evidence that the student has violated the law or the rules of the school/District, or when they have reasonable suspicion that the student may have material harmful or detrimental to the health, safety and/or welfare of students. Any search conducted on this basis will be reasonable in scope and not excessively intrusive on the student, given the student's age, sex, and other factors, including the nature of the infraction.

School-Provided Storage Space: Storage areas provided to students by a school such as lockers, desks, cabinets or "cubbies", are provided only as a convenience to students, and always remain the property of the school. These storage areas are subject to school control and supervision. Students have no reasonable expectation of privacy in these spaces. School officials may therefore randomly inspect these spaces at any time, with or without reason, without notice, without student consent, and without a search warrant. Students who accept lockers or desks assume full responsibility for the security of their lockers, desks, etc. Whenever a student is required to or exercises an option of providing his or her own lock to secure a school-provided storage space, the student must provide the combination or key to the school authority that issued the storage space when requested. Failure to do so will result in the lock being cut.

Student's Person and Personal Belongings: Students have a reasonable expectation of privacy in the personal belongings they carry with them or in items such as backpacks and purses. However, the search of a backpack, purse, or similar item at school is permissible

when school authorities have a reasonable suspicion that the search will produce evidence that the student has violated or is violating the law or the rules of the school/District. Searches of a student's person are also permitted, based upon reasonable suspicion. Such searches may include a request to empty one's pockets or a request to remove outer garments, such as jackets or sweaters, but such a search will not include removal of other clothing by school officials. Strip searches are prohibited.

Seclusion/Restraint

The seclusion or physical restraint of students is discouraged by Governing Board policy. In the extremely rare circumstance where seclusion or physical restraint of a student is an appropriate method for addressing an individual student's behavioral issues, advance parental permission will be required, absent an imminent risk of harm to the student or others. Parental notification will occur after the event.

Staff Qualification Information

The District is proud of its high caliber staff. Résumés describing educational background and teaching experience are maintained for all teachers and other instructional personnel. If you wish to review the résumés for your child's teachers or obtain any of the information described above, contact the school office where your child is enrolled.

Telephone Messages

Due to the limited staff available at a school, as well as the disruptive impact on staff, instruction and school operations, the delivery of telephone messages to students cannot be assured and should be minimized, except in emergencies.

Travel Reduction

The Amphitheater School District supports alternative modes of transportation such as carpooling, bicycling, and riding Sun Tran to minimize vehicle congestion on our streets and school campuses. For more information, call (520) 792-1093.

Universal Precautions (Communicable/Infectious Diseases)

Due to communicable diseases such as HIV and hepatitis, the District has instituted "universal precautions" which are recommended by the Center for Disease Control. To safeguard students and staff, school-based employees regard all body fluids as potentially infectious. They are trained to avoid direct contact, if possible, to wear gloves if necessary, to wash hands thoroughly, and to report injuries to the nurse immediately. Students are not to touch blood or body fluids and should seek adults for assistance.

Vandalism & Parental Liability

Students are expected to treat their school with respect. Vandalism and defacement of school property disrupts the orderly operations of the school and can negatively impact school climate and student body access to and use of facilities. We want all students to be able to enjoy the buildings, grounds, and equipment which our taxpayers provide.

Under Arizona law, parents of minors who cut, deface, or otherwise damage any school property shall be liable for all damages caused by their children. See, [A.R.S. §12-661](#).

Visitors to Schools

We encourage you to visit your child's school. For the safety of all our students and staff, however, we do require that you and all other visitors report to the school office upon arrival on campus if you visit during the school day. Visitors are generally expected to sign in and wear a visitor's badge. Visitors who fail to comply with the requirement to register and obtain a visitor badge may be in violation of criminal trespass laws, student behavioral expectations, or both. See [A.R.S. §13-1502\(A\)\(1\)](#). Parents and others must comply with directions from the principal and teachers when visiting. If you wish to meet with your child's teacher or school administrator, please make prior arrangements to avoid conflicts with school activities and instructional program schedules.

Third Party Visitors: Students from other schools are not allowed to visit other school campuses during the school day unless they are participating in an official school or District event.

We understand that students may require social services. However, given the limited resources and instructional time available to our schools, schools should be preserved as places of student learning. Therefore, external social service providers seeking to visit and provide services or treatment to students are better met in other settings outside our schools. Those services are more properly provided in the third party's own facilities, under the supervision and direction of the parent or guardian. Where appropriate, necessary, and properly authorized by the school principal, a third party may simply observe a student from a suitable distance so as not to interrupt the instruction of that student or others. Please review Governing Board Policy 3-203 on the next page.

Volunteers

The District is fortunate to be supported by the invaluable assistance of volunteers throughout the District and from every walk of life. Under Arizona law, all volunteers must be fingerprinted and cleared to work with students. Exceptions apply for student volunteers and parents of children in the District. Costs for fingerprinting of volunteers are paid by the District.

© 3-203 Visitors

The Superintendent may establish controls and procedures to monitor who is visiting District property, including use of sign in procedures, name tags, and other control mechanisms. The Superintendent may limit both the number of visitors and the times at which visitors are permitted at District facilities.

Classroom Visits by Parents/Legal Guardians

Parents/legal guardians of students who are enrolled in the District or who wish to enroll their student in a District school or program may schedule a visit, tour and/or observation of the classroom and of the school. Parents may schedule a tour by contacting the building principal of the school that they would like to visit. The District administration shall permit a visit, tour and/or observation unless doing so threatens the health and safety of students or District staff.

The building principal may schedule the time and duration of a visit, tour and/or observation so as to minimize disruption on instruction.

Public Conduct on School Property

The following constitutes interference with or disruption of an educational institution under Arizona's criminal code and under this Policy:

1. Threatening to cause physical injury to any staff or student of the District or any person on the property of the District.
2. Threatening to cause damage to any District property or the property of any employee or student at the District. The threat does not need to be directed at any specific property of the District to be a violation.
3. Intentionally or knowingly refusing to leave the property after being ordered to do so by the Superintendent, building administrator or District employee designated by the Superintendent or building administrator to maintain order.

Interference with or disruption of an educational institution is a criminal act under Arizona law.

Visitors on District property must adhere to all legal requirements and use obligations established by the District, including but not limited to prohibitions against bringing alcohol, weapons or drugs onto District property, or use of tobacco or tobacco products, including e-cigarettes, on District property.

Adopted: August 13, 2024

Legal Authority:

[A.R.S. § 13-2911](#)

[A.R.S. § 15-341](#)

We are very excited to have a wide range of technologies available for our students. The internet and any devices (personal or school owned) utilizing our network are intended to support the educational objectives of Amphitheater Public Schools. Use of these technologies is a privilege, not a right. You need to know there are some important rules and guidelines to follow.

Amphitheater Public Schools Technology Values

We value **Communication**

Therefore, I will:

- make appropriate decisions when communicating.
- participate in collaboration.
- think before I post.

We value **Privacy & Safety**

Therefore, I will:

- secure my personal information.
- be aware that anything I do electronically is not private and can be monitored.
- report any cyberbullying.

We value **Learning**

Therefore, I will:

- do my best.
- have a positive attitude.
- explore using appropriate resources. I will not use nonacademic search words.

We value **Respect**

Therefore, I will:

- follow copyright rules.
- respond thoughtfully to other people's ideas.
- take proper care of all equipment.

Parent Resources

ACT Aspire and ACT ACT Aspire (Grade 9) ACT (Grade 11) Sample Tests and Resources	Arizona's Academic Standards Assessments (AASA) Grades 3 – 8 Sample Tests and Resources
FAFSA: Preparing for Post-High School Education FAFSA Information and Resources	Infinite Campus Parent and Student Portal

Acceptable Use Policy

We are very excited to have a wide range of technologies available for our students. The internet and any devices (personal or school owned) utilizing our network are intended to support the educational objectives of Amphitheater Public Schools. Use of these technologies is a privilege, not a right. You need to know there are important rules and guidelines to follow.

1. Communication

I will make appropriate decisions when communicating and will not send or share mean or inappropriate content. I will participate in collaboration while using effective participation skills. I will be mindful of what I post and not use profanity or any language that is offensive to anyone.

2. Privacy & Safety

I will secure personal information about family, faculty, or myself. This includes passwords, home addresses, phone numbers, ages, and birth dates. I will be aware that anything I do online or electronically is not private and can be monitored. I will seek help if I feel unsafe, bullied, or witness any form of unkind behavior including cyberbullying.

3. Learning

I will do my best. I will have a positive attitude and be willing to explore different technologies. I understand some sites are inappropriate and I will not search for words that are not related to my academics. I will evaluate the validity of information presented as I explore online and understand that not everything online is true.

4. Respect

I will follow all copyright rules and give credit when needed. This includes documenting and properly citing all information acquired through online sources including but not limited to images, videos, and music. I will respond thoughtfully to the opinions, ideas, and values of others. I will take proper care of all equipment including district provided, my personal device, and the personal devices of others. I will report misuse and/or inappropriate content to my teachers and adults.

5. Use of technology – the District’s and personal

The [Children’s Internet Protection Act \(CIPA\)](#) is a federal law which requires the District to “block” inappropriate searches/sites from students. I understand that law and will work effectively within it by searching only for appropriate sites whether using the district’s technology or my own personal device. I will use only my credentials to sign into the internet.

6. Misuse of technology

This section contains significant information related to discipline included in the Code of Conduct.

STUDENTS MUST NOT:

- Attempt to make unauthorized access to any Amphitheater Information System by trying to bypass the firewall and district servers.

- Access proxy accounts.
- Set up vpn.
- Conduct criminal, illegal, or gang related activities or searches.
- Cyberbully or to send threatening or harassing messages.
- Search for or post obscene, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or pictures.
- Post false or defamatory information about a person or organization.
- Attempt to disrupt or modify the Amphitheater Information System or data by spreading viruses or by any other means.
- Create a disruption in class, on the campus, or at any school related activity.

**THE FOLLOWING FORMS ARE
PROVIDED FOR YOUR CONVENIENCE**

**COPIES ARE AVAILABLE
AT YOUR SCHOOL**

Non-Release of Information Designation of Directory Information

During the school year, District staff members may compile non-confidential student directory information such as:

- The student's name.
- The student's date and place of birth.
- The student's class designation (i.e., first grade, eighth grade, etc.).
- The student's extracurricular participation, i.e. sports, band, clubs.
- The student's achievement awards and honors.
- The student's major field of study, if any.
- The student's weight and height, if a member of an athletic team.
- The student's photograph (such as may be provided for yearbook use).
- The school/school District the student attended before enrollment in the District.

According to state and federal law, this directory information identified above may be publicly released without permission of parents or students who have reached majority age (19). This is often the case in yearbooks and school programs. If you do not wish any or all of the above information about your child/you released, you must check the appropriate boxes above, the box below, complete this form, **and** return it to your school principal within ten (10) school days.

I have checked boxes (above) for the information that I do **not** want released concerning my student/me. I understand that this will preclude the use of this information for many purposes, including yearbooks, activity programs, school and class rosters and other publications or documents.

Posting or Publication of Student Works. The District frequently celebrates and highlights student achievements and projects by displaying them in schools, at public events, in public locations, and on the District or school websites. Students are generally proud when their accomplishments are celebrated in this manner. If you do not wish any of your student's works or accomplishments displayed, please check the box below:

I do **not** want my child's works posted, displayed or published in any way.

Special Rule on Address and Phone Number: Normally, the District does not release a student's address and/or telephone number publicly: Exceptions to this rule are made where required by law or in the event of an emergency. In addition, the District will release student and parent addresses and phone numbers to college and university recruitment officials. Finally, federal law requires the District to release student names, addresses, and telephone numbers to U.S. Armed Forces recruitment officers, unless you specifically prohibit the same below.

I wish to prohibit the release of my student's/my name, address and telephone number to college and university recruitment officials.

I wish to prohibit the release of my student's/my name, address and telephone number to U.S. Armed Forces recruitment officers.

(Please print student's name)

(Parent/Guardian/Student of 19 yrs or more signature)

(Date)

If the school principal does not receive this form from you within ten days, we will release student record information as described above.

Please note: this is a copy of a form available from your child's school office.

© 1-201.A Form - Equal Educational Opportunity and Non-Discrimination for Students – Complaint Form

(To be filed with the compliance officer)

If you feel you have been treated unfairly because of your gender, race, color, religion, age, disability, political affiliation, marital status, veteran status national origin, or as a result of retaliation, you should complete this form and return it to the Equal Opportunity office. If you need further clarification, please contact the Equal Opportunity specialist

Please print:

Name: _____ Date: _____

Address: _____

Telephone: _____

Another phone where you can be reached: _____

During the hours of: _____

E-mail address: _____

I wish to complain against:

Name of person, school (department), program, or activity: _____

Address: _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

If there is anyone who could provide more information regarding this complaint, please list name(s), address(es), and telephone number(s).

Name: _____

Address: _____

Telephone Number: _____

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

The compliance officer shall give one (1) copy to the complainant and shall retain one (1) copy for the file.

REVERSE THIS BOOKLET
FOR THE
STUDENT CODE OF CONDUCT

Parent and Student Advisory:

This Code of Conduct complies with State of Arizona Department of Education requirements to use specific language to define certain prohibited acts and behaviors. This language may not be suitable for all children. Parental guidance and discretion is suggested.

Amphitheater Unified School District is an Equal Opportunity employer and educational institution. The District does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Scouts USA, other designated youth groups or in its hiring or employment practices.

Amphitheater School District Career and Technical Education department does not discriminate in enrollment or access to any of the programs available, such as business, arts & design, computers & media, health science, hospitality education & human services, industrial technologies, public service, and science & engineering. The lack of English language skills shall not be a barrier to admission or participation in the District's activities and programs.

Inquiries concerning Title VI, Title VII, Title IX of the Civil Rights Act of 1964, may be referred to the District's Equity and Safety Compliance Officer and Title IX Coordinator, 701 W. Wetmore Road, Tucson, Arizona 85705, (520) 696-5164, TitleIXCoordinator@amphi.com.

Inquiries concerning Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA) and the Americans With Disabilities Act (ADA) may be referred to the Executive Director of Student Services, 701 W. Wetmore Road, Tucson, Arizona 85705, (520) 696-5230, studentservices@amphi.com or to the Arizona Department of Education, Exceptional Student Services, 1535 West Jefferson Street, Phoenix, Arizona 85007, or the Regional Manager of the Office of Civil Rights, U.S. Department of Health and Human Services, 90 7th Street, Suite 4-100, San Francisco, CA 94103.

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Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places

community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

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

We Value

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

We Believe

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

[INSERT GOVERNING BOARD INFORMATION PAGE HERE]

A LETTER FROM THE SUPERINTENDENT



Yours sincerely,

A handwritten signature in black ink that reads "Todd A. Jaeger". The signature is written in a cursive, flowing style.

Todd A. Jaeger, J.D.
Superintendent



Introduction to the Student Code of Conduct

A clear and specific Student Code of Conduct is an essential element in developing and maintaining a successful academic environment. As the expectations for student achievement increase, a Student Code of Conduct becomes increasingly important as a central element in the creation of the safe and caring environment necessary for student success. To be effective, a Code must explain expectations for behavior so that all members of the school community can fully understand them; it must also provide fair and consistent guidelines for consequences to be applied when behavioral incidents do occur to help ensure schools are safe places for students, staff, and the public.

This Code has been drafted to be as conversational as possible, but it is important to recognize that any code of conduct must comply with certain legal mandates for public schools and must be very clear about expectations, to include precise definitions where required. Therefore, this Code provides both “plain language” definitions for behavioral incidents as well as more technical definitions established by the State of Arizona Department of Education.

This Code of Conduct includes the following elements:

- Prohibited behaviors are organized into categories to help students understand the related nature of certain behaviors and their relative impacts upon the learning environment.
- Behavioral rules and potential consequences for violations of the rules are combined together in tables to improve understanding and for ease of reference.

- Because technology has become increasingly important for students both within the school setting and in society at large, this Code incorporates rules on the use and consequences for misuse of technology, including computers and the Internet.

The District Values: Basic Expectations for Positive Student Conduct

The following pages outline eleven positive conduct standards for our student community. Examples are given for each standard; however, they are not intended to be a complete or exhaustive list of examples.

1. DIVERSITY

- Be your own person and be proud of who you are.
- Recognize that you are different from others and that others will be different from you.
- Respect the differences in others.
- Try to understand the feelings of others.
- Enjoy the differences in people and learn from them.

2. CREATIVITY

- Think.
- Imagine.
- Try new ways to do things.
- Have your own ideas. Give credit to others for theirs.
- Enjoy new ideas from others.
- Explore ideas in a thoughtful and positive manner.
- Be flexible and adaptable to meet changing demands.

3. CURIOSITY

- Use technology appropriately and for school purposes.
- When you do not understand words, directions, information, or questions, always ask someone to explain their meaning. Ask the teacher, ask friends, or ask your parents.
- When you ask a question in class, other students probably are asking the same question in their heads. When you ask a question, you may be helping other students who are too shy to ask that question.
- Enjoy wondering about everything. Then, ask someone to help you find out more about what you are wondering about. Good helpers are your teacher, the librarian, your parents, and the Internet.
- Be an explorer. Think of new ideas. Think of new ways to understand yourself, others, and the world around you.

4. DILIGENCE

- Attend school daily and be on time.
- When you have a job to do, do it until it is done.
- When you make a promise, keep it.

- When you are supposed to be somewhere at a certain time, be on time.
- Complete tasks on time.
- Make up all missed work, as permitted by your teacher.
- Keep commitments.
- Keep track of your schoolwork. Be responsible for doing classwork and homework. Always do your best.

5. ACHIEVEMENT

- Always try to do your very best at whatever you do.
- Set challenging goals for yourself and go after them.
- Create plans and strategies you will need to achieve your goals.
- If you believe in a goal, stick to it.
- Seek help and assistance when you need it.
- Learn from mistakes. Try not to repeat them.
- Be proud when you improve.
- Be proud of what you can do at school, at home, and with your friends.

6. HONESTY:

- Tell the truth.
- Respect and praise others who tell the truth.
- Do your own work.
- Take pride in admitting when you have made a mistake. Wise people learn from their mistakes.
- Give credit to others for their work and thoughts.

7. CARING AND RESPONSIBILITY:

- Report bullying to a teacher or someone in the office.
- Keep your school safe; tell a teacher or someone in the office when you learn of something that threatens your safety or your school's safety, such as drugs, weapons, or scary behavior.

8. KINDNESS

- Use kind, friendly words toward others.
- Do you like having friends? So do others. Be a friend to someone.
- Do you sometimes need help? So do others. Help someone.
- Do you appreciate someone sharing something with you? So do others. Share with others.
- Encourage others. See the good in them and praise them for it.

9. FAIRNESS

- First, ask yourself, "Is this fair?" Then, ask yourself, "Am I being fair?"
- Expect fairness from others and be fair to them.
- Fairness usually feels right; unfairness never does.

10. RESPECTFULNESS:

- Ask yourself, "How do I want to be treated?" Then, treat others the way you want to be treated.
- Show respect for yourself and others through your actions and what you say.

- Respectful words and actions help when you are part of a group or team.
- You show respect for yourself and others by never using bad language and hand signals at school.
- You show respect when you get over conflicts without getting physical. Ask a grownup for help if you need it.
- You show respect when you take turns and allow others to do their work.
- You show respect when you follow the rules at sports and when you help others, rather than putting them down when they make a mistake.
- You show respect when you follow school dress rules.

11. SERVICE TO THE COMMUNITY:

- Your community is the people around you at school and at home.
- Follow the rules of your community.
- Keep your school clean. Clean up after yourself.
- Recycle whenever possible.
- Be a leader when it helps the group.
- Be a follower when it helps the group.
- Share ideas that will help the group.
- Be a person who can be counted on by others.
- Participate in community projects.
- Help without being asked.

Shared Responsibilities for Student Behavior

In order for our community's children to maximize the benefits of a public education, everyone must share in the collective responsibility of promoting behavior that provides an environment in which all children can feel safe and learn. Certainly, all members of our community have a role to play as positive models for respectful behavior. The following paragraphs discuss basic responsibilities for students, parents, staff, and the community for ensuring a successful education for every child.

Students' Responsibilities

Students, you must take an active role in monitoring your own behavior and modeling appropriate behavior for your fellow students. In order to accomplish this, you must:

1. Become familiar with the conduct standards;
2. Strive to follow the conduct standards;
3. Accept and use feedback and/or discipline as resources to improve yourself; and
4. Set goals for improvement.

Parents' and Guardians' Responsibilities

No role model is more powerful than a parent or guardian. Parents are "first and forever teachers" who set much of the direction for their child. Thus, parents and guardians must:

1. Become familiar with the conduct standards and discuss them with their children;

2. Support and reinforce behavior expectations and disciplinary policies of the school by assuming the primary responsibility for the discipline of their children;
3. Cooperate with and support teachers and staff;
4. Maintain regular communication with teachers regarding their children's schoolwork and behavior;
5. Ensure that children attend school every day, unless ill, and that they arrive on time;
6. Teach their children to seek positive resolution to problems and to handle confrontation non-violently; and
7. Provide their children with a nurturing and healthy environment.

School Staff Responsibilities

Each member of the school staff has the primary responsibility of providing for the educational needs of all students and for the safety of the school environment. The school staff members are responsible for:

1. Maintaining a positive atmosphere conducive to learning and good behavior;
2. Teaching and modeling the conduct standards;
3. Building close and productive relationships with students and their families by demonstrating respect, caring and effective communication;
4. Utilizing informal strategies to intervene with behavior when appropriate; and
5. Administering discipline in a fair and impartial manner to teach by example the principles of justice and citizenship by example.

Community and Family Service Organizations' Responsibilities

Public, private, religious, secular organizations, and businesses can support the prevention, intervention, and remediation of issues associated with student discipline when they:

1. Serve as mentors to help students develop positive social skills that foster safe school environments.
2. Assist in violence prevention, substance abuse education, and character development.
3. Serve as a resource for families of students unable to meet the behavioral expectations of the school and community;
4. Assist students and parents when students re-enter school following disciplinary exclusions; and
5. Become partners with schools to coordinate services which support the school system's disciplinary policies.

Understanding the Code of Conduct - Q & A

Why does the District have a Student Code of Conduct?

Preserving the safety and protecting the health and general welfare of students, District employees, visitors, and volunteers on school property and at school activities are the legal and moral responsibilities of the Governing Board and its Administration.

The Amphitheater Governing Board and Administration recognize that students should have and need a certain degree of freedom to express their individuality in school, but any such expression should never intrude upon or endanger the freedoms of others. The Governing Board has therefore established policies and directed the Superintendent to establish procedures for student conduct which will strike an appropriate balance between individual freedoms and safe schools.

While the District and its parents, students, and public have expectations for what student behavior should be like, and while we hope every student will strive to meet those expectations, we know that some students will violate those expectations and need some action to help ensure that the violation does not re-occur. The severity of these violations will vary, but many violations will warrant correction – some action to help ensure the violation does not recur. As a consequence, state law mandates that each school district governing board establish rules for student behavior and include the range of consequences the District thinks will encourage more appropriate behavior in the future.

Do schools have their own rules for student conduct as well?

The principal and faculty of each school may have established school-specific rules and/or procedures for student behavior and conduct. School-based rules are in addition to those contained in this Code of Conduct, provided they are consistent with this Code of Conduct, the policies of the Governing Board, and applicable law.

Students must comply with both this District-wide Student Code of Conduct and with all rules established by the principal and faculty of the school they attend. A student's failure or refusal to comply with the rules of his or her school will subject the student to disciplinary action.

The principal of each school is required to ensure that copies of District and school rules pertaining to discipline, suspension, and expulsion of students are distributed to parents and students.

How does one interpret the Code of Conduct?

Generally, words will be given their ordinary meaning, unless those terms are otherwise specifically defined. In the event of any conflict in interpretation, the determination of the

Associate to the Superintendent shall be final. The interests of safety, and student and staff welfare, shall be paramount considerations in the interpretation of disciplinary rules.

What happens under the Code if a student only attempts to commit a prohibited act, or helps someone else to attempt or actually commit a prohibited act?

When a student attempts to commit a prohibited act or participates in any way to help someone else to attempt a prohibited act, actually commits a prohibited act, or conceals the commission of a prohibited act, that student is subject to disciplinary action as if the student had committed the act. This ensures that students develop a sense of personal responsibility for behaviors they encourage or solicit in others. To be subject to discipline in any circumstance, however, the student must have, at a minimum, actively engaged in some behavior which facilitated, promoted, or protected the underlying behavior.

What does the Code mean by “possession?”

A student will be considered to “possess” or “be in possession of” a substance or object if the student:

- (1) knows of the nature, existence, and location of the substance or object, or
- (2) takes control of the substance or object, regardless of the length of time of that control or their intention.

Students who “hold something for a friend” are responsible for possession.

What is the difference between criminal law and school district rules?

Court proceedings relating to an incident at school are separate from the school’s disciplinary procedures. Courts take actions for violations of laws – usually criminal laws. Schools take disciplinary action for violations of school and District rules. Behavior which violates school rules may not violate criminal law. So, discipline may be imposed even if a court decides not to impose criminal penalties. The school administration may, however, be *required* to report certain kinds of student conduct to appropriate law enforcement officials if that conduct also constitutes a crime.

Student conduct matters are governed by District rules and policies, rather than criminal law or court procedures. Juvenile or criminal court matters are not controlled by school district rules or procedures. Schools may use different definitions of violations than used in criminal law. When making decisions, schools do apply a different burden of proof than the courts. To convict, the courts require evidence “beyond a reasonable doubt.” School decisions are based on the “preponderance of evidence.” A preponderance of evidence exists where there is a greater weight of evidence than the evidence offered in opposition to it (e.g. 50.1% vs. 49.9%).

Where and when does the Code of Conduct apply?

This Code applies to students:

- During regular school hours;
- Whenever the student is being transported on a school bus or by other transportation arranged by the school District;
- When the student is traveling to and from school by any other means, including walking or personal travel;
- During school events, including off-campus events and activities such as field trips, dances, and athletic competitions;
- At other times where a school employee has jurisdiction or authority over students, including summer activities;
- During other activities associated with or supported by the school in any way; and
- On school or District grounds at any time, regardless of whether school is in session.

Additionally, the principal may take disciplinary action when a student's misconduct away from school has a detrimental effect on other students at school or on the orderly educational process of the District. Also, the principal may take disciplinary action if the violation is directly connected to prior violations at school or threatens to produce further violations or a risk of harm or injury at school.

What specific behaviors does this Code of Conduct prohibit?

The tables which follow in the next section of this Code of Conduct list rules for student conduct (prohibited behaviors). Prohibited behaviors are classified by the following categories in the tables:

- Aggression and Hostility
- Alcohol, Tobacco, Medications, and Other Drugs
- Arson and Combustibles
- Attendance Violations
- Harassment, Threats, Bullying, and Intimidation
- Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)
- Disruptions to the Academic Process
- Threatening the School Environment
- Sexual Behaviors
- Technology Abuses
- Theft
- Trespassing
- Vandalism and Damage
- Weapons and Dangerous Items

What specific consequences can be imposed for violations of this Code of Conduct?

The tables which follow in the next section of this Code of Conduct list consequences for violations of the Code - the types of discipline which school District personnel are permitted or – in some situations – are required to impose.

The school principal or designee may determine the consequences from those listed. Multiple consequences may be selected by the principal. Principals can consider the age and developmental level of the student in setting disciplinary consequences.

Where a long-term suspension consequence is stated as “(Mandatory),” a principal must present the matter to a long-term suspension hearing officer appointed by the Governing Board for a formal hearing unless the principal requests and obtains a written waiver approved by the Superintendent or his designee. If granted, a mandatory expulsion consequence for the same violation may be waived at the same time.

If not waived as noted above, a “(Mandatory)” expulsion consequence likewise requires that the matter be presented to a hearing officer appointed by the Governing Board to hear the matter and make a recommendation to the Governing Board about expulsion. This expulsion consequence may be waived by the Superintendent (or his designee) upon the student providing proof that he/she has met any terms and conditions set forth by the Long-term Suspension Hearing Officer.

The disciplinary consequences include the following school level and District level actions:

School Level Disciplinary Actions:

Where appropriate or required, school personnel may implement the following disciplinary actions:

- **Activity Restriction** – Restricting a student from participating in or attending school activities such as dances, performances, athletic contests, team practices, club meetings, events, parties, etc.
- **Bus Probation** – Establishing conditions with which the student must comply in order to continue riding the school bus.
- **Bus Suspension** – Denying the student the privilege of riding a school bus for violations of the Student Code of Conduct, even if the student is not denied the right to attend school.
- **Conference** – Meeting or contacting two or more of the following: the student, parent, counselor, principal, and other District staff members.
- **Detention** – Requiring that a student report to a specified location at certain times during school and before or after school, including "Saturday school."

- **In-Class/School Discipline** – Imposing consequences, which do not require suspension from school, such as loss of privileges, additional work assignments, temporary removal from class, and/or other classroom or school-based consequences.
- **In-School Suspension** – Assigning a student to attend a location in the school that is in an area removed from the regular education setting.
- **Probationary Contract** – Executing a written document setting out academic and/or behavioral stipulations for the student. Violation of the contract will result in additional, usually more severe, disciplinary action.
- **Reprimand** – Reprimanding the student, verbally or in writing, by a principal or other staff member.
- **Removal From Class** – Excluding the student from a classroom. The teacher is responsible for maintaining an appropriate learning environment in the classroom. Arizona law, therefore, permits a teacher to temporarily exclude a student from the teacher’s class for serious disruption of the educational process within the teacher’s classroom or for exhibiting persistent disobedient behavior. The teacher may also refuse to readmit the student to the classroom under certain circumstances. In the event of such a removal from class, the student will report to a location at school determined by the school principal. School-based procedures which determine whether the student may return to the class are then implemented.
- **Requests for District-Level Disciplinary Actions** (listed below).
- **Revocation of Automobile Privileges** – Revoking automobile privileges.
- **Revocation of Off-Campus Privileges** – Revoking off-campus privileges.
- **Revocation of Technology Privileges** – Revoking use of District technology resources.
- **Short-Term Suspension** – Suspending a student from school for up to nine (9) school days. During the term of a short-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a short-term suspension, the student must make prior arrangements with the principal to do so. A short-term suspension imposed by the principal’s designee may be appealed to the principal. A short-term suspension, which was imposed or approved by the actual school principal, is not subject to appeal.
- **Student Schedule or Curriculum Adjustment** – Changing the student’s class schedule, teacher, courses, instruction, or access to components of curriculum.
- **Time Out** – Removing a student from instruction in the classroom or from other school activities for a period not to exceed three hours. During time out, the student

is reassigned to a supervised area such as the principal's office, alternative or in-school suspension programs, or responsibility rooms.

- **Work Assignments/Community Service** – Providing the student, at the District's discretion, an opportunity to perform supervised activities related to the assistance of District personnel, or to the upkeep and maintenance of school facilities or other public properties, instead of serving or while serving a suspension or expulsion. The student and parent(s) may also request this alternative; however, the final decision rests with the principal. Supervision by parents may be required for this alternative.

Note: Students who are absent during an assigned disciplinary action, will be required to complete the assigned discipline upon return. Students who refuse to complete an assigned discipline will face additional disciplinary consequences.

District-Level Disciplinary Actions:

Where appropriate or required, District-level personnel may implement the following disciplinary actions:

- **Any of the School Level Disciplinary Actions (listed above)**
- **Long-Term Suspension** – Suspending a student from school for a term not to exceed the total number of school days in one school year (presently 178 school days). A long-term suspension may carry over from one school year into the next. The suspension hearing officer may provide an opportunity for the student to return early from suspension by meeting certain terms and conditions. During the term of a long-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a long-term suspension, the student must make prior arrangements with the principal to do so. A long-term suspension may only be imposed following a hearing held by a District-level hearing officer. A student or parent has a right to appeal the decision of the District hearing officer to the Governing Board in accordance with District policy and procedure. Suspensions remain in effect pending the Board's review of any appeal.
- **Expulsion** – Expelling a student from school until specifically permitted to return to school by the Governing Board, usually based upon the student's and the parent's compliance with certain terms and conditions. Expulsion can be permanent as well. During the term of an expulsion, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during an expulsion, the student must make prior arrangements with the principal *and the hearing officer* to do so.

Following a long-term suspension hearing, the hearing officer may provide an opportunity for the student to avoid an expulsion hearing by meeting certain terms and conditions. If this action is not appropriate based on the circumstances surrounding the student's Code violation(s), or the terms and conditions are not met, whether or not the student should be expelled, and if so, under what conditions (if any) the student might be able to re-apply for admission to the District. **Only the Governing Board can make the final determination of whether a student**

should be expelled and under what conditions the student might be able to re-apply for admission to the District. Before making its decision, the Board will consider the reports of both hearing officers and the statements of the student, his/her family, and their lawyer if any are present and choose to speak in accordance with District policy and procedure.

Are educational services provided to suspended and expelled students?

In some circumstances, the District will offer ongoing educational services to students who are suspended or expelled. Whether the District does so depends upon the length of the exclusion from school, the student's status as a disabled student, and the nature of the student's offense.

Where students are eligible for and are offered continuing services by the District, the student's active participation in the alternative education services offered may be considered as a factor in reducing the level of discipline normally appropriate for the offense involved. For example, if a student is suspended for possession of illegal drugs and is being considered for expulsion as well, the fact that the student has enrolled in and is actively pursuing his/her education in the alternative program offered by the District may result in waiver of the requirement under this Code for expulsion or may even serve to reduce the term of the long-term suspension.

Are there special considerations for athletes and extracurricular participants?

Students participating in interscholastic activities for their schools do so as representatives of their school community and as role models for other students. Their involvement with tobacco, drugs, and alcohol at any time can therefore negatively reflect upon their community and convey a poor example to their peers. In addition, the use of tobacco, drugs or alcohol by athletic or activity participants can lead to an increased risk of harm or severe injury to themselves or others during those activities.

The Amphitheater District therefore maintains a zero tolerance "24/7" policy on the use of tobacco, drugs, or alcohol by interscholastic participants. Any interscholastic participant who uses, possesses, or transfers tobacco, alcohol or drugs at any time during their active season of competition will be immediately removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

Similarly, other behaviors by student representatives can reflect upon their team, school, and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior, and etiquette when acting in any way that is connected to the school or team.

How does this Code of Conduct apply to students of different ages and developmental factors?

The rules and procedures outlined in this Student Code of Conduct apply to all District students. The age, maturity, and developmental factors of students may be considered in determining the type of disciplinary action to be taken in the event of violations. Generally speaking, the older and more mature a student is and/or the more serious the infraction, the more personal responsibility the student will carry for his or her actions.

District personnel who administer student discipline will follow appropriate disciplinary procedures for disabled students when dealing with students in special education programs, with those receiving Section 504 accommodations, and with those who are pending evaluation.

Conduct Rules and Consequences

School-Level Actions

Code of Conduct Rule violations may result in one or more of the following School-Level Actions:

Activity Restriction	Reprimand
Bus Probation/Suspension	Revocation of Automobile Privileges
Community Service	Revocation of Off-Campus Privileges
Conference	Revocation of Technology Privileges
Detention	Schedule or Curriculum Adjustment
In-Class/School Discipline	Short-term Suspension
In-School Suspension	Time Out
Probationary Contract	Work Assignment
Removal from Class	

Each School Level Action involves a conference with the student to review appropriate conduct.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Aggression and Hostility		
1A. Provocation Use of any form of communication (verbal or written) or gestures, including exhibiting gang signs, that may cause others to fight or engage in other hostilities; challenging someone to fight.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
1B. Minor Aggressive Act Inappropriate physical contact (non-sexual) which does not cause serious injury.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension

Examples of **MINOR AGGRESSIVE ACT** include, but are not limited to, spitting, tripping, hitting, poking, pulling, or pushing.

1C. Fighting Mutual participation by two or more students in an incident involving physical violence, where there is no major injury.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
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A verbal confrontation alone does not constitute **FIGHTING**. Students should avoid fighting at all times. If provoked, the first response should be to walk away.

“Mutual participation” for **FIGHTING** may exist if physical violence continues longer than reasonably necessary.

Self-defense is NOT a defense if excessive force is used to defend.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Aggression and Hostility		
1D. Assault Causing any physical injury to another person; making another person reasonably fearful of physical injury; knowingly touching another person with the intent to hurt, insult or provoke that person. <p style="text-align: center;">Must be Reported to Law Enforcement</p>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
1E. Aggravated Assault Committing assault which: <ul style="list-style-type: none"> • Causes serious physical injury to another; or • Involves a deadly weapon or dangerous instrument; or • Is inflicted upon someone 15 years or younger by someone 18 years old or older; or • Is an assault of a police officer; or • Is an assault of a school employee. <p style="text-align: center;">Must be Reported to Law Enforcement</p>	School Level Actions Long-term Suspension (Mandatory)	School Level Actions Long-term Suspension (Mandatory) Expulsion

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Alcohol, Tobacco, Medications and Other Drugs		
2A. Alcohol Use or Possession Using or being under the influence of alcohol; possession of an alcohol beverage. <p style="text-align: center;">Must be Reported to Law Enforcement</p>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
2B. Alcohol Distribution Providing or selling an alcohol beverage to another. <p style="text-align: center;">Must be Reported to Law Enforcement</p>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions, Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

ALCOHOL includes substances represented to be alcohol or believed to be alcohol, regardless of whether they are actually alcohol.

Special 24/7 Rule for Interscholastic competitors and athletes

Interscholastic participants, who use, possess, or distribute tobacco, drugs or alcohol at any time during their season of competition will be removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

<u>Prohibited Behavior</u> Alcohol, Tobacco, Medications and Other Drugs	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>2C. Drug Use or Possession</p> <p>Use or possession of any drug or narcotic substance; Being under the influence of any drug at school or at any school-related event.</p> <p>Must be Reported to Law Enforcement</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>2D. Drug Paraphernalia Possession</p> <p>Possession of any paraphernalia.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>2E. Drug or Paraphernalia Distribution</p> <p>Making, distributing, selling, buying, or giving any drug, narcotic substance or paraphernalia to another person; Transferring or participating in the transfer of drugs or paraphernalia between two or more students; Providing prescription or over-the-counter medication to another student.</p> <p>Must be Reported to Law Enforcement</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>

To prevent accidental injuries and protect others, students must obtain written permission from the principal to possess or use any form of **MEDICATION**, including over-the-counter substances like pain relievers, vitamins, and supplements at school.

DRUG means any narcotic drug, dangerous drug, marijuana, or peyote ([A.R.S. §13-3415](#)) and may include:

- Prescription Drugs (Inappropriately Used);
- Over-the-Counter Drugs (Inappropriately Used);
- Illicit Drugs, including but not limited to, Methamphetamines; Ecstasy, Cocaine or Crack, Hallucinogens, or Heroin.
- All parts of any plant of the genus *Cannabis*, including, but not limited to, extracted resin, salt, compound, derivative, mixture or preparation.
- Cannabinoids (synthetic or natural) commonly called marijuana, THC, “fake weed,” “spice,” “K2,” “bath salts,” “wax pens,” etc.; and/or
- Any substance represented to be a drug.

PARAPHERNALIA means all equipment, products and materials of any kind which are used, intended for use, or designed for use in producing, testing, packaging, storing, concealing, ingesting, inhaling or otherwise introducing a drug into the human body, including a vapor releasing device such as an electronic cigarette or parts from a vapor releasing device, such as an adapter, cartridge or charger.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>Alcohol, Tobacco, Medications and Other Drugs</p>		
<p>2F. Tobacco Possession</p> <p>Possession of tobacco and related products.</p>	<p>School Level Actions Short-term Suspension</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>2G. Tobacco</p> <p>Use, possession, or distribution of tobacco and related products other than liquid nicotine*.</p> <p>* <i>Liquid nicotine is addressed under Rule 2I as Vaping.</i></p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>2H. Medication Violation</p> <p>Use or possession of prescription, over-the-counter or herbal medications at school without prior written permission of the principal.*</p> <p>*<i>Over-the-counter cough drops and sunscreen are permissible to bring to school, without written permission from the Principal, for self-administration at school, but may not be shared.</i></p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>2I. Vaping</p> <p>Use, possession, or distribution of an inhalant product from a vapor-releasing device.</p> <p><i>Inhalant</i> includes liquid nicotine or other liquid substances for inhaling in a vapor form through an electronic cigarette or similar device.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>

Examples of **TOBACCO and TOBACCO-RELATED PRODUCTS** include: cigars, cigarettes, and other nicotine delivery devices, cigarette papers, and smoking or chewing tobacco, except that any substance inhaled through a vapor releasing device (including liquid nicotine) is classified as “**VAPING**” under Rule 2I.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Arson and Combustibles		
3A. Arson Damaging a structure or property by knowingly causing a fire or explosion. <p style="text-align: center; color: blue;">Must be Reported to Law Enforcement</p>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
3B. Combustibles Possession or use of something capable of causing bodily harm or property damage if ignited; Possession or use of a smoke bomb or something similar that is capable of causing others to believe a fire is occurring.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory) <i>in situations of serious risk of harm to persons or property</i>

When a student uses a combustible to cause a fire, he/she has committed **ARSON**.

COMBUSTIBLES include, but are not limited to:

- Matches
- Lighters
- Flammable substances
- Firecrackers, Fireworks
- Poppers
- Smoke/Stink bombs
- Flash paper
- Sparklers
- Caps
- Ammunition (live or blank)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Attendance Violations		
4A. Tardy Arriving at school or to class after the scheduled start time.	School Level Actions	School Level Actions Short-term Suspension
4B. Excessive Tardies Arriving at school or to class after the scheduled start time five percent (5%) or more of the time.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion*
4C. Off Campus/Unauthorized Area Violation Leaving school grounds or being in an “off limits” area during regular school hours without permission of the Principal.	School Level Actions	School Level Actions Short-term Suspension
4D. Unexcused Absence Failing to attend school without parent or legal guardian permission.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension* Long-term Suspension*
4E. Excessive Absences / Truancy Failing to attend school, unless excused, for more than ten percent (10%) of the number of required attendance days.	School Level Actions	School Level Actions Short-term Suspension* Long-term Suspension* Expulsion*
4F. Leaving Class Without Permission Leaving class without teacher permission.	School Level Actions	School Level Actions Short-term Suspension* Long-term Suspension* Expulsion*

* After interventions have occurred and/or when combined with other offenses

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>Harassment, Threats, Bullying, and Intimidation</p>		
<p>5A. Nonsexual Harassment</p> <p>Any form of communication or conduct, including “hate speech”, that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, or harassed due to their race, color, religion/religious beliefs, creed, gender, identity, age, national origin, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>5B. Bullying and/or Cyberbullying</p> <p>Acting toward someone in an unwelcome and unprovoked manner, repeated over time, which exerts power over that person on or off District property;</p> <p>Actions that contribute to a substantial risk of potential injury, mental harm, degradation, or societal exclusion or causes physical injury, mental harm or personal degradation.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>5C. Threats and Intimidation</p> <p>Threatening or suggesting, by words or conduct, the intention to cause physical injury or serious damage to a person or their property;</p> <p>Associating with or participation in a group which exhibits negative attitudes and actions toward others.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>5D. Hazing</p> <p>Acting against another student, where both of the following apply:</p> <p>The act is in connection with initiation into, affiliation with, or membership in any school organization; and</p> <p>The act poses a risk of or causes injury, mental harm or degradation.</p>	<p>School Level Actions Short-term Suspension (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>

BULLYING requires an imbalance of power (real or perceived), repeated over time, between one or more persons and the victim. Actions may include:

- physical (pushing, hitting, kicking, spitting, stealing);
- verbal (making threats, taunting, teasing, name-calling); or
- psychological (spreading rumors, social exclusion, manipulating social relationships).

NONSEXUAL HARASSMENT is different from **BULLYING** in that the reason for the negative comment or act is due to a person being a part of a particular category of identity/group which has the legal protections, or for which the District's policies provide protections, such as race, ethnicity, gender, sexual orientation or identity, or disability. It also does not require the conduct to be repeated over time.

NONSEXUAL HARASSMENT is different from **SEXUAL HARASSMENT** due to a lack of connection between the comment/actions to a desired sexual relations, sexual act, or romantic involvement of the parties.

CYBERBULLYING includes behavior that occurs through direct and indirect electronic acts (electronic mail, text messages, instant messaging, digital pictures or images, website / social media / blog postings, etc.).

An example of **HAZING** includes using hand signals, graffiti, apparel, accessory, or manner of dress or grooming which by color, arrangement, trademark, symbol, or other attribute indicates or implies membership or affiliation with such a group.

A "**SCHOOL ORGANIZATION**" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with a District school and whose membership consists primarily of students.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Academic Dishonesty		
6A. Cheating Claiming someone else's information or schoolwork for your own; Recording and/or transferring information about tests or quizzes to another person.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
6B. Forgery Falsely and fraudulently making or altering a document; Modifying a school-related document by any means without written permission.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
6C. Lying Making an untrue statement with intent to deceive; creating a false or misleading impression.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
6D. Plagiarism Stealing and passing off the ideas or words of another as one's own including the use of AI or similar software.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Long-term Suspension Expulsion

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>7A. Disruption</p> <p>Engaging in behavior which causes an interruption in a class, activity, or school business;</p> <p>Any behavior that requires the involvement of law enforcement personnel.</p>	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
<p>7B. Dress Code Violation</p> <p>Wearing clothing or accessories which do not comply with the dress code guidelines stated by school or District policy.</p>	School Level Actions	School Level Actions Short-term Suspension Long-term Suspension
<p>7C. Insubordination</p> <p>Refusal to follow directions of school personnel;</p> <p>Delivering socially rude comments or conduct toward school personnel.</p>	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
<p>7D. Inappropriate Language or Gestures</p> <p>Verbal swearing, name-calling, making racial, ethnic, religious or gender slurs, exhibiting gang signs, or the use of words in an offensive or demeaning manner;</p> <p>Making gestures toward others intended to offend or annoy the other person;</p> <p>Making gestures that communicate a hostile or sexual message.</p>	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension

A **DISRUPTION** may include, but is not limited to:

- sustained talk or verbal outbursts; horseplay or roughhousing; being out of your seat repeatedly; or
- an act that occurs off campus, including online or through social media, which has a disruptive impact on the learning environment of a school campus.

<u>Prohibited Behavior</u> Disruptions to the Academic Process (cont.)	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
7E. Parking Violation Parking on school grounds or near school in a manner or location contrary to the school's parking rule; Not displaying proper and required permits as may be issued by the District or the Arizona Department of Motor Vehicles.	School Level Actions	School Level Actions
7F. Gambling Playing games of chance for money or property.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
7G. Pranks Any act of mischief that disrupts or distracts from a class, school activity or school event.	School Level Actions	School Level Actions Short-term Suspension Long-term Suspension
7H. Probation Violation Violation of any term or condition of academic and/or disciplinary probation contract assigned by a school administrator or District hearing officer.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
7I. Safety Violation Acting in a manner that endangers the well-being of yourself or other person(s).	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
7J. Gang-related Clothing or Accessories Wearing or displaying clothing items, images or accessories that represent gang affiliation or membership.	School Level Actions Short-term Suspension (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory)
7K. Student ID The failure to wear or display student identification.	School Level Actions	School Level Actions Short-term Suspension

<u>Prohibited Behavior</u> Threatening the School Environment	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>8A. Bomb Threat</p> <p>Threatening to cause harm to property or person using a bomb, dynamite, explosive, or arson-causing device.</p> <p style="text-align: center;">Must be Reported to Law Enforcement</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>
<p>8B. Chemical or Biological Threat</p> <p>Threatening to cause harm using dangerous chemicals or biological agents.</p> <p style="text-align: center;">Must be Reported to Law Enforcement</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>
<p>8C. False Fire Alarm</p> <p>Intentionally ringing a fire alarm when there is no fire; Falsely reporting a fire.</p> <p style="text-align: center;">Must be Reported to Law Enforcement</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>
<p>8D. Other Threat to School</p> <p>Any threat (not listed in Rules 8A, 8B or 8C above) to cause damage to a school building or school property, or to harm students or staff.</p> <p style="text-align: center;">Must be Reported to Law Enforcement</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Sexual Behaviors		
<p>9A. Sexually Inappropriate Materials*</p> <p>Possession of materials containing sexually explicit depictions.</p>	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension
<p>9B. Inappropriate Physical Contact*</p> <p>An isolated incident of unwelcome contact of a sexual nature.</p>	School Level Actions Short-term Suspension Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
<p>9C. Sexual Harassment*</p> <p>Unwelcome conduct or comment of a sexual nature toward another person associated with their gender/sex, sexual orientation, gender identity, or gender expression which is:</p> <ul style="list-style-type: none"> • Severe; AND • Pervasive; AND • Objectively offensive so it interferes with another person's full participation in the educational process or any school program or activity. <p>Sexual Assault, Dating Abuse/Violence and Domestic Abuse/Violence are considered Sexual Harassment.</p> <p>Comments and contact toward anyone due to their sexual orientation, gender identity, or gender expression may be considered Sexual Harassment.</p>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
<p>9D. Sexual Harassment* With Bodily Contact</p> <p>Sexual Harassment (defined above) that includes unwanted physical contact of sexual or non-sexual body parts.</p> <p>Any bodily contact linked to dating abuse/violence or domestic abuse/violence.</p>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

SEXUALLY INAPPROPRIATE MATERIALS includes, but is not limited to, photographs, drawings, recordings, and written language.

SEXUAL HARASSMENT includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, teasing, jokes, and other verbal, nonverbal, or physical conduct of a sexual nature; coercion of a third party to commit harassment towards another person.

SEXUAL ORIENTATION means romantic attraction to a certain gender.

GENDER IDENTITY means a person’s deeply-felt, inherent sense of being male, female or an alternative gender.

GENDER EXPRESSION is how the person shows their gender identity in their mannerisms, dress, or ways of communication.

**Federal law imposes limitations on school district discipline pertaining to allegations of sexual behavior. See Policy 1-203 and Procedure 1-203.A in the appendix.*

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Sexual Behaviors (cont.)		
<p>9E. Indecent Exposure</p> <p>Exposure of a person’s own genitals, buttocks or female areola.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions, Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>9F. Inappropriate Public Display of Affection</p> <p>Affectionate behavior between two consenting students that would reasonably offend another person.</p>	<p>School Level Actions Short-term Suspension Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>9G. Public Indecency</p> <p>Displaying one’s private parts or engaging in sexual acts.</p>	<p>School Level Actions Short-term Suspension Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>

INDECENT EXPOSURE requires the presence of another person and disregard about whether that other person would be reasonably offended or alarmed by the act.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Technology Abuses		
<p>10A. Inappropriate Use of Technology</p> <p>Using computers, network or other technology to post, send, or share inappropriate information, on or off District property, about the school, oneself, or about others without prior permission from a teacher and parent to do so</p>	School Level Actions	School Level Actions Short-term Suspension Long-term Suspension Expulsion

INAPPROPRIATE INFORMATION includes but is not limited to: names, pictures, addresses, telephone numbers, school information, social media, etc.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Technology Abuses (cont.)		
<p>10B. Misuse of Technology</p> <p>Making or attempting unauthorized access to any Amphitheater Information System (AIS):</p> <ul style="list-style-type: none"> • Bypass firewall or access proxy accounts; • Using, accessing, or saving inappropriate content on any District provided resource; • Using or attempting to use the AIS to: <ul style="list-style-type: none"> • Access any other computer system; • Access District-prohibited website; • Perform any illegal or inappropriate acts; and/or • Disrupting or modifying the AIS or data by spreading viruses or by any other means. 	School Level Actions Short-term Suspension Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
<p>10C. Misuse of Personal Technology*</p> <p>Using personal technology, on or off District property, in a manner that has a disruptive impact in class, on a school campus or at school activities.</p> <p>*Personal technology includes smartphones, smart watches, eye glasses, and the like.</p>	School Level Actions Short-term Suspension Long-term Suspension Revocation of Authorization to Use a District-issued Electronic Device(s) Off-campus	School Level Actions Short-term Suspension Long-term Suspension Expulsion

MISUSE OF TECHNOLOGY / PERSONAL TECHNOLOGY includes, but is not limited to:

- Other than with the permission of the teacher or during lunch, the use of smartphones, smart watches, or Bluetooth enabled devices during the school day is prohibited;
- using District technology for unapproved, non-school related communication via shared document(s);
- a student logging in through another person's account or accessing their files without their written permission;
- drug or alcohol purchase, distribution, or sale;
- criminal or related gang activities;
- threatening conduct, bullying;
- searching and/or posting obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language, or pictures;
- posting false or defamatory information about a person or organization;
- posting a donation request which inaccurately represents that the District, or any of its schools, clubs, or activities, are a beneficiary of the request;
- posting or sending harassing messages via social media;
- engaging in "spamming" (sending unnecessary messages to a large number of people);
- unauthorized use of a cell phone or other form of technology;
- installation of unauthorized hardware, software or code on any AIS or on any personal device at school.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Theft		
11A. Theft of School Property Taking District money or property with the intent to deprive the District of the money or property.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
11B. Theft of Non-School Property Taking money or property belonging to someone other than the District with the intent to deprive the victim of the money or property.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
11C. Extortion Obtaining or trying to obtain someone else's property by threatening to do any of the following: <ul style="list-style-type: none"> • Causing physical injury to someone; • Causing damage to property; • Accusing someone of a crime; or • Exposing a secret which may subject someone to contempt, hatred, or embarrassment. 	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
11D. Robbery Using force to take money or property belonging to someone else with the intent to deprive the victim of the money or property.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Theft		
11E. Breaking and Entering Entering or remaining unlawfully in or on property that does not belong to you with the intent to commit theft.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
11F. Burglary with a Dangerous Instrument or Weapon Entering or remaining unlawfully in or on property that does not belong to you with the intent to commit theft while in possession of a dangerous instrument or weapon.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Trespassing and Loitering		
12A. Trespassing Entering or remaining on a school campus or other District facility (other than where you are enrolled) without authorization, invitation or lawful purpose.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
12B. Loitering Being on school property without a legitimate reason for being there; Refusing or failing to identify yourself while on school property.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion

TRESPASSING includes students under suspension/expulsion; and those students who enter, or remain at, a school campus or facility after being directed to leave.

A **LOITERING** student includes one visiting any School District campus (other than where the student is enrolled) while school is in session without first receiving permission from the principal of the campus being visited.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Vandalism and Damage		
13A. Vandalism Destroying or defacing school or personal property e.g. District-provided Chromebook.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
13B. Graffiti or Tagging Making drawings or writing words or symbols on the property of another by scratching, painting or other means.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Weapons and Dangerous Items		
14A. Weapon (Other Than Firearm) Possession, transfer, concealment, sale or use of any item that may be used for attack or defense that is capable of causing death or serious injury; Use of a dangerous item to threaten, intimidate, attack or harm another. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
14B. Firearm Possession, transfer, concealment, sale or use of any weapon that is designed to expel a projectile by the action of an explosive or which may readily be converted to expel a projectile by the action of an explosive. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
14C. Dangerous Item Possession, transfer, concealment, sale or use of anything that is readily capable of causing death or serious physical injury.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion

A **WEAPON (NON-FIREARM)** includes, but is not limited to:

- Knives with locking blades and/or blades 2.5 inches or longer;
- Brass knuckles;
- Explosive or destructive device intended for use as weapon;
- Any dangerous or hazardous object or substance intended for use as weapon;
- Nunchakus; and
- Poisonous gas.

A **FIREARM** includes, but is not limited to: handgun, pistol, revolver, rifle, shotgun, starter pistol.

A **DANGEROUS ITEM** includes, but is not limited to:

- B.B. or pellet guns,
- simulated firearms,
- knives with blade length of less than 2.5 inches,
- laser pointers,
- letter openers,
- mace/pepper spray,
- paintball guns,
- razor blades,
- box cutters,
- simulated knives,
- tasers or stun guns,
- tear gas, or
- unauthorized use of a drone/UAS/unmanned aerial systems.

Special Disciplinary Rules

Weapons and Drugs

In the case of *weapon* or *drug distribution* violations, long-term suspensions, and expulsion hearings are (MANDATORY), with limited exceptions.

Possession of weapons is a particularly serious matter. Federal and state law require the school District to expel any student – for no less than one school year - who brings a firearm to school or to a school activity. The law provides for very limited exceptions to this strict rule, which can only be determined by the Governing Board of the District on a case-by-case basis.

Special Rule for Athletic and Activity Participants

Students participating in interscholastic activities for their schools do so as representatives for their school community and as role models for other students. When those students engage in drug or alcohol related behavior, it can negatively reflect upon their school community and can jeopardize their safety or that of other participants. Such involvement by these student leaders also sets a poor example for their peers.

As a consequence, the Amphitheater District maintains a “24/7” policy on the use of drugs or alcohol by interscholastic activity participants. Any participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during a season will be immediately removed from the activity for the balance of that season. This rule applies 24 hours a day, seven days a week, regardless of a student’s location.

Other (non-drug or alcohol related) behaviors by student representatives can also reflect upon their team, school and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior, and etiquette when acting in anyway that is connected to the school or team.

Threatening an Educational Institution

Arizona law prohibits any person, including students, from threatening the safety and security of a public school or school district.

In accordance with [A.R.S. § 15-841\(H\)](#), a student who threatens a school must be expelled for a period of no less than one full year. The School District Governing Board may only rarely modify this strict expulsion requirement on a case-by-case basis.

A student subject to this expulsion requirement may also be assigned to an alternative educational program if the student participates in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat. The District may require the student’s parent(s) to participate in such programs with the student as a condition to the student’s reassignment to an alternative educational program.

Behaviors that Must be Reported to Law Enforcement

Regardless of disciplinary action taken (or not taken) by a school, certain student behaviors must be reported to appropriate law enforcement authorities under the law. In accordance with law, school officials will report the following behaviors to law enforcement authorities:

- Aggravated assault
- Arson
- Assault
- Bomb threats
- False fire alarms
- Non-accidental injuries to student.
- Possession of weapons
- Possession, sale, or distribution of drugs; dangerous items, or alcohol
- Sexual assault/misconduct
- Threatening an educational institution

The District will also report any person's involvement in illegally removing a student from the school or other places where the Principal has jurisdiction over the student, such as on school buses, on field trips, at athletic functions, and during school-sponsored events.

Additionally, the Principal may report to the law enforcement agencies other potentially disruptive incidents occurring within the regular operation of the school. Such incidents include, but are not limited to, the following:

- Demonstration by students which could create unsafe conditions
- Extortion
- Theft/possession of stolen property
- Trespassing
- Vandalism

The District may also report any person's disruption or interference with any school function.

The foregoing lists are not exclusive and exhaustive. Other conduct MAY be reported to law enforcement officials if deemed necessary by the Principal or other administration of the District.

District Policies of Importance Regarding Student Behavior

Policies are adopted by the Amphitheater Governing Board for the safety and welfare of the District's students, staff, and community and, in some cases, as required by law.

The following policies and procedures are particularly significant in guiding students and parents as to the conduct and behavior expected while attending school-related activities. Policies may be revised at any time. The most current policies are maintained on, and available through, the District's website.

Amphitheater Information System Electronic User Requirements

All District students are required to abide by the following:

Acceptable Uses

The Amphitheater Unified School District provides students with access to information systems and educational technology resources consisting of: stand-alone computers and peripheral equipment, computer workstations connected to local area networks, server and networked peripheral equipment, a wide area network which includes access to the Internet, voice communication system, and electronic communication systems which include audio and video capability.

The Amphitheater Information System (AIS) may only be used for educational purposes. The term "educational purposes" includes classroom activities, career or professional development, limited high-quality personal research and other work related purposes. Students may not use the system for entertainment purposes, commercial purposes, or political lobbying. Students are expected to follow the rules set forth in the District's disciplinary code and the law. In addition to these Requirements, students' use of the AIS is governed by Governing Board Policy 3-403 copies of which are available at each school office or online.

The AIS has not been established as a public access service or a public forum. Therefore, the District has the right to place reasonable restrictions on the material accessed or posted through the system. Students are expected to follow the rules set forth in the District's Policies and Administrative Regulations and the law and realize that information accessed, created, sent, received, or stored on the network is not private. It is subject to review by network system administrators and system administrators may investigate complaints regarding inappropriate or illegal material.

Unacceptable Uses

To prevent against unacceptable use of the AIS, students must comply with the following:

To ensure their personal safety and that of others, Students shall:

- not post personal contact information about themselves, or others (i.e. names, addresses, telephone numbers, school address, etc.), without prior written permission from a teacher and/or parent to do so.
- not personally meet with someone they contact online without their parent's approval.
- promptly tell their teacher or school principal if they receive any message that is inappropriate or makes them feel uncomfortable.

It is illegal for Students to do the following:

- Attempt to gain unauthorized access to the AIS or any other computer system through the AIS.
- Attempt to log in through another person's account or access their files without their written permission.
- Attempt to disrupt the AIS or destroy data by spreading viruses or by any other means.
- Use the AIS to engage in any other illegal or inappropriate acts (drug or alcohol purchase, distribution or sale, criminal gang activity, threatening conduct, etc.).
- Plagiarize, misuse, or reproduce copyrighted works.

In their use of the AIS, Students shall observe the following language standards:

- No obscene, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- No posting of information that could cause damage or danger of disruption to the educational environment or operations of the District.
- No personal attacks, including prejudicial or discriminatory attacks on individuals or groups. No harassment.
- No sending someone messages if they have told you to stop.
- No knowingly or recklessly posting false or defamatory information about a person or organization.
- No engaging in "spamming" (sending unnecessary messages to a large number of people).

Students must be mindful of the following security matters:

- They are responsible for their email and/or network account. They should not provide their password to another person or use another person's password.
- They should not permit another person to use their account.
- They should immediately notify their teacher if they have identified a possible security problem.
- They should not download software or load software on the network or hard drive of any computer.
- They should not attempt to harm or destroy data of another user or any other agencies or networks connected to the AIS. This includes, but is not limited to, uploading or creating computer viruses.
- They should not move, harm, destroy, or deface any District-owned hardware.

- They should not attempt to repair District-owned equipment without prior written approval.
- They should have all personally-assigned District computer equipment at school during school hours.
- They should notify their teacher if a password is lost or stolen, or if there is a reason to believe that someone has obtained unauthorized access to the system.
- They should not attempt to use any personal electronic devices (i.e. cell phones, etc.) to disrupt or damage the District's network.
- Wireless networks will not be permitted without written authorization of the Executive Director of Technology.
- No personal equipment (i.e., computers, laptops) shall be connected to District network systems without written permission from the Technology Department.

Inappropriate Access to Material

- Students may not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination towards others (i.e. hate literature). A special exception may be made for teachers or high school students who must access hate literature for the purpose of a school assignment. In this situation, a student must obtain written teacher consent.
- If a student mistakenly accesses inappropriate information, they must immediately tell a teacher.
- Students will not use free, web-based mail, instant messaging, and video conferencing or chat services, which are not permitted on school networks unless expressly authorized.
- Development and posting of all web pages must be in a manner specified by the District's Department of Informational Technology. Material placed on web pages must relate to school and career preparation activities and be used to inform, communicate, and educate.

Student Information and Rights

- Use of the District's AIS is not private. Parents can request to see the contents of student files at any time (applies to students under 18 years).
- Routine maintenance and monitoring of the AIS may lead to discovery of violations of District policies or the law.
- An individual search will be conducted if there is a reasonable suspicion that the student has violated this District policy or the law.
- The District will cooperate fully with local, state or federal officials in any investigation related to any illegal activities conducted using the AIS.
- The District reserves the right to restrict or revoke use of the AIS at any time, if deemed within the District's best interest.

© 5-409 Prohibition on Harassment, Intimidation, and Bullying

Harassment, intimidation, and bullying are prohibited on school grounds and property, on school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology and electronic communication on school computers, networks, forums, and mailing lists.

Harassment means any unwelcome conduct by one student toward another student on the basis of race, color, national origin, religion, sex (including sexual orientation and gender identity), or disability and that is sufficiently severe, pervasive, and objectively offensive so as to effectively deny a person equal access to the District's education program or activity.

Intimidation means any behavior by one student toward another student intended to induce fear of physical or emotional harm.

Bullying means any aggressive behavior by one student toward another student that involves an observed or perceived power imbalance and is repeated multiple times. Bullying may inflict physical, psychological, social, or educational harm or distress on a targeted student. It is not bullying when:

- Students of similar age, strength, and size quarrel or fight with each other.
- A student provokes another into a verbal or physical confrontation.
- A student acts aggressively toward another student in the absence of an imbalance of power.

At the beginning of each school year, school officials are to provide all students with a written copy of the rights, protections, and support services available to victims of harassment, intimidation, or bullying.

All schools shall make a written form available for the reporting of incidents of harassment, intimidation, or bullying. Students and parents/legal guardians may make a confidential report to the appropriate school official. District employees are to report suspected incidents of harassment, intimidation, or bullying to the appropriate school official in writing. District employees who fail to do so are subject to disciplinary action, including suspension without pay and termination of employment.

All reported incidents of harassment, intimidation, or bullying are to be documented and the documentation maintained for at least six years. The documentation shall not be used to impose disciplinary action unless an appropriate school official determines that the alleged harassment, intimidation, or bullying occurred. The documentation shall be maintained confidential to the extent possible, and if provided to persons other than school officials or law enforcement, all individually identifiable information shall be redacted.

If an incident of harassment, intimidation, or bullying is reported, school officials will provide an alleged victim with a written copy of the rights, protections, and support services available.

An appropriate school official shall investigate reported and suspected incidents of harassment, intimidation, or bullying and shall notify the alleged victim and alleged victim's parents/guardians of the investigation.

Students who have admitted to or been found to have engaged in harassment, intimidation, or bullying are subject to disciplinary action, including suspension and expulsion. Any student determined to have submitted a false report of harassment, intimidation, or bullying is also subject to disciplinary action, including suspension and expulsion.

Any student physically harmed as the result of harassment, intimidation, or bullying may be referred for emergency medical services, if appropriate. Violations of this Policy shall be reported to the appropriate law enforcement agency whenever a crime is reasonably suspected to have occurred.

Adopted:

Legal Authority: [A.R.S. § 15-341](#)**5-212.A Procedure - Student Clubs and Activities - Student Groups**

A. Definitions

"Curricular student group" means a student organization that is directly supported and sponsored by the District and through which students may receive academic credit.

"Extracurricular student group" means a student organization that is directly supported and sponsored by the District and whose activities directly relate to classes for which students receive credit toward graduation.

"Noncurricular student group" means any student organization other than a curricular student group or an extracurricular student group or whose activities do not substantially enhance, extend or reinforce the subject matter of an academic course that is currently offered at the school.

"Non-Instructional time" means time set aside by the school before actual classroom instruction begins or after actual instruction ends, including the lunch period or any period during which student attendance is not required.

"Non-School person" means any individual or group whose funding or leadership originates from anywhere other than the District or funds raised by students in the student activity fund.

"Faculty advisor" means an employee of the District who is charged with supervising and ensuring the orderly conduct of a noncurricular student group.

"Faculty sponsor" means an employee of the District who is charged with supervising and leading students in a curricular student group or an extracurricular student group.

B. Student Organizations

The Superintendent may approve the establishment of student organizations appropriate to grade levels within the District.

Student organizations, associations, and clubs have an important place in the educational program. Student organizations will only be recognized by the Governing Board if they:

1. extend, reinforce and support the instructional program;
2. model and allow students to practice democratic self-government;
3. build student morale and a spirit of positive support for the school;
4. honor outstanding student achievement;
5. exemplify diversity; and/or
6. provide wholesome social and recreational activities.

To guide faculty members, staff members, and students in their relationships to school-related and/or noncurricular clubs and organizations, the Board sets forth the following policy:

1. *School clubs and organizations*, including clubs with legal, nondiscriminatory membership restrictions, shall be recognized as authorized, approved activities of the school if they meet all of the criteria for school clubs and organizations as listed in Regulation JJA-R and if they have been approved by the principal of the school.
2. *Noncurricular clubs and organizations* are clubs, organizations, and associations for students that, although not recognized as approved activities of the school, do meet all of the criteria for noncurricular clubs and organizations as listed in Regulation JJA-R and are of a nonsecret nature. Such student groups are not within the jurisdiction of the school and are not responsibilities of the school. However, noncurricular clubs, organizations, and associations may become recognized, school- sponsored

organizations by complying with the criteria for school clubs and organizations listed in Regulation JJA-R and receiving approval by the school principal.

3. *Secret organizations* are prohibited in District schools, and membership of students in secret fraternities, sororities, clubs, or associations at any District school is prohibited. The Superintendent is authorized to develop and enforce such disciplinary action as may be appropriate for violation of this policy.

C. Curricular and Extracurricular Student Groups

All curricular student groups must:

1. Permit a participating student to receive academic credit upon meeting the criteria for academic credit;
2. Align with the educational goals of the District;
3. Not engage in any activity that implies the District's endorsement of any political or religious views or beliefs; and
4. Have a faculty sponsor who oversees the activities of the curricular student group.

All extracurricular student groups must:

1. Directly relate to or support a course, class, or subject for which students may receive academic credit;
2. Align with the educational goals of the District;
3. Not engage in any activity that implies the District's endorsement of any political or religious views or beliefs; and
4. Have a faculty sponsor who oversees the activities of the curricular student group.

D. Noncurricular Student Groups

The District permits noncurricular student groups for 7th through 12th grade.

All noncurricular student groups must:

1. be student-led, student-initiated, and subject to voluntary participation;
2. occur during non-instructional time;
3. have a faculty advisor who supervises meetings and activities (see below); and
4. have equal access to school facilities (see below).

E. Faculty Advisor

Faculty advisors attend meetings and activities of noncurricular student groups to ensure the care on proper use of school facilities. The District may not require any employee to serve as a faculty advisor for any noncurricular student group or attend or participate in any meeting or activity whose content is contrary to the employee's beliefs.

Faculty advisors should:

1. Ensure the proper use of school facilities;
2. Ensure that noncurricular student groups follow district policies and procedures and school regulations;
3. Ensure student safety; and
4. Answer questions from student leaders regarding the availability of school facilities and resources.

F. Religious Noncurricular Student Groups

Faculty advisors do not actively participate in or sponsor noncurricular student groups whose meetings and activities are religious in nature.

Faculty advisors for religious noncurricular student groups may not:

1. Recruit students for participation;
2. Recruit guest speakers;
3. Select student leaders;
4. Proactively make announcements (as opposed to relaying announcements per school announcement policies);
5. Participate actively in student discussions, prayer, etc.;
6. Require any person to participate in prayer or any religious activity;
7. Influence the content of any student prayer or religious activity; or
8. Hold themselves out as "sponsors" or "leaders" of the student club.

G. Participation of Outside Groups

Non-school persons may not: (a) direct, conduct, control, or regularly attend meetings or activities of any noncurricular student group; or (b) select the student leadership or faculty advisor for any noncurricular student group. The principal of each school may place reasonable limitations on participation by non-school persons in noncurricular student groups as long as such limitations are applied uniformly to all noncurricular student groups within the school.

H. Access to School Facilities

School facilities must be provided to noncurricular student groups on a uniform and equal basis. A noncurricular student group may not be denied access to announcements, space in school publications, computers, printers, etc., if such access is granted to another noncurricular student group.

I. Prohibited Activities

Notwithstanding any statement in this Procedure to the contrary, the principal may:

1. Place limits on the size of meetings of noncurricular student groups as long as such limits are applied uniformly to all noncurricular student groups;
2. Prohibit any unlawful content associated with a noncurricular student group; and
3. Restrict, cancel, or prohibit the meeting of a noncurricular student group if the meeting would materially and substantially interfere with the orderly conduct of educational or operational activities within the school.

The Board prohibits any student group (including recognized school clubs and organizations, noncurricular clubs and organizations, secret clubs and organizations, or any other student group) from conducting or participating in any activities on school property, or at school-sponsored functions on or off school property, or in off-campus activities that carry over into the school day:

1. that are detrimental to school interests or to the reputation of the school; or
2. that disrupt the school's educational environment; or
3. that could endanger the health and safety of other students; or
4. that violate any law, city or county ordinances, or District policy/regulations.

If any such prohibited activity should occur, the school administrator or the Superintendent shall take such corrective and/or disciplinary action as may be appropriate, which may include suspension or expulsion.

J. Duties of the Principal

The principal shall ensure that all groups classified as curricular student groups and extracurricular student groups meet the criteria set forth in this Procedure. The principal shall also ensure that information regarding other school-sponsored or approved student activities is available to parent/legal guardian upon request.

The principal of each school shall maintain a list of all active student groups that includes the name of the group, the name of the faculty sponsor or faculty advisor, and a general description of the purpose and nature of the student group. The list shall include the classification of each group as curricular, extracurricular, and noncurricular. In the case of extracurricular student groups, the list shall include the credit-earning courses that directly relate to the extracurricular student group.

The list of student groups shall be made available to students and the parent/legal guardian of a student upon request.

K. Nondiscrimination

The Board also prohibits any recognized, approved school club, organization, or association from taking any action that would discriminate against any group or individual or from establishing any membership requirements that would discriminate against any group or individual on the basis of gender, sexual orientation, race, color, creed, religion/religious beliefs, age, disability, political beliefs/affiliation, citizenship status, marital status, home language, national origin, family, social or cultural background.

School activities shall not be held on Sundays unless they have been cleared with the Superintendent.

© 5-408 Hazing Prevention

Hazing is prohibited. Solicitation to engage in hazing is prohibited. Aiding and abetting another person who is engaged in hazing is prohibited.

A person commits hazing by:

Intentionally, knowingly, or recklessly, for the purpose of pre-initiation activities, pledging, initiating, holding office, admitting, or affiliating a student into or with an organization or for the purpose of continuing, reinstating, or enhancing a student's membership or status in an organization, causing, coercing, or forcing a student to engage in or endure any of the following:

1. sexual humiliation or brutality, including forced nudity or an act of sexual penetration, or both;
2. conduct or conditions, including physical or psychological tactics, that are reasonably calculated to cause severe mental distress to the student, including activities that are reasonably calculated to cause the student to harm themselves or others;
3. the consumption of any food, nonalcoholic liquid, alcoholic liquid, drug, or other substance that poses a substantial risk of death, physical injury, or emotional harm;
4. an act of restraint or confinement in a small space or significant sleep deprivation;
5. conduct or conditions that violate a federal or state criminal law and that pose a substantial risk of death or physical injury; or
6. physical brutality or any other conduct or conditions that pose a substantial risk of death or physical injury, including whipping, beating, paddling, branding, electric shocking, placing harmful substances on the body, excessive exercise or calisthenics, or unhealthy exposure to the elements.

Arizona law specifically prohibits the following:

- a. with the intent to promote or aid the commission of hazing, agreeing with one or more persons that at least one of them or another person will engage in hazing and one of the parties commits an overt act in furtherance of hazing;
- b. intentionally or knowingly engaging in conduct that would constitute hazing if the attendant circumstances were as the person believes them to be;
- c. intentionally or knowingly doing anything that, under the circumstances as the person believes them to be, is any step in a course of conduct planned to culminate in committing hazing; and
- d. intentionally or knowingly engaging in conduct that is intended to aid another to commit hazing, although the hazing is not committed or attempted by the other person.

This Policy shall not be construed to apply to customary athletic events, contests, or competitions that are sponsored by the school or to any activity or conduct that furthers the goals of a legitimate educational curriculum, legitimate extracurricular program, or legitimate military training program.

Victim consent to or acquiescence in hazing is not a defense to a violation of this Policy.

All students, teachers, and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this Policy.

Complaints of hazing and violations of this Policy shall be reported to the principal or assistant principal of the school that sponsors the organization or where any student allegedly involved is enrolled. The principal, assistant principal, or designee shall promptly investigate all complaints of hazing and violations of this Policy. Violations of this Policy shall be reported to the appropriate law enforcement agency whenever a crime is reasonably suspected to have occurred.

Students who violate this Policy are subject to disciplinary action, including suspension and expulsion. Any teacher or staff member who knowingly allows, authorizes, or condones a violation of this Policy is subject to

disciplinary action, including suspension without pay and termination of employment. Any organization that knowingly allows, authorizes, or condones a violation of this Policy may have its permission to conduct operations at the school suspended or revoked. All persons and organizations alleged to have violated this Policy are entitled to appropriate due process, including the right to appeal the discipline or sanction to the next administrative level.

This Policy shall be posted in each school building and printed in every student handbook for distribution to parents/legal guardians and students.

Adopted:

Legal Authority:

[A.R.S. § 13-1215](#)

[A.R.S. § 13-1216](#)

[A.R.S. § 15-2301](#)

NOTICE

To facilitate investigation of bus infractions and protect bus occupants, buses may be equipped with hidden cameras, which will visually and audibly record events.

3-302.H Procedure - Transportation – Student Conduct in District Vehicles

The following procedures shall apply to all school buses or other District vehicles operated by the District for student transportation:

- A. The driver is in complete charge of the vehicle and must be obeyed by all passengers. The driver's authority includes the loading and unloading of passengers.
- B. Each driver is provided a bus route schedule. Unscheduled stops shall not be made without authorization by the transportation manager, except in case of an emergency.
- C. Every student must be seated while riding on a school bus and must remain seated while the bus is in motion.
- D. Every student must wear a seat belt, when provided.
- E. A student shall not extend hands, arms, head, feet, or any object through the window of the bus or other vehicle.
- F. Generally, a student shall not eat or drink any kind of food or beverage while on a school bus or other school vehicle.
- G. A student shall not throw, shoot, or project any type of object while on a school bus or other school vehicle.
- H. Animals, insects, or reptiles shall not be transported on a school bus.
- I. Glass containers shall not be transported in a school bus.
- J. Elementary school students must have written permission to leave a school bus at a stop other than such students' usual stops.
- K. Any musical instrument carried by a student shall be under the student's control at all times or properly stored in a vacant seat.
- L. A student shall make every effort to:
 - 1. Keep the school bus or other vehicle clean.
 - 2. Be courteous to the driver and other students/passengers in the school bus or other vehicle.
 - 3. Practice safe habits in waiting for a school bus at a scheduled stop, and in getting on and off the bus.
 - 4. Never use loud, profane, or obscene language or obscene gestures while in a school bus or other school vehicles.
- M. When unloading from a school bus and crossing to the left side of a road or street, a student shall always pass in front of the bus.
- N. The use of tobacco, in any form, is prohibited on a school bus.
- O. Riding on a school bus is a privilege, not a right. A student who refuses to obey the directions of a bus driver promptly, or to obey these regulations, may be denied the privilege of riding to and from school on a school bus.

Consequences for Violations of Conduct Rules for School Bus or Other School District Vehicles

The driver of a school bus or other District vehicle has the legal responsibility to maintain passenger conduct that does not jeopardize the safety or welfare of the driver and the passengers. Therefore, it may be necessary for the driver to make judgments regarding appropriate consequences for violations of bus conduct rules.

The driver's discretion will be used in establishing the severity of the offense based on the descriptions listed below. Consequences will be administered consistent with the severity of the offense. For example, if the driver believes the behavior of the student was a fourth (4th) level (very serious) violation, it is not necessary that the consequences for levels one through three (1-3) be imposed before suspension of riding privileges is imposed.

At all levels of severity, the student will be provided with the opportunity to hear the specified charges and to respond to those charges.

Charge levels:

- A. *1st level violations are minor in nature, do not involve repeat violations of conduct rules, and do not immediately jeopardize the safety or welfare of other passengers.*

A verbal warning will be given to the student by the driver, indicating the specific behavior that is inappropriate and requesting that such behavior not be repeated.

- B. *2nd level violations are of moderate severity.* They may include repetitions of minor violations, constitute a distraction sufficient to distract the attention from driving responsibilities, and/or compromise the safety or welfare of the driver or other passengers.

The driver will hold a conference with the student and may change the seat assignment of the student. The driver shall keep a record of second (2nd) level offenses. The name of the student, the behavior, and action taken should be recorded.

- C. *3rd level violations are serious in nature.* They include, but are not limited to, repeated violations that have been addressed by the driver at either the first (1st) or second (2nd) levels and disruptions that compromise the safety or welfare of the driver or other passengers.

1. The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which may include, but not be limited to, change of bus seat, behavioral contract, or home support and involvement.
2. The final determination of consequence will be made jointly by the principal or designee and the transportation manager.
3. A student may have no more than two (2) third (3rd) level referrals before a loss of riding privileges will occur.

- D. *4th level violations are very serious in nature.* They include chronic violations of bus conduct rules, vandalism to the bus or School District vehicle, any violation of the District's weapons, drugs, and alcohol policies, assault, extortion, or arson, and any other offense that the driver deems of sufficient severity as to jeopardize the safety or welfare of the driver or passengers.

1. The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which will include a suspension or loss of bus riding privileges.
2. Generally, the first fourth (4th) level violation will carry a suspension of up to five (5) days. Additional fourth (4th) level violations will carry a penalty of, at least, five (5) days and may result in a loss of riding privileges for the remainder of the school year. However, a first fourth (4th) level offense may be of significant seriousness that the driver can recommend a longer or permanent suspension of riding privileges.
3. sult in a loss of riding privileges for the remainder of the school year. However, a first fourth (4th) level offense may be of significant seriousness that the driver can recommend a longer or permanent suspension of riding privileges.

Suspension of Student from School Buses or Other District Vehicles

A suspension from the bus may be appealed to the principal, if the suspension has been imposed by a designee. The final decision will be made jointly by the transportation manager and the principal or designee.

When it is necessary to suspend a student from a school bus or other School District vehicle, the person responsible for the student shall be given a minimum of twenty-four (24) hours' notice so that the person responsible for the student may arrange alternate transportation for the student.

The principal or designee will inform the following persons of the specific length and inclusive dates of the suspension period, prior to enforcement of the suspension:

- A. The student involved.
- B. The person responsible for the student.
- C. The driver for the suspended student.

The student shall be advised that all concerned parties, as noted above, will be informed of the action taken.

Immediate Removal of Student from School Bus or Other District Vehicle

Notwithstanding the progressive consequences described above, the driver of a school bus shall have the authority to remove a student from the school bus or other School District vehicle prior to a conference with the principal or designee and the person responsible for the student under the following conditions:

- A. *Middle school and high school students.* If the student's behavior on the bus is such that the student is creating an immediate safety hazard, the driver may put the student off the bus. In such case, the driver must get the student's name and must instruct the student to remain outside the bus at the scene until a school official arrives. The driver must notify the transportation office immediately and must stay at the scene, until instructed differently by the transportation office. If the student refuses to stay at the scene, and leaves the area, the driver must report this immediately to the transportation office and must continue to stay at the scene until instructed differently by the transportation office.
- B. s to stay at the scene, and leaves the area, the driver must report this immediately to the transportation office and must continue to stay at the scene until instructed differently by the transportation office.
- C. area, the driver must report this immediately to the transportation office and must continue to stay at the scene until instructed differently by the transportation office.
- D. *Elementary school students.* At no time and under no circumstances shall an elementary school student be put off the bus by a driver. If an uncontrollable situation should arise with a student or students in these grades, the driver must contact the transportation office immediately for instructions. If there is any behavioral situation on a bus that would immediately jeopardize the safety of the driver and/or the passengers on the bus, the driver should stop the bus and remain stopped while awaiting instructions.
- E. tions.

Special Education Students - Suspension from School Bus or Other School District Vehicle

Students enrolled in special education programs may be suspended for up to ten (10) consecutive days per offense. For longer periods of time, or for frequent short-term suspensions, a responsibility conference must be convened to determine whether or not the behavior is a manifestation of the student's disability. If a causal relationship is not found, the student may be suspended for more than ten (10) consecutive days. If the behavior is determined to be a manifestation of the student's disability, the student's individualized education program (IEP) will be reviewed, and modifications will be made if deemed necessary.

© 5-302 Student Attire

Student attire may be regulated as necessary and appropriate to maintain order and decorum within the educational system and to avoid material and substantial interference with schoolwork or discipline.

A. Prohibited Attire

Attire may be prohibited when it:

- Significantly interferes with the District's ability to maintain order; such as disrupting schoolwork, school programs and activities, creates disorder, or prevents any student(s) from achieving educational objectives.
- Affects the health or safety of students, personnel or visitors.
- Conveys affiliation with a criminal street gang.
- Exposes the wearer's midriff, undergarments, or undergarment areas.
- Contains or conveys obscene language, symbols or messages.
- Promotes or depicts the unlawful use of alcohol, tobacco, or drugs.
- Violates the constitutional rights of any other person(s).
- Is inconsistent with or prohibited by the course, program, or activity.

B. Religious Attire

The District does not discriminate against students or parents/legal guardians on the basis of religious viewpoint or expression. Students may wear clothing, accessories and/or jewelry ("attire") displaying religious messages or symbols in the same manner and to the same extent that other types of attire are permitted.

Student and Parent/Legal Guardian Complaints

Students or parents/legal guardians may challenge a District decision on religious attire by submitting a written complaint pursuant to Policy 5-301 (Student Freedom of Expression).

C. Tribal Attire at Graduation Ceremony

The District does not prohibit any student who is an enrolled member of a federally recognized Indian tribe from wearing traditional tribal regalia or objects of cultural significance ("tribal objects") at the student's graduation ceremony. To view the District's "Request to Wear Tribal Regalia or Objects of Cultural Significance to Graduation" form, [click here](#).

Adopted:

Legal Authority:

[A.R.S. § 15-110](#)

[A.R.S. § 15-341](#)

[A.R.S. § 15-712](#)

[A.R.S. § 13-105](#)

[A.R.S. § 15-348](#)

1-204 Student Complaints

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety provided that:

- A. The topic is not the subject of disciplinary or other proceedings under other policies and regulations of the District, and
- B. The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint or grievance may be raised regarding one (1) or more of the following:

- A. Violation of the student's constitutional rights.
- B. Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- C. Discriminatory treatment on the basis of gender, sexual orientation, race, color, creed, religion/religious beliefs, citizenship status, age, disability, marital status, political beliefs/affiliation, national origin, home language, family, social or cultural background.
- D. Concern for the student's personal safety.

Refer to Policy 5-409 or procedures applying to a complaint or grievance that alleges incidences of student violence, harassment, intimidation, or bullying.

The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint or grievance. The initial complaint or grievance should be made using a provided District form; however, a verbal complaint or grievance may be made to any school staff member. The receiving staff member shall immediately inform an administrator of the complaint or grievance.

r shall immediately inform an administrator of the complaint or grievance.

When the initial complaint or grievance is submitted in a manner other than on the prescribed form, the administrator shall obtain from the student the particulars determined by the Superintendent to be necessary for the complaint or grievance to be investigated. Any question concerning whether a complaint or grievance falls within this policy shall be determined by the Superintendent.

A student or the student's parent or guardian may initiate the complaint process by completing the provided District form.

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted, or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

ited and constitute grounds for a separate complaint.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students, staff and parents or guardians in the school offices.

Disposition of all complaints/grievances shall be reported to the Superintendent and the compliance officer for discrimination if other than the Superintendent. The Superintendent will determine if the policies of the District

have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

than the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.

priate school official has investigated and determined there was an actual occurrence of the alleged incident.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Adopted: August 13, 2024

Legal Authority:

A.R.S. § 15-341

1-200 Board Commitment to Non-Discrimination

The Governing Board is committed to a policy of nondiscrimination in relation to race, color, religion/religious beliefs, gender, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

Adopted: August 13, 2024

Legal Authority:

A.R.S. § 23-341

A.R.S. § 41-1463

Arizona Constitution, Ordinance Art. XX, Par. Seventh

20 U.S.C. § 1400 et seq.

20 U.S.C. § 1681

20 U.S.C. § 1703

29 U.S.C. § 794

42 U.S.C. § 2000

42 U.S.C. § 12101 et seq.

©1-203 Equal Opportunity—Prohibited Sex Discrimination (Title IX)

Non-discrimination Policy

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates as required by Title IX of the Education Amendments of 1972 (Title IX), including in admission and employment.

Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX coordinator or to any employee of a District elementary and secondary school if the allegations of sexual harassment occurred in a District education program or activity and the alleged sexual harassment occurred within the United States.

“Formal complaint” means a document filed by a complainant or signed by the Title IX coordinator against a respondent and requesting that the District investigate the allegation of sexual harassment. A formal complaint may be filed with the Title IX coordinator by mail, email, through an online portal, or by contacting the Title IX coordinator as directed on the District website or other communications to students, staff, and parents.

“Complainant” means any person who is alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment under Title IX which occurred in a District education program or activity.

“Respondent” means a person who is reported to be the perpetrator of conduct that could constitute sexual harassment.

“Education program or activity” means locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

“Sexual harassment” means conduct based on sex that is one or more of the following:

- a. an employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct;
- b. unwelcome sex-based conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive it effectively denies a person equal access to the District’s education program or activity; or
- c. “sexual assault” as defined in [20 U.S.C. § 1092\(f\)\(6\)\(A\)\(v\)](#), “dating violence” as defined in [34 U.S.C. § 12291\(a\)\(10\)](#), “domestic violence” as defined in [34 U.S.C. § 12291\(a\)\(8\)](#), or “stalking” as defined in [34 U.S.C. § 12291\(a\)\(30\)](#).

“Supportive measures” means non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge before or after the filing of a formal complaint, or where no formal complaint has been filed, designed to restore or preserve equal access to the District’s education program or activity.

“Deliberately indifferent” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

Title IX Coordinator

The District must identify at least one employee to serve as the Title IX coordinator and authorize that individual to coordinate and facilitate the District’s compliance efforts regarding its responsibilities under Title IX, including inquiries about the application of Title IX or formal complaints. The District’s Title IX coordinator is:

Title IX Coordinator
701 W. Wetmore Road, Tucson, Arizona 85705
(520) 696-5164
TitleIXCoordinator@amphi.com

Notices

The contact information for the Title IX coordinator and the District's nondiscrimination notice will be prominently posted on the District's website and in any student or employee handbooks.

Any documents used to train the Title IX coordinator, investigators, decision makers, and others involved in the Title IX grievance process will be posted on the District's website and available upon request.

Supportive Measures

The District will provide supportive measures as appropriate and available.

District's Response to Sexual Harassment

When the District receives actual knowledge of sexual harassment in a District education program or activity, the District will respond promptly in a manner that is not deliberately indifferent.

Adopted: March 25, 2025

Legal Authority:

[20 U.S.C. § 1681](#), Education Amendments of 1972, Title IX
[34 C.F.R. Part 106](#)

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© 1-203.A Equal Opportunity—Prohibited Sex Discrimination (Title IX)—Grievance Procedure

A. General Procedures

The District will follow grievance procedures that provide for the prompt and equitable resolution of formal complaints from students and employees alleging sex-based discrimination.

Key personnel under Title IX are the Title IX coordinator, the designated Title IX investigator, the designated Title IX decision maker, and if applicable, the designated Title IX decision maker on appeal. The Title IX coordinator and investigator may be the same person.

If any person involved in an investigation has a concern that the investigator, decision maker, or decision maker on appeal may have a bias or conflict of interest, the Title IX coordinator will evaluate the situation and determine whether to designate a different investigator, decision maker, or decision maker on appeal. The Title IX coordinator also has the discretion to reassign an investigator, decision maker, or decision maker on appeal for any reason. The Title IX coordinator may retain an outside investigator, decision maker, or decision maker on appeal.

B. Supportive Measures

The Title IX coordinator must offer and coordinate supportive measures that do not unreasonably burden either party and are designed to protect the safety of the parties or the educational environment. Supportive measures provide support during the grievance procedures and during the informal resolution process. Supportive measures may not be imposed for punitive or disciplinary reasons.

Supportive measures must be maintained as confidential, except to the extent that maintaining confidentiality would impair the provision of such measures.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, and increased monitoring and supervision, as deemed appropriate by the Title IX coordinator.

C. Emergency Removal of Respondent (Student)

Prior to a determination of responsibility for the conduct alleged, the District may remove a student who is a respondent from the District's educational program or activity on an emergency basis when, after completing an individualized safety and risk analysis, it is determined that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sex discrimination justifies removal. The District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. If a student has an individualized education plan (IEP) or a Section 504 plan, the decision to remove the student on an emergency basis must be coordinated with the District's special education staff and in compliance with relevant requirements of the Individual with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504).

D. Removal of Respondent (Employee)

The District may place an employee who is a respondent on administrative leave while allegations are investigated and resolved in accordance with this grievance procedure.

E. Length of Grievance Process

The District will attempt to complete the grievance process within sixty (60) business days, not including any time for an appeal of the determination. The grievance process may be temporarily delayed and/or timelines may be extended for good cause with written notice to the parties explaining the reason(s) for the extension.

F. Complaint and Notice

Upon receipt of a request for the District to investigate and make a determination about alleged Title IX discrimination, the Title IX coordinator will offer the complainant the opportunity to make a written complaint.

After the preparation of the complaint, the Title IX coordinator will provide written notice of the allegations to the complainant(s) and the respondent(s) and will provide information regarding the grievance process, including the informal resolution process if appropriate. The notice of the allegations must include:

- sufficient detail to allow a respondent to prepare a response, including a description of the conduct alleged, the date and location of the conduct, and the names of the complainant and other involved parties, if any;
- a statement that a respondent is presumed not to be responsible for the conduct and that a determination will be made at the conclusion of the process;
- a statement that retaliation is prohibited;
- notice of all parties' rights to have an attorney or non-attorney advisor;
- notice of the right of the complainant and respondent to inspect and review relevant evidence;
- notice that if in the course of the investigation additional allegations of sex discrimination by the respondent toward the complainant are discovered, those allegations may be consolidated in the complaint, with notice of the additional allegations made to the parties; and
- a prohibition on providing false statements or evidence in connection with the investigation of the complaint.

G. Duty to Report

Title IX complaints may include violations addressed in A.R.S. § 13-3620. Any allegations classified by statute as "reportable offenses" must be reported as such to local law enforcement authorities or the Arizona Department of Child Safety. The allegations may be reported to the Arizona State Board of Education pursuant to [A.R.S. § 15-514](#).

When the Title IX coordinator, investigator, decision maker, or decision maker on appeal reasonably believes that a law enforcement investigation will commence in regard to the complaint allegations reported to the District, the District will temporarily suspend the grievance process and investigative efforts. The Title IX coordinator will continue or implement supportive measures as appropriate. The District may determine (in conjunction with the law enforcement authorities) that the continuation of the internal Title IX grievance process is permissible during a pending law enforcement investigation. The Title IX grievance process will resume as soon as the District becomes aware that the law enforcement investigation has concluded or upon approval of the law enforcement agency. A finding by law enforcement that no wrongdoing occurred will not determine the outcome of the District's investigation but will be considered along with the other evidence.

H. Informal Resolution

At any time before a determination is reached, allegations may be resolved informally, unless it is alleged that a District employee is engaged in sexual harassment against a District student.

As part of the informal resolution process, the Title IX coordinator may engage in interviews and other fact finding. Either party may withdraw from an informal resolution process at any time before agreeing to a resolution and resume the grievance procedures. Once an informal resolution is agreed to by the parties, it becomes binding. The Title IX coordinator has the discretion to decline requests for informal resolution.

Both parties to a formal complaint must voluntarily agree in writing to participate in an informal resolution process. No party is ever required to participate in an informal resolution process. Intimidation, threats, and coercion regarding participation in an informal resolution process are expressly prohibited. Informal resolution will proceed pursuant to the procedures set out below.

Efforts to resolve the formal complaint via informal resolution should not typically extend longer than ten (10) school days unless for good cause (such as unavailability of the parties, state-wide testing, etc.). If the informal

resolution process takes more than ten (10) school days, the Title IX coordinator may send a notice of temporary delay for good cause if it appears that the District will not be able to meet its deadline to complete the Title IX grievance process.

Either party may withdraw from an informal resolution at any time before agreeing to a resolution and resume the grievance process. Once an informal resolution is agreed to by the parties, it becomes binding.

I. Procedures for Informal Resolution

After receipt of a complaint of sex discrimination, the Title IX coordinator will determine whether the complaint is appropriate for referral to an informal resolution process. If the Title IX coordinator determines that the complaint is appropriate for informal resolution, an invitation to participate in an informal resolution process will be given to both parties. The parties may agree to participate in informal resolution at any point in the grievance process prior to the issuance of a determination of responsibility letter by the decision-maker.

If both parties return the consent-to-participate forms, the Title IX coordinator or designee will initiate the informal resolution process within five (5) school days of receipt of both signed forms. The Title IX coordinator will designate an informal resolution facilitator.

The facilitator may be the Title IX coordinator or another individual who has been trained on the District's Title IX policy and procedures, is free from conflicts of interest and bias, and has been trained to serve impartially without prejudging the facts at issue. The facilitator must not be the same person as the investigator or the decision maker. The facilitator will be responsible for contacting the parties within five (5) school days of receipt of the signed consent-to-participate forms to initiate the informal resolution process.

The facilitator will contact the parties individually to discuss the following:

- (1) whether the party would like to have a face-to-face meeting (in-person or virtual) with the other party to discuss informal resolution;
- (2) the allegation(s) and facts each party believes are relevant to the allegation(s); and
- (3) what terms the party believes would resolve the complaint without need for investigation and determination.

After communicating with both parties, the facilitator will determine whether to schedule a face-to-face meeting or to engage separately with each party to discuss the terms for agreement proposed by the other party.

J. Resolution Agreement

If the parties agree to resolve the complaint without proceeding through investigation and a final determination, the terms of that agreement must be in writing and be signed by both parties. A non-exhaustive list of examples of terms that may be included in an informal resolution agreement are as follows:

- removal of a respondent from the educational setting via suspension or expulsion;
- removal of a respondent from the same educational setting as the complainant (reassignment to an alternate location or change of classes, for example);
- agreement that the respondent will attend counseling (provided outside of the school setting with cost to be borne by the respondent);
- non-contact or non-communication agreements between the parties;
- participation by either or both parties in an age-appropriate training to address the parties' understanding of sex discrimination and to mitigate recurrence of the sex discrimination;
- no admission of responsibility by the respondent;
- non-disclosure of the agreement as to the parties; and
- consequences of a breach of any term of the agreement (for example, an agreement might include a term that states that if a party breaches a non-disclosure agreement, that party will be reassigned to an alternative educational setting).

The District is not a party to the resolution agreement. The facilitator should confirm the feasibility of any terms to which the parties have agreed that implicate an administrative action by the District prior to the finalization and

signing of a resolution agreement. Once an agreement is finalized, the Title IX coordinator will take reasonable steps to ensure that it can be implemented on school property and at school-sponsored events.

K. Confidentiality of the Informal Resolution Process

Information or evidence exchanged during an informal resolution process is not confidential as to the Title IX grievance process if a resolution agreement cannot be reached. Either party may share information or evidence obtained during the informal resolution process with the investigator. The facilitator may not be a witness during the investigation. The facilitator's notes will not be shared with the parties nor will the notes become a part of the investigation file.

An informal resolution agreement itself may not be a confidential document and may be subject to a public records request, a valid subpoena for records, or data request from an enforcement agency such as the Office for Civil Rights of the U.S. Department of Education. Any resolution agreement provided as a public records request will redact all personal identifying information as permitted by law.

If a party violates an informal resolution agreement, such violation may be disciplined under appropriate District policies.

L. Dismissal of Title IX Complaint

If the Title IX coordinator or investigator determines that the allegations in a complaint, with all facts assumed to be true for this purpose, do not meet the definition of sex discrimination under the applicable Title IX regulations, or did not occur in the District's educational program or activity, or in the United States, the Title IX coordinator shall dismiss the complaint. The Title IX coordinator may also dismiss a formal complaint if the complainant requests withdrawal of the complaint in writing; if the respondent withdraws from the District (student) or terminates employment with the District (employee); or if specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination. If a complaint is dismissed, supportive measures will continue to be offered to the parties as appropriate.

Upon dismissal of a complaint or any allegations contained in a complaint, the Title IX coordinator will promptly and simultaneously provide written notice of the dismissal and the reason(s) for the dismissal to the complainant and respondent. If a complaint is dismissed, the District may nevertheless take additional appropriate disciplinary action against the respondent under its employee or student code of conduct and procedures related thereto. Upon dismissal, the Title IX coordinator must promptly notify the complainant of the basis for dismissal and that the dismissal may be appealed. If the dismissal occurs after the respondent has been notified of the allegations, the Title IX coordinator must also notify the respondent of the dismissal and the basis for the dismissal simultaneously with the notice of dismissal provided to the complainant.

M. Consolidation of Complaints

The District has the discretion to consolidate multiple complaints if the allegations of sexual harassment in the complaints arise out of the same facts or circumstances. The District may consolidate formal complaints as to allegations of sexual harassment against one or more respondents, by more than one complainant against one or more respondents, or by one party against the other party.

N. Investigation

The investigation will be premised on a presumption that the respondent is not responsible for the alleged act(s) of sexual harassment or sex-based discrimination, and both parties will be treated equitably during the investigation. The burden is on the District to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred and if the respondent committed the acts alleged to be sexual harassment.

This District prohibits all complainants, respondents, and any witnesses from knowingly making a false statement or providing false evidence in connection with a Title IX investigation. The District may take appropriate disciplinary action outside the Title IX process against any individual who makes false statements.

Both the complainant and the respondent will have a reasonable opportunity to present witnesses and other evidence to the investigator. The investigator will meet with each party and give them at least twenty-four (24) hours' advance written notice of the date, time, location, and purpose of any interview that will be conducted. The District will not restrict the ability of either party to discuss the allegations and gather evidence related to the allegations of the formal complaint.

The investigator will interview the complainant, the respondent, any witnesses identified by either party, and relevant records. In no event will a party be subjected to any disciplinary sanctions or consequences for refusing or failing to participate in the Title IX grievance process.

Before the investigator prepares the final investigation report, the complainant, the respondent, and their advisors (if any) will be provided with an equal opportunity to access relevant and permissible evidence. If appropriate, that evidence will be provided to the parties in an electronic format and in a manner that does not permit copying or downloading of the evidence. Parties and their advisors will be required to sign a non-disclosure agreement prior to receiving copies of this evidence in an electronic format or printed copy. The evidence provided may include evidence that the investigator does not intend to rely upon and any exculpatory or inculpatory evidence from any source. Within ten (10) calendar days of the date on which the parties were provided with access to the evidence or otherwise notified by the investigator that they could make an arrangement to view the evidence, the parties may prepare and submit to the investigator a written response to the evidence, which the investigator will consider in preparing the written investigation report. In cases in which there is more voluminous evidence that will require more time for the parties to process, the investigator may extend the ten (10) calendar days and provide notice of the extended date to the parties. Following the expiration of the date on which the parties may provide responses to the evidence, the investigator will promptly prepare a written investigation report that fairly summarizes the relevant and permissible evidence discovered during the investigation and provide that to the parties.

O. Written Determination

The written investigation report and any responses submitted by the complainant and/or respondent will be provided to the decision maker, who will make the determination as to whether sex discrimination occurred based on the preponderance of the evidence standard.

Upon receipt of the evidence, the decision maker will invite each party to propose questions that the party would like to have asked by the investigator or the decision maker. The decision maker must determine whether a proposed question is relevant and permissible. If a party submits a question that is unclear or harassing, the decision maker will give the party an opportunity to clarify or revise that question, and if the party sufficiently clarifies or revises a question, it will be asked. If written questions are submitted, the decision maker will promptly provide the questions to the appropriate individual so the individual can provide answers to the questions. Answers to the questions must be provided to the decision maker within ten (10) calendar days of the date on which they are provided. The decision maker will promptly provide each party with the answers to the questions and allow for additional, limited follow-up questions in writing from both the complainant and respondent within three (3) calendar days. If written follow-up questions are submitted to the decision maker, the decision maker will promptly obtain the answers and provide both parties with the responses to the additional questions. Any questions regarding a complainant's prior sexual behavior or sexual predisposition will be deemed irrelevant unless they are offered to provide evidence that someone other than the respondent committed the alleged misconduct or are offered to prove consent.

No sooner than ten (10) calendar days after receiving the investigation report, the decision maker will issue a written determination of responsibility that includes:

- a statement of the allegations;
- a description of the procedural steps taken from receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- the findings of fact supporting the determination;
- conclusions regarding the application of the District's code of conduct to the facts;
- a statement of and rationale for the result as to each allegation, including a determination of whether sex discrimination occurred, and if so, any disciplinary sanctions the District imposes on the respondent; and
- a description of the right to an appeal, how to request an appeal, and the permitted bases for an appeal.

The deadline for the decision maker to issue the determination may be extended for good cause at the decision maker's sole discretion. The complainant and the respondent will be notified concurrently of the determination.

Students found to have violated Title IX will be referred for disciplinary action consistent with the determination. Employees found to have violated Title IX will be subject to employment actions, including discipline or termination of employment consistent with the determination. The Title IX coordinator shall also coordinate the provision and implementation of remedies to the complainant and other persons identified as having had equal access to the District's education program limited or denied by sex discrimination.

P. Appeals

Either the complainant or the respondent may appeal from the written determination of responsibility regarding a formal complaint or the dismissal of a formal complaint (or any allegations therein). The appealing party must submit a written notice of appeal that includes the bases of the appeal to the Title IX coordinator within ten (10) calendar days of the date of the determination or the dismissal of the complaint. No hearing will be held for an appeal.

Written notice of the appeal will be provided to both parties by the District. Either party may file a written response in support of or challenging the determination or dismissal and the bases for the appeal within five (5) calendar days of the date on which written notice of the appeal was provided to all parties.

An appeal may be filed on the following bases only:

- a procedural irregularity that affected the outcome of the matter;
- newly discovered evidence that could affect the outcome of the matter and that was not available at the time the determination was made; and/or
- the Title IX coordinator, the investigator, the decision maker, or the decision maker on appeal having had a conflict of interest or bias that affected the outcome of the matter.

The parties will simultaneously be provided with a written decision regarding the appeal, which will describe the result of the appeal and the rationale for the decision.

Q. Confidentiality and Retention of Investigation Information

Except as necessary to complete a thorough and effective investigation and grievance process under Policy 1-203 and as required by law or District policy, the identity of complainants, respondents, and witnesses; information related to investigations; evidence gathered; and records created during investigations will be maintained in strict confidence.

In implementing Policy 1-203, the District will comply with state and federal laws regarding the confidentiality of student and employee records, including but not limited to the Family Educational Rights and Privacy Act. Information and records regarding any disciplinary sanctions imposed on an employee or student will be maintained and disclosed in the same manner as any other disciplinary record, provided that no disciplinary record shall indicate that discipline was determined through the Title IX process.

R. Records

The Title IX coordinator will retain investigation files for a time period of not less than seven (7) years. The records maintained by the District will document the District's response to allegations of sex discrimination and the measures that were taken to restore or preserve equal access to the District's educational program or activity. If the District did not offer supportive measures in response to a report made under Policy 1-203, the District's records will document why no supportive measures were offered.

S. Training

The District will provide regular training to employees on identifying and reporting acts that may constitute discrimination, harassment, or retaliation under Title IX. The Title IX coordinator, investigators, decision makers,

decision makers on appeal, and any District employees who are designated to facilitate informal resolution processes will receive additional training on Policy 1-203 and implementation of the grievance process at least as often as required by federal regulations implementing Title IX.

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