

Final Posting: Monday April 8, 2024 at 4:00 pm

REGULAR PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, April 9, 2024

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 from the Governing Board secretary. 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 AND SIGNING OF THE VISITOR'S REGISTER</u>	
Vice President Susan Zibrat	
2. <u>PLEDGE OF ALLEGIANCE</u>	
Donaldson Elementary School Students	
3. <u>RECOGNITION OF STUDENT ART</u>	
Donaldson Elementary School Students	
4. <u>ANNOUNCEMENT OF DATE AND TIME OF THE NEXT SPECIAL GOVERNING BOARD MEETING</u>	
Tuesday, April 23, 2024 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.	
5. <u>RECOGNITIONS</u>	
A. Recognition of 2024 Odyssey of the Mind World Teams	4
B. Recognition of Ironwood Ridge High School Superintendent's Student Advisory Council	10
C. Presentation of Distinguished Service Awards	16
6. <u>INFORMATION²</u>	
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7. <u>PUBLIC COMMENT¹</u> (30 Minutes Maximum)	
8. <u>CONSENT AGENDA³</u>	
A. Approval of Appointment of Administrative Personnel	43
B. Approval of Appointment of Non-Administrative Personnel	53
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H. Approval of Vouchers Totaling and Not Exceeding Approximately \$3,074,979.94	89
I. Acceptance of Gifts	90
J. Approval of Disposal of Surplus Property via PublicSurplus.com	92
K. Revisions to Governing Board Policies GCCA (Professional Staff Sick Leave) and GCCD (Professional Staff Military/Legal Leave)	93
L. Approval of Out of State Travel	107
9. <u>STUDY⁴</u>	
A. Study of Proposed 2024-2025 Code of Conduct	121
10. <u>ACTION</u>	
A. Resolution Recognizing the Special Contributions of Educational Support Personnel	238
11. <u>PUBLIC COMMENT¹</u> (30 Minutes Maximum)	
12. <u>BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS</u>	

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13. ADJOURNMENT

In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at www.amphi.com, and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible. If you need special accommodations, please call the Governing Board office: (520) 696-5158.

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

DATE OF MEETING: April 9, 2024

TITLE: Recognition of 2024 Odyssey of the Mind World Teams

BACKGROUND:

Odyssey of the Mind is an international competition that provides creative problem-solving opportunities for students from kindergarten through college. Amphitheater Public Schools continues to be the top district in participation and achievement in the Arizona Odyssey of the Mind program.

Team members apply their creativity to solve long term problems. They spend months preparing and 8 minutes presenting and they also compete in a “spontaneous” competition where they are given the problem right before they present their solution.

This year, 12 teams earned the right to compete during World Finals being held at Iowa State University, May 21-24, 2024. The following students and their coaches are to be commended for their dedication and high level of accomplishment in this academic competition.

Elementary School

Copper Creek Elementary School Coordinator: Emily LoVerde

Copper Creek Elementary Vehicle Team

1st Place, Division 1

Coaches: Amanda Campion and Emily LoVerde

Team:

Carson Blong
Brandon Campion
Oz Folkman
Rowen Mascareno
Mason Pecharich
Tristan Warfield

Innovation Academy Coordinators: Colin Cordell and Patricia Patchin

Innovation Academy Vehicle Team

1st Place, Division 1

Coaches: Jessica Wheatley and Andrea Pershing

Team:

Mila Garro
Zophia Pershing
Carmen Schlappi
Tatum Shattuck
Ella Taliaferro
Owen Wheatley
Addison Zimmerman

Innovation Academy Structure Team

2nd Place, Division 1

Coach: Jennifer Fernandez and Melissa Crown

Team:

Zia Crown
Sophia Hollen
Julianna Martin
Willow Patrick
Mason Rehm
Gemma Sottosanti
Giada Sottosanti

Innovation Academy Classics Team

1st Place, Division 1

Coaches: Emily Streeter and Desirae Rodriguez

Team:

Melanie Dominguez
Austin Moser
Julius Rodriguez
Slate Salyer
Railyn Stamp
Lauren Wheatley
Luke Zimmerman

Painted Sky Elementary School Coordinator:

Nina Brown

Painted Sky Elementary School Structure Team

1st Place, Division 1

Coaches: Matthew Gasser and Stephanie Gasser

Team:

Myla Facelo
Samantha Frithsen
Jacob Gasser
Laurel Gasser
Grace Shutey
Joseph Shutey

Painted Sky Elementary School Technical Team

1st Place Division 1

Coaches: Nina Brown and Nasima Pfaffl

Team:

Harrison Brown
Adele Carlson
Paige Carlson
Maya Gundy
Linus Herman
James Sobey
Sophia Zuniga

Middle School

Cross Middle School Coordinator: Sara Wilson

Cross Structure Team

2nd Place, Division 2

Coaches: Amanda Campion
and Carey Higgins

Team:

Grace Campion
Gillian Higgins
Ari Laird
Kallen McGuire
Mason McGuire
Brennan Payne
Sam Weiler

Cross Classics Team

2nd Place, Division 2

Coaches: Cori Friezen and
Heather Poyas

Team:

Morgan Friezen
Natalie Jacobs
Sora Kretzer
Lily Poyas
Amelia Weede
Luke Weede
Aurelia Willard

Cross Technical Team

2nd Place, Division 2

Coach: Cris Gosz

Team:

Abby Barrett
Benny Castanada
Ella Fendrick
Avery Grembowski-Wacker
Lola Grembowski-Wacker
Liam Gosz
Elliott Garcia Seminario

High School

Canyon del Oro Coordinator: Lisa DaDeppo

**Canyon del Oro High School
Technical Team**

1st Place, Division 3

Coach: Lisa DaDeppo and
Robyn Yewell

Team:

Keelynn Anderson
Bennett Curran
Carter DaDeppo
Taylor Rayl
Kyndel Smith
Tatum Wilson
Gavin Yewell

**Canyon del Oro High School
Structure Team**

2nd Place, Division 3

Coaches: Leann Calvin

Team:

Lewis Calvin
Bryana Castillo
Austin Christian
Andrew Garza
Allison Landin
Jack Powers

**Canyon del Oro High School
Performance Team**

1st Place, Division 3

Coaches: Amanda Campion
and Scott Lassiter

Team:

E.B. Barraza-Rocha
Lewis Calvin
Seth Campion
Hailey Collins
Caysea Cordell
Cadence Jones
Jessica Lassiter

RECOMMENDATION:

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

INITIATED BY:

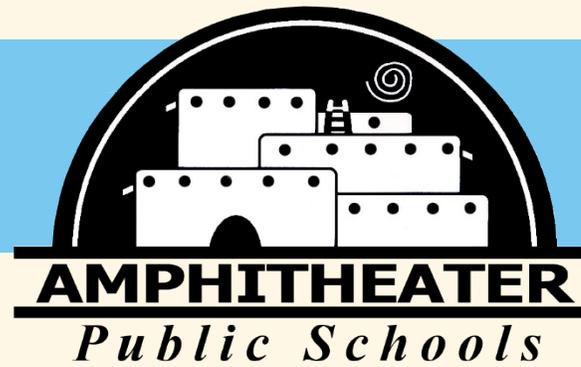
Jen Anderson

Jen Anderson
Executive Assistant to the Superintendent and Governing Board

Date: April 2, 2024

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



Odyssey of the Mind 2024 World Finals Qualified Teams

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Odyssey of the Mind[®]

Months of practice....

Hours of prop building....

Eight minutes to show the world!

OMer's demonstrate each of the Portrait of a Graduate Characteristics



Scholarship



Problem Solving



Caring



Collaboration



Creative Thinking



Critical Thinking



Communication



Citizenship



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

DATE OF MEETING: April 9, 2024

TITLE: Recognition of Ironwood Ridge High School Superintendent's Student Advisory Council

BACKGROUND:

The students in Amphitheater School District are our most important assets. That is no more evident than when they step up to take leadership positions at their schools. The Governing Board would like to recognize the Ironwood Ridge High School Superintendent's Student Advisory Council and thank them for their service to their classmates and school.

The Advisory Council meetings provide the students and Superintendent with an opportunity to talk informally about student issues and concerns and provide a platform for the Council members to represent the interests and perspectives of their student peers. Given the school, work, and extra-curricular schedules of our students, their willingness to participate and contribute their time must be commended and recognized. The Board recognizes Ironwood Ridge High School's Superintendent's Student Advisory Council Members:

Kennedy Blanchard
Damaris Zatarain
Kaia McMahon
Daymon Dumlao

Isabela MacArthur
Ryan Sabel
Mia Gutierrez
Allie Thompson

Selena Serrano
Eden Hopkins
Sierra Bitters
Taya Mitacek

Hannah Taylor
Brynn Tate
Morgan Burden
Camri Whitaker

RECOMMENDATION:

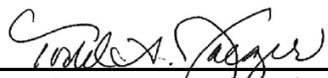
This item is presented for the Board's information and recognition.

INITIATED BY:


Jen Anderson,

Executive Assistant to the Superintendent & Governing Board

Date: March 29, 2024

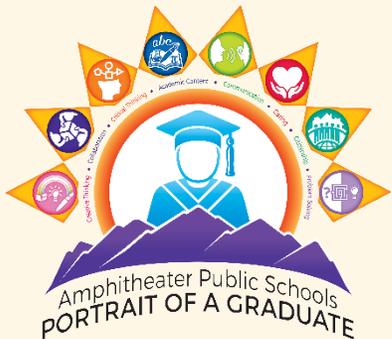

Todd A. Jaeger, J.D., Superintendent



Ironwood Ridge High School



Superintendent's Student Advisory Council 2023-2024



Seniors



Kennedy Blanchard
Student Body President



Damaris Zatarain
Student Body Vice President



Daymon Dumlao
Student Body Treasurer



Kaia McMahon
Student Body Historian



Juniors



Ryan Sabel
Student Body Secretary



Isabela MacArthur
Junior Class President



Mia Gutierrez
Junior Class Vice President



Allie Thompson
Junior Class Secretary

Sophomores



Eden Hopkins
Sophomore Class President



Taya Mitacek
Sophomore Class Vice President



Sierra Bitters
Sophomore Class Secretary



Selena Serrano
Sophomore Class Treasurer



Freshmen



Hannah Taylor
Freshmen Class President



Brynn Tate
Freshmen Class Vice President



Morgan Burden
Freshmen Class Secretary



Camri Whitaker
Freshmen Class Treasurer



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

DATE OF MEETING: April 9, 2024

TITLE: Presentation of Distinguished Service Awards

BACKGROUND:

The Distinguished Service Award was established to recognize employees' initiative, collaboration, loyalty, and contribution to the Amphitheater Public School District. Employees are recognized on a monthly basis during the school year. All Amphitheater employees are eligible to be nominated by their colleagues for this recognition.

We would like to recognize the following individuals for the month of April:

- Mariana Munoz, Teaching Assistant, Rillito Center
- Beth Brungardt, Special Education ED-P Teacher, Keeling Elementary School

RECOMMENDATION:

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

INITIATED BY:

Jen Anderson

Jen Anderson,
Executive Assistant to the Superintendent and Governing Board

Date: March 29, 2024

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: April 9, 2024

TITLE: Superintendent's Report

BACKGROUND:

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

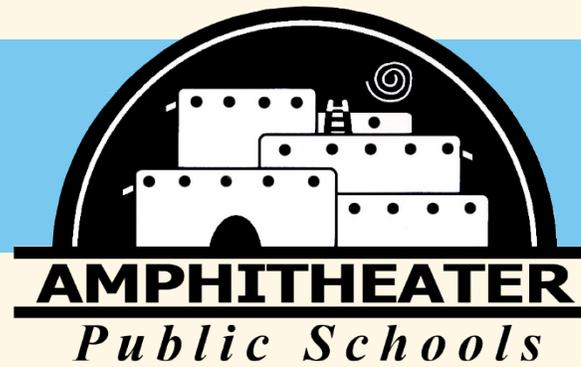
RECOMMENDATION:

This item is presented for the Board's information.

INITIATED BY:

Date: April 1, 2024

Todd A. Jaeger, J.D., Superintendent



April 9, 2024

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Superintendent's Report





Around Our Schools



Students from around the District were able to observe and experience the solar eclipse yesterday with the help of some super stylish eclipse glasses. What a rare and wonderful learning opportunity for our students!





Around Our Schools



Culinary Arts students at Ironwood Ridge High School got to learn about making sushi from a couple of local expert chefs this week. The chefs have been visiting these classes for more than 10 years, helping generations of students learn show how to create these dishes step-by-step.



Around Our Schools



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To prepare students for state-mandated testing, our schools held special activities over the past couple of weeks. At left, our Walker Elementary Wolves had a pump-up assembly to answer questions and wish third- and fifth-graders good luck on their tests. At right, Innovation Academy held its April 1st foot inspections for third-graders. The students removed their shoes and socks and cleaned one foot for measurement and inspection. Students learned two things. First, to study whether there is a direct correlation between foot size and student achievement. Second, and perhaps most importantly, it was April Fool's Day!



Around Our Schools



On March 30th, Canyon del Oro High School hosted the state Odyssey of the Mind Tournament. Teams from all over Arizona came to compete. Qualifying teams are headed to Ames, Iowa in May to compete at the World Finals, including 12 teams from Amphitheater! Special thank you to CDO Administration for hosting the competition and all of the volunteers who made this event possible.



Our Strong Science Fair Showing



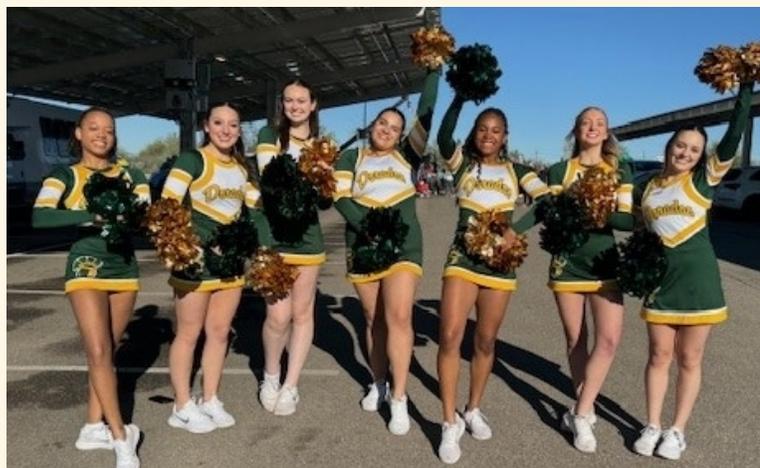
Amphitheater schools had 94 winners in the annual regional SARSEF science fair competition. In addition to the projects that were recognized, **Keeling Elementary School** was named the “Top Elementary School”. Teachers and staff also earned awards:

- **SARSEF Champion Educator of Science and Engineering**:²³ Kimberly Smith, Holaway Elementary School and Pam Vandivort for her work with Keeling Elementary School .
- **Education Advocate of Science and Engineering**: Lindsay Wong, at Harelson Elementary School, and Michaela Rodrigues from Innovation Academy.
- **Alex and Laura Schauss Teacher Award**: [Rachelle Ferris from Innovation Academy

And big congrats to Alexander Means, who took third place in the Arizona Science & Engineering Fair. He is a student at Innovation Academy.



Around Our Schools



Students and staff from our schools in Oro Valley, along with board members and District staff, had the opportunity to celebrate the “50th Anniversary of the ²⁴ Town of Oro Valley” on Saturday by participating in a town parade. The parade began at Ironwood Ridge High School and finished at Town Hall. It was a fun event for all.



Thank You



Thank you to the Amphi Foundation and all of the community and business members who attended the annual Amphi Gala on Saturday night. The event featured many of our students, including Canyon del Oro High School and Prince Elementary School scholars shown above, as well as additional students displaying their work and activities during the student showcase portion of the evening. The Foundation offers invaluable support and resources to our students, staff members, and community, and we appreciate the efforts and dedication of the Foundation Board Members and volunteers.



Around Our Schools

≻September≪ Creative Thinking	≻October≪ Caring	≻November≪ Critical Thinking
≻December≪ Scholarship	≻January≪ Collaboration	≻February≪ Problem Solving
≻March≪ Citizenship	≻April≪ Communication	

We are in our final month of our yearlong initiative that has focused on each of the characteristics of the Portrait of a Graduate.

For April, we are highlighting Communication throughout our schools and the District community.





Coming Up



STUDENT ART SHOW

April 10-24, 2024 | Tucson Mall

Featuring Student Artwork Kindergarten through High School

Our annual Student Art Show starts tomorrow at Tucson Mall. The show features artwork created by district students in Kindergarten through high school. This event is a wonderful showcase of our students and our District's commitment to learning about art and importance of creative thinking.



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

DATE OF MEETING: April 9, 2024

TITLE: Status of Construction Projects

BACKGROUND:

The administration will present the Governing Board with current information on the status of construction projects funded with State of Arizona School Facilities Division, ESSER 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: April 1, 2024

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

Todd A. Jaeger, J.D., Superintendent

Status of Construction Projects
4/9/24 Governing Board Meeting

President Baker, Vice President Zibrat, 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), Bond and ESSER funding.

AHS:

Bond Projects

Back Up Generators for MDF Rooms – Bids Due 4/9

Bottle Fillers – Complete	\$31,840
Storm Water Drainage Improvements – Summer Project	\$16,476
Access Gate from Campus to Clothing Bank – Complete	\$1,593
Performing Arts Center Access Controls – May Project	\$44,238
Central Plant 1 & 2 Control Upgrades – Summer Project	\$140,112
Campus Clock Replacements	\$70,615
300/400 Wing Security Fencing	\$15,941

BRG Projects

CP # 3 Hot Water Line Replacement Construction	\$229,666
- Phase Grant Funding Requested	
Campus Roof Replacements	
PH I, East Campus – Design	\$71,940
PH II, West Campus – Design	\$70,120
CP # 2 Hot Water Line Replacement Construction	\$414,781
- Summer Project	

800 Building HVAC Conversion Construction - Phase Grant Funding Requested	\$361,251
South Gym HVAC Conversion Design – 75% Complete	\$24,915
Central Plant 2 Cooling Tower Replacement – Const. - Complete	\$118,932
200 Wing Electric Feeder Replacement – Summer Project	\$19,700
800 Building Water Line Replacement – 90% Complete	\$110,000
CP # 3 Chiller Replacement Design – PO Issued	\$24,095

CDO:

Bond Projects

Bottle Fillers – Complete	\$39,299
Central Plant Triple Duty Valve – Summer Project	\$30,559
Campus Access Controls PH I – May Project	\$153,944
East Parking Lot Light Poles Electric Feeder - 40% Complete	\$55,915
South Gym Floor Resurfacing – Summer Project	\$43,209
Campus HVAC Control Upgrades – May Project	\$52,136

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

North Gym Evaporative Cooler to A/C Conversion \$1,208,101
- Summer Project

Fire Alarm Replacement – Grant Application Approved

IRHS:

Bond Projects

Central Plant Control Upgrades – Summer Project \$27,262

Building D Access Controls – Complete \$27,165

Food Service Kitchen Flooring – Summer Project \$74,373

BRG Projects

Weatherization Academic Buildings Construction \$417,263
- 80% Complete

AMS:

BRG Projects

Library Roof Replacement Assessment \$3,650
– Phase Grant Funding Requested

Library Roof Leak Repairs - Construction \$83,400
- 50% Complete

Copper Creek:

Bond Projects

Central Plant Cooling Tower & Pump Upgrades Design \$20,450
- Complete

Coronado:

Bond Projects

Bottle Fillers – Complete \$19,560

Exterior Painting – Summer Project \$97,251

Cross:

Bond Projects

Bottle Fillers – Complete \$4,300

BRG Projects

Campus Weatherization Assessment – Complete \$10,500
- Design Phase Grant Funding Requested

Donaldson:

Bond Projects

Pods B & C HVAC Replacement – Summer Project \$188,316

Sidewalk & Crosswalk Improvements – Complete \$8,150

BRG Projects

A Bldg. & MPR Roof Leak Repairs – Construction \$23,600
- PO Issued

Harelson:

Bond Projects

Bottle Fillers – Complete \$8,810

Exterior Courtyard Painting – Summer Project \$27,442

BRG Projects

Campus Roof Assessment – Complete \$6,705
- Design Phase Grant Funding Requested

Innovation:

BRG Projects

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

La Cima:

Bond Projects

Central Plant Controls Upgrade – May Project \$44,829

ESSER Projects

Central Plant Chiller Replacement – June Project \$425,983

BRG Projects

Campus Weatherization Design – 75% Complete \$33,920

Campus Roof Replacement Design – 95% Complete \$48,900

Classroom Buildings Roof Leak Repair – Grant Application
Approved

Land Lab:

Bond Projects

Building D Restroom HVAC – Complete \$29,744

BRG Projects

Fire Alarm Replacement Assessment – PO Issued \$760

Nash:

Bond Projects

Playground Equipment Replacement – Complete \$128,311

BRG Projects

Campus Roof Assessment – Complete \$7,705
- Design Phase Grant Funding Requested

Admin, MPR & Kitchen Roof Leak Repair Construction \$5,850
- Complete

Painted Sky:

Adjacent Ways Projects

East Fire Lane Replacement – Validation Complete \$67,556

BRG Projects

Fire Alarm Replacement Construction – 50% Complete \$625,947

Boiler # 2 Replacement Design – PO Issued \$19,315

Campus Weatherization Assessment – PO Issued \$9,405

Campus Roof Replacement – Grant Application Approved

Prince:

Bond Projects

Building C Ductwork, Flooring & Lighting – 95% Complete \$392,205
- Final Project Construction Scheduled in June '24

BRG Projects

Campus Roof Replacement Assessment – Complete \$7,105
- Design Phase Grant Funding Requested

Campus Weatherization Assessment – Complete \$9,095
- Design Phase Grant Funding Requested

Central Plant Cooling Tower Construction	\$149,670
- Summer Break Project	

Rio Vista:

Bond Projects

Playground Improvements – Complete	\$115,905
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BRG Projects

Fire Alarm Cable Replacement – Completed	\$13,445
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Chiller Compressor Replacement – Grant Application Approved

Wilson:

Bond Projects

Speed Bump Replacements – Complete	\$27,083
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Classroom Carpet Replacement – Summer Project	\$58,708
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Security Fence Improvements – PO Issued	\$16,423
-----------------------------------------	----------

BRG Projects

MPR Stage HVAC Replacement Construction	\$246,820
- 25% Complete, Summer Completion	

MPR Buildings Roof Replacement Design – Complete	\$26,820
--------------------------------------------------	----------

Building Hot Water Line Replacement Construction	\$1,537,638
- Summer Project	

Campus Weatherization Assessment – Complete	\$12,065
- Design Phase Grant Funding Requested	

Wetmore:

ESSER Projects

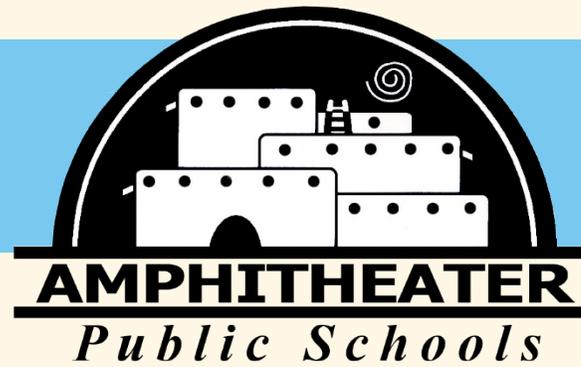
HVAC Replacement – 95% Complete \$743,579

Purchasing Warehouse:

ESSER Projects

HVAC Replacement – 95% Complete \$202,642

*SOMETHING NEW AT EVERY SCHOOL,
EVERY YEAR!*



April 9, 2024

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Status of Construction Projects

Highlights

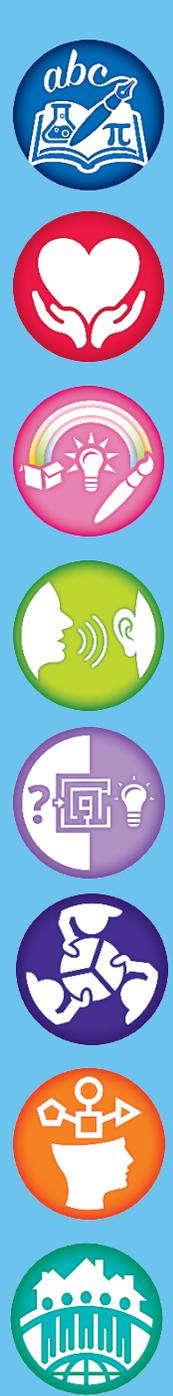
BRG, ESSER & Bond Funds





- Amphitheater High School Central Plant 2 Cooling Tower Replacement – BRG Funds





- Painted Sky Elementary School Fire Alarm Replacement - BRG Funds





- Warehouse/Printing & Graphics HVAC Replacement – ESSER Funds





- Wilson K-8 School – Building Hot Water Line Replacement – BRG Funds





SFD BRG Phase Grant Funding Awards

Innovation Academy Chiller Replacement		\$614,308
	Total	\$614,308
	SY '23 – '24 YTD	\$4,572,489
SFB BRG Fund Balance as of 3/28/24		\$1,835,235



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

DATE OF MEETING: April 9, 2024

TITLE: Approval of Appointment of 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 April 8, 2024.

In addition, Administration presents the below candidates to the Governing Board for review and approval for hire into an administrative position for Fiscal Year (FY) 2024-2025. Pertinent information about the interview process for each position is set forth below.

I. Assistant Director of Student Services

The position of Assistant Director of Student Services was advertised as open for FY24-25 and qualified candidates reviewed. Kristin McGraw, Rob Wolf, and Kim Moran screened for the position. Seven candidates were selected to interview with the committee. All seven candidates accepted the invitation to interview. The interview committee consisted of:

- Kristin McGraw, Executive Director of Student Services
- Rob Wolf, Assistant Director of Student Services
- Kim Moran, Special Education Coordinator
- Chris Guitierrez, Principal at Cross Middle School
- Heidi Edmondson, Curriculum and Instruction Program Specialist
- Shannon Langley, EL District Coordinator
- Nicole Franzen, Records Specialist for Student Services
- Rebecca Gutierrez, Department Head Speech Language Pathologist

Based on the ratings of the interview committee, a second interview occurred on March 5, 2024, with the following individuals serving as the interview panel:

- Tassi Call, Associate Superintendent for Elementary Education
- Matt Munger, Associate Superintendent for Secondary Education
- Rich LaNasa, Executive Manager of Operational Support
- Michelle Valenzuela, Director of Communications
- Kristin McGraw, Executive Director of Student Services

Superintendent Todd Jaeger recommends **Willow Schroeder** for the position of Assistant Director of Student Services for FY 24-25.

II. Principal of Walker Elementary School

The position of Walker Elementary School was advertised as open for FY24-25 and qualified candidates reviewed. Matt Munger, Elizabeth Jacome, Julie Valenzuela, Jessica Jarrett, Mamie Spillane, Sam Doyle, Andrew Szczepaniak and Kim Moran screened for the position. Six candidates were selected to interview on April 3, 2024 with the committee. All six candidates accepted the invitation to interview. The interview committee consisted of:

- Tassi Call, Associate Superintendent of Elementary Education
- Laurie Sheber, Principal at Prince Elementary School
- David Humphreys, Principal at La Cima Middle School
- Caroline Rondeau, Special Education Teacher
- Jamie Kasen, REACH Teacher
- Jennifer Powers, Kindergarten Teacher
- Brian Donahue, Physical Education Teacher
- Stephanie Lopez, School Improvement Specialist
- Jennifer Lee, School Administrative Assistant
- Mary Sierra, BIM
- Keri Pelphrey, Parent
- Samantha Blodgett, Parent
- Lindsay Morrill, Parent

Based on the ratings of the interview committee, a second interview occurred on April 5, 2024, with the following individuals serving as the interview panel:

- Tassi Call, Associate Superintendent for Elementary Education
- Matt Munger, Associate Superintendent for Secondary Education
- Scott Little, Chief Financial Officer
- Elizabeth Jacome, Director of Curriculum and Assessment
- Kristin McGraw, Executive Director of Student Services

Superintendent Todd Jaeger recommends **Leighann Reynolds** for the position of Principal at Walker Elementary School for FY 24-25.

RECOMMENDATION:

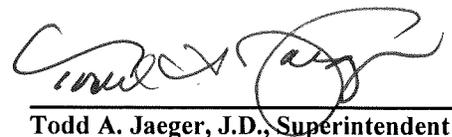
It is the recommendation of Administration that the Governing Board approve the above identified administrative appointments as presented.

INITIATED BY:



John Hastings, Director of Human Resources

Date: April 8, 2024



Todd A. Jaeger, J.D., Superintendent

4/9/2024

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXP CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Mansouri	Darlene	Director of Federal Programs	CT-AD-RET	Federal/State Programs			Rehire		* \$95,848.25
Soto	Armando	Director of Interscholastic Activite	CT-AD-RET	Wetmore Center			Rehire		* \$115,457.45
Szczepaniak	Andrew	Principal	CT-AD-RET	Donaldson Elementary			Rehire		* \$53,505.97
Szczepaniak	Andrew	Principal - Amphi Academy Onlin	CT-AD-RET	Amphi Academy Online			Rehire		* \$53,505.97
Valenzuela	Julie	Director of 21st Century Educatio	CT-AD-RET	Wetmore Center			Rehire		* \$102,078.39
Reynolds	Leighann	Principal	CT-AD	Walker Elementary		+\$3,821.37	Promotion	Mr. Jaeger	*
Schroeder	Willow	Assistant Director of Student Ser	CT-AD	Wetmore Center	ADD	5 years	Replacement	Ms. McGraw	*

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*	2024-2025 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

Willow Schroeder

CHRONOLOGY OF EDUCATION

Institutions, Degrees and Dates Awarded:

- August 2023 University of Arizona
Ph.D DPS- Doctoral Candidate
- December. 2017 Northern Arizona University
Masters in Educational Leadership K-12
- December. 2011 University of Arizona
Bachelors of Science in Cross Categorical Education
- January 2012 Rio Salado Community College
Associates in Art

Recent Awards: *CEC AZ: Early Career Special Education Administrator Award 2023*

EMPLOYMENT

Program Specialist, Sunnyside Unified School District (2019 -Present)

- Maintain and monitor compliance with state and federal law for effective implementation of IDEA and special education services for 13 schools and 2000 students with identified disabilities.
- Assist the Exceptional Education Director in delegating resources to the highest needs schools.
- Support families with concerns regarding their child's special education services or with implementation of the IEP.
- Guide special education practices within the district while incorporating extensive knowledge of legislation.
- Led special education team members through a year-long Office of Civil Rights Complaint which resulted in continued progress in our program implementation.
- Guide and support 13 school teams in developing high school transition planning, exceptional education program implementation, behavior interventions for schools who need structure and resources.
- Maximized opportunities for professional development around implementation of Specially Designed Instruction by assessing the needs of specific schools teams who were open to learning how to better their practice for students.
- Partnered with McKinney Vento (homeless educational assistance program) to support Best Interest Determinations for students who attend school in SUSD.
- Advocate for high needs students and families who require assistance with finding outside supports such as Department of Developmental Disabilities, Rehabilitation Services Administration, Mental Health Services, Raising Special Kids, and Arizona Youth Advocacy.
- Coordinate wrap around services for students who have outside support services and participate in Child and Family Team meetings to holistically support students in their integration or reintegration into school.
- Evaluate and coach 15 staff members (teachers and classified staff) .
- Restructured Alternative Pathways and Homebound instruction to meet students who need differentiated levels of support through trying times in their lives.

- Interview, screen, and hire staff (speech and language pathologists, school psychologists, teachers, and classified staff) to meet district programming needs.
- Build capacity with school teams to implement appropriate discipline, structure classes and school settings by meeting them where they are at and determine how to best support staff to handle difficult situations.
- Participate in manifestation and long-term suspension hearings to ensure the educational team abides by state and federal law regarding disciplining students with disabilities.
- Coordinate and implement district-wide training for Nonviolent Crisis Intervention (CPI). Currently, 12/22 district schools are training and scheduling for the following year to continue to build sustainability.
- Mentor new professionals by means of monthly meetings, and classroom observations. Supporting brand new case managers by facilitating IEP meetings with them.
- Provide guidance and training to school teams on implementing Multi-Tiered System of Supports.
- Guided schools on effective district-wide administration of testing for the Alternative English Language Proficiency Assessment, ACT, and ASPIRE. ACT and ACT Aspire are both considered statewide high school achievement tests within high schools in Arizona.
- Assisted in high poverty community resource gathering like food box distribution, health services, health clinics.
- Engaged in collaborative problem solving with families via home visits when students and families have difficulty with attendance and finding resources such as food stamps and transportation.
- Partner with community schools to build seamless transitions between districts.
- Ensure and compile accurate data and credentials for Medicaid billing.
- Liaison with residential treatment centers and private day school providers to ensure smooth transitioning between placements.
- Complete needs assessments and provide integrated parent engagement support and educational opportunities.
- Established and sustained a positive relationship with SUSD's Curriculum and Instruction Department in order to provide appropriate expectations for access to and for curriculum content for students who receive special education services.
- Identify and work effectively with key stakeholders to build a master schedule with each of the three SUSD high schools that supports Special Education Students' continuum of services and best interest. This was done by ensuring students have opportunities to be involved in career technical education (CTE) classes, electives and valuable transition courses that support post-secondary outcomes and student success.
- Advanced SUSD's Transition School to Work (TSW) programs by advocating for additional classroom space and diversifying types of internships available to students.
- Collaborate with the University of Arizona and Pima Community College to provide highly valuable educational training opportunities to student teachers, practicum students and counselor interns. In addition, structure effective integration and onboarding to the district to build capacity and set individuals up for success in the education setting.

Behavior Intervention Team Specialist, Sunnyside Unified School District (2018-2019)

- Built and maintained strong partnerships with 6 individuals to support schools district-wide who were struggling with supporting students with significant behaviors and needs.
- Created and implemented Functional Behavioral Assessments and Behavior Intervention Plans with a behavior team specialist and a school psychologist.
- Modeled effective teaching strategies, behavior management strategies, and taught teachers how to respond without reinforcing undesired behaviors.
- Trained personal care attendants in taking data to develop efficacious behavior plans and appropriate IEP goals.
- Partnered with families in determining appropriate levels of support both in school and at home for students with exceptional needs.

Department Chair and Teacher, Sunnyside Unified School District (2017-2018)

- Co-taught English, Science, and taught English to freshman students with exceptional needs.
- Managed caseload sizes for special education teachers by holding IEP meetings for transfer students.
- Support new case managers by modeling effective facilitation of IEP meetings.
- Coordinated services with outside organizations for post-secondary transitions such as vocational rehabilitation and job internships or community ready jobs.
- Advocated for alternative disciplinary actions for students with disabilities to promote fair and equitable outcomes for students with disabilities.

Special Education Teacher, Sunnyside Unified School District (2012-2018)

- Co-taught English, Science and Resource
- Created grade-level lesson plans that included specially designed instruction for students with varying educational needs.
- Collaborated with general education teachers to provide inclusive classroom opportunities through highly effective co-teaching practices.. Built activities around general education lessons with appropriate scaffolding in order for students to effectively access the curriculum.
- Case-managed a minimum of 40 students with IEPs per year. In comparison, best practice guidelines suggest under 25 students for effective caseload management.
- Involved students in planning activities and created their own expectations around classroom culture.
- Encouraged and facilitated hands-on learning opportunities that promoted real world situations and problem solving.
- Won teacher of the quarter and the blue flame award for supporting colleagues and students.

ADDITIONAL RELATED EXPERIENCE

**Lake Arthur Municipal School, New Mexico
Educational Consultant**

Fall 2021

- Provided professional development to Lake Arthur Municipal School staff, Principal and Superintendent. Supported the team in mental health support, program implementation, student needs assessments, whole staff need assessment. Supported team in making obtainable goals for student engagement and retention, as well as addressed the seriousness surrounding social media and implications that have on post-secondary futures.

RESEARCH INTERESTS

- Disproportionate discipline on specific populations of students with disabilities
 - For example, are LGBTQIA+ students more likely to be identified under the eligibility category of Emotional Disability label and have disproportionate discipline?
- Implications of LGBTQIA+ students within school communities that have laws against inclusivity.
- Inclusive practices and co-teaching outcomes with students with all varying categories of eligibility.
- Effectiveness on the implementation of MTSS work and the reductions of evaluations when the school wide system. .
- Professional Development for school-wide Staff in use of Functional Behavioral Supports and the Development of Behavioral Intervention Plans
- Discipline disparities between general education students and students who have been identified and qualified for special education services.

PROFESSIONAL PRESENTATIONS

Crisis Prevention Institute

2022-Present

CPI Verbal Deescalation/Non-Violent Crisis Intervention

Sunnyside High School 25 staff 13 hour NCI
Challenger Middle School 45 staff 4 hour verbal
Santa Clara Elementary 25 staff 4 hour verbal
SAPIC Psychologist Interns 5 staff 4 hour verbal
School Psychologist 12 staff 4 hour verbal
Apollo 5 staff 13 hour NCI
Transition School To Work 20 staff 4 hour verbal

University of Arizona

Arizona Teachers Academy New Teacher Presentation 2022
Shared resources around case management
Introduction letters to families and key basics around good classroom management

Sunnyside Unified School District 2022
School Safety
Crisis Nonviolent Prevention Overview
Relational to school discipline

Sunnyside Unified School District 2022
Co-Teaching Models
How to effectively plan and create productive co-teaching relationships
How to support ALL students in the classroom
Roles and responsibilities

Energize Pima County Superintendent PD Group 2021
Spotlight Educator
Relationships and their importance in Co-teaching
Behavioral Interventions

QPR (Question Persuade Respond) Mental Health Training 2021
Facilitate presentations to staff members and students
Spoke about the myths in relation to suicide and suicide prevention

Mental Health First Aid 2020
Facilitation of MFHA to high school students
Cover crisis information for students to access mental health support

Handle With Care 2016-2021
Lead Trainer
Facilitated training and de-escalation with school sites
Shared board policy and best practice around restraint
Supported staff retraining when necessary

LEADERSHIP AND SERVICE

- Participate in monthly Curriculum and Instruction meetings.
- Support the Language Acquisition Department in Dual Identification processes and procedures.
- Attend Program Specialist's Monthly Meetings with Exceptional Education Director.

- Interview students in the CTE Education Professions program which allows them employment opportunities in the district upon receiving their high school diploma.
- Meet weekly with the Social Emotional Program Lead to support students in self-contained settings who qualify for services under the category of Emotional Disturbance by identifying appropriate pathways to inclusion.
- Support inclusion and access to education and social opportunities such as attending prom and supported the creation of Best Buddies at Sunnyside High School.

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children 2018-Present

Crisis Prevention Institute Facilitator/Trainer 2021- Present

Special Education Directors Academy Participant 2020

Handle With Care 2016-2020

Leighann Reynolds

High-energy leader with excellent communication skills, strong mentorship expertise, and a passion for helping school communities learn and grow.

SUMMARY OF QUALIFICATIONS

- Resourceful problem solver who thrives on new challenges and is motivated by the desire to instill a love of teaching in teachers, and love of learning in students.
- Outstanding ability to build rapport, work cooperatively with others, and communicate effectively with parents, students, staff and community members.
- Extensive knowledge of effective teaching pedagogy and assessment methods, with a long history of working with diverse student populations.
- Effective coordinator with strong, working knowledge of special events and the planning necessary to orchestrate campus activities.

ADMINISTRATIVE EXPERIENCE

Amphitheater High School, Tucson, AZ

July 2022 - Present

Assistant Principal

- Communicates effectively with teachers, staff members, students, and parents regarding student concerns, school operations, and upcoming calendar events.
- Contributes to the Comprehensive Needs Assessment and the development of the Root Cause Analysis.
- Supervised teachers through regular classroom visits, providing positive feedback and timely suggestions.
- Promoted positive relationships with all stakeholders through an open-door policy and a willingness to invest in staff, students, and families alike.
- Maintained a safe learning and teaching environment through a constant presence on campus, as well as administering fair, appropriate consequences for behavior violations.
- Assists staff with the implementation of district approved curriculum.
- Evaluates 40+ employees, including certificated and classified staff.
- Oversees general facilities needs, communicates with maintenance staff, and coordinates repairs and building renovations with Facilities Support Services.
- Attends all required district administrative meetings, as well as representing Amphitheater High School at Governing Board Meetings as needed in the absence of the principal.
- Promotes school and community relationships through the school website and social media accounts.

Coronado K-8 School, Tucson, AZ

January 2022-June 2022

Assistant Principal

- Coordinated and supervised Cougar Day, an event for incoming sixth graders that showcases the activities and clubs on campus.
- Oversaw all state mandated testing, including developing a testing schedule, communicating with all stakeholders, training proctors, and organizing materials.
- Made recommendations regarding the master schedule and staffing needs.
- Carried out a variety of activities to support the transition of various grade levels including Kinder Round-Up and 8th Grade Promotion.
- Conducted general supervision before school, after school, and during student lunches.

Amphitheater School District, Tucson, AZ

August 2020-December 2021

Curriculum and Instructional Support Specialist

- Mentored over 30 teachers in practice, giving feedback on observations, co-planning lessons, and reflecting on best practices.
- Designed and implemented professional development to enhance the understanding and utilization of AVID strategies across the district, working to make AVID part of the common practice in Amphi School District.
- Collaborated with district leadership and mentors to develop training for brand new teachers that is relevant and effective to the current needs of education.

Amphitheater High School, Tucson, AZ

June 2019-December 2019

Administrative Intern

- Representative for Amphi High School at the Superintendent’s Teacher Advisory Council, 301 Committee, and College Pay Incentive Committee.
- Collaborated with members of the school leadership team to design a school strategic plan that aligns with the district goals, conduct annual needs assessments, and implement new programs as necessary.
- Facilitated an attendance intervention program to minimize excessive absences and increase student success and high school graduation.
- Established the Interscholastic Leadership Council for student athletes, building to 40 student leaders who serve at several local elementary schools, as well as contribute to events on the Amphi campus.

Amphitheater High School, Tucson, AZ

Aug 2018-May 2020

Math Department Chair

- Effectively communicated important information between department, site administration, and district leadership in a timely manner.
- Facilitated professional learning communities for teachers to develop common assessments, analyze data, and design interventions.
- Mentored new department members including two first year teachers through the Amphi Mentor Program, aligned with Amphi School District’s teacher evaluation system.
- Demonstrated research-based instructional practices, and provided a positive classroom culture for them to develop these skills.

TEACHING EXPERIENCE

Math Teacher, Amphitheater High School, Tucson, AZ

Aug 2013-May 2019

Math Teacher, Palo Verde High Magnet School, Tucson, AZ

Aug 2011 – June 2013

EDUCATION

Northern Arizona University- *Masters of Education*, Educational Leadership

2017 - 2019

University of Arizona- *Bachelor of Arts*, Mathematics

2006- 2011

CERTIFICATIONS

Arizona Principal Certificate

Arizona Secondary Certificate – Expires 05/2025

Endorsement: Structured English Immersion

AZ Fingerprint Clearance Card - Issued 07/2018 – Expires 07/2024



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

DATE OF MEETING: April 9, 2024

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 April 8, 2024.

RECOMMENDATION:

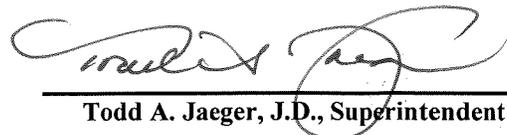
It is the recommendation of the Administration that the appointment(s) be approved as presented.

INITIATED BY:



John Hastings, Director of Human Resources

Date: April 8, 2024



Todd A. Jaeger, J.D., Superintendent

4/9/2024

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Bailey	Mark	Teacher - Grade 1	CT-RET	Painted Sky Elementary			Rehire		* 68,789.48
Bermudez	Monica	Teacher - Grade 1	CT-RET	Walker Elementary			Rehire		* \$71,435.97
Bigelow	Sandra	Teacher - Grade 2	CT-RET	Rio Vista Elementary			Rehire		* \$69,256.79
Castles	Janet	Teacher - Grade 5	CT-RET	Painted Sky Elementary			Rehire		* \$58,815.89
Coulter	Jill	Teacher - Art	CT-RET	Painted Sky Elementary			Rehire		* 49,038.54
Cruz	Cynthia	Teacher - ELL/SEI	CT-RET	Wilson K-8 School			Rehire		* \$46,489.51
Derksen	Melanie	Teacher - ELL/SEI	CT-RET	Nash Elementary	CTT-BA+	10 years	Replacement	Ms. Jarrett	* \$51,153.40
Erickson	Leif	Teacher - Generalist	CT-RET	Ironwood Ridge High			Rehire		* \$56,010.39
Gonzalez	Rachel	Teacher - P. E.	CT-RET	Ironwood Ridge High			Rehire		* \$52,625.84
Horetski	Janis	Teacher - Grade 3	CT-RET	Mesa Verde Elementary	CTT-MA	2 years	New	Mr. Ripp	* \$48,786.90
Irwin	Teresa	Librarian	CT-RET	Cross Middle School			Rehire		* \$44,314.39
Kautz	Douglas	Teacher - Mathematics	CT-RET	Ironwood Ridge High			Rehire		* \$68,729.054
Morabito	Rachel	Teacher - Cross Categorical Class	CT-RET	Mesa Verde Elementary			Rehire		* \$51,105.53
Oliver	Heather	Curriculum, Instruction, & Interv. S	CT-RET	Painted Sky Elementary			Rehire		* \$34,198.23
Oliver	Heather	Teacher - Academic Intervention	CT-RET	Painted Sky Elementary			Rehire		* \$34,198.23
Rondeau	Caroline	Teacher - Special Education Reso	CT-RET	Walker Elementary			Rehire		* \$60,539.17
Shugert	Carmen	Teacher - Engineering	CT-RET	Ironwood Ridge High			Rehire		* \$54,780.56
Watkins	Sean	Teacher - Mathematics	CT-RET	Ironwood Ridge High			Rehire		* \$61,372.56
Wenzel	Martha	Teacher - Special Education Reso	CT-RET	Ironwood Ridge High			Rehire		* \$64,752.94
de la Garza	Marcy	Psychologist	CT-PR	Wetmore Center			Rehire		*
Epstein	Bethany	Social Worker	CT-PR	Painted Sky Elementary			Rehire		*
Hollis	Amyra	Counselor	CT-PR	Copper Creek Elementary			Rehire		*
McDole	Kimberly	School Improvement Specialist	CT-PR	Keeling Elementary			Rehire		*

*	2024-2025 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
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			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
Ortiz	Monica	Athletic Trainer	CT-PR	Amphi High School			Rehire		*
Baca	Florence	Teacher - Computer Programming	CT	Wilson K-8 School			Rehire		*
Baca	Florence	Teacher - Technology	CT	Wilson K-8 School			Rehire		*
Ball	Kori	Teacher - Preschool Director	CT	Copper Creek Elementary			Rehire		*
Barker	Lisa	Teacher - Grade 2	CT	Rio Vista Elementary	CTT-BA	0 years	Replacement	Ms. Spillane	*
Brandon	Shannon	Teacher - Music	CT	Harelson Elementary			Rehire	Ms. Hayes	*
Brandon	Shannon	Teacher - Music	CT	Harelson Elementary			Rehire	Ms. Hayes	*
Cook	Cheryl	Teacher - Grade 4	CT	Mesa Verde Elementary	CTT-BA	10 years	Replacement	Mr. Ripp	*
David	Gina	Teacher - Special Education ED-P	CT	Copper Creek Elementary			Rehire		*
Dean	Pamela	Teacher - Preschool Director	CT	Ironwood Ridge High			Rehire		*
Dubiskas	Shawn	Teacher - History	CT	Ironwood Ridge High			Rehire		*
Dylla	Maria	Teacher - Sports Medicine and Re	CT	Ironwood Ridge High			Rehire		*
Eliopoulos-Halofotis	Helen	Teacher - Grade 3	CT	Wilson K-8 School			Rehire		*
Elslager	Pamela	Teacher - Mathematics	CT	Wilson K-8 School			Rehire		*
Fox	Liliana	Teacher - Rillito Classroom	CT	Rillito Center	CTT-MA	3 years	Replacement	Mr. Wolf	* 55
Jenks	Sonja	Teacher - Art	CT	Copper Creek Elementary			Rehire		*
Kanji	Alyshah	Teacher - Academic Intervention	CT	Walker Elementary			Rehire		*
Miller	Zane	Teacher - Mathematics	CT	Ironwood Ridge High			Rehire		*
Pierce	Abigail	Teacher - Kindergarten	CT	Prince Elementary	CTT-BA	0 years	Replacement	Ms. Sheber	*
Priest	Madison	Teacher - STEM (Engineering)	CT	Wilson K-8 School			Rehire		*
Priest	Madison	Teacher - General Science	CT	Wilson K-8 School			Rehire		*
Reddoch	Laura	Teacher - Grade 5	CT	Wilson K-8 School			Rehire		*
Resio	Ashley	Teacher - Preschool Director	CT	Painted Sky Elementary			Rehire		*
Schuerch	Romina	Teacher - Spanish Language	CT	Ironwood Ridge High	CTT-BA	1 years	Replacement	Dr. Jenkins	*
Schwingbeck	Michael	Teacher - Special Education Reso	CT	Amphi High School			Rehire		*

*	2024-2025 School Year	HSP High School Principal	ADCT	Addendum Certified
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New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
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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
Simmons	Melody	Teacher - Special Education Reso	CT	La Cima Middle School			Rehire		*
Stott	Bryant	Teacher - Special Education Reso	CT	Ironwood Ridge High			Rehire		*
Striegel	Angeline	Teacher - P. E.	CT	Copper Creek Elementary			Rehire		*
Walker	Melissa	Teacher - Special Education Reso	CT	Amphi High School			Rehire		*
Wall	Caryn	Teacher - Grade 5	CT	Painted Sky Elementary			Rehire		*
Belisle	Jeanne Gail	Campus Monitor	CL-RET	Wilson K-8 School			Rehire		* \$20.07 per hour
Belisle	Jeanne Gail	Crossing Guard	CL-RET	Wilson K-8 School			Rehire		* \$20.07 per hour
Engstrom	Gerald	Custodian II	CL-RET	Wilson K-8 School			Rehire		* \$17.82 per hour
Quinn	David	Library Media Technician I	CL-RET	Ironwood Ridge High			Rehire		* \$15.76 per hour
Quinn	David	Library Clerk	CL-RET	Ironwood Ridge High			Rehire		* \$16.18 per hour
Suarez	Ana	Special Education Teaching Assis	CL-RET	Ironwood Ridge High			Rehire		* \$18.23 per hour
McGee	Christine	Occupational Therapist	CL-PR	Wetmore Center	OT	10 years	Replacement	Ms. McGraw	*
Arcoverde	Carmen	Custodian I	CL	Amphi High School	2	3 years	Replacement	Mr. Malis	
Baer	Micala	Reading Room Assistant	CL	Painted Sky Elementary			Rehire		*
Borja	Aubriana	Classroom Aide/Caregiver	CL	Wilson K-8 School			Rehire		* 56
Castro Lopez	Ninfa	Custodian I	CL	Ironwood Ridge High	2	0 years	Replacement	Dr. Jenkins	
Christensen	Christine	Special Education Teaching Assis	CL	Painted Sky Elementary			Rehire		*
Denney	Berenice	Preschool Aide/Caregiver	CL	Ironwood Ridge High			Rehire		*
Dodson	Haley	Special Education Teaching Assis	CL	Wilson K-8 School			Rehire		*
Dominguez	Leticia	Special Education Teaching Assis	CL	Ironwood Ridge High			Rehire		*
Duarte-Jungerman	Blanca	Preschool Aide/Caregiver	CL	Painted Sky Elementary			Rehire		*
Grijalva	Ada	Custodian I	CL	Harelson Elementary	2	3 years	Replacement	Ms. Hayes	
Hossain	Ismat	Special Education Teaching Assis	CL	Copper Creek Elementary			Rehire		*
Hubbell	Jonathan	Custodian I	CL	Coronado K-8 School	2	0 years	Replacement	Ms. Letts	
Jansen	Sara	Preschool Aide/Caregiver	CL	Painted Sky Elementary			Rehire		*

*	2024-2025 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
Magallanes	Nancy	Special Education Teaching Assis	CL	Wilson K-8 School			Rehire		*
Martin	Elinore	Special Education Teaching Assis	CL	Copper Creek Elementary			Rehire		*
McCormick	Marina	Preschool Instructional Specialist	CL	Painted Sky Elementary			Rehire		*
Murillo	Raul	Campus Monitor	CL	CDO High School	1	0 years	Replacement	Ms. Bulleigh	
Parra	Deborah	Classroom Aide/Caregiver	CL	Mesa Verde Elementary			Rescind		*
Quijada	Mary	Special Education Teaching Assis	CL	Copper Creek Elementary			Rehire		*
Reinhardt	Camilla	Special Education Teaching Assis	CL	Copper Creek Elementary			Rehire		*
Rodriguez	Ann	Special Education Teaching Assis	CL	Wilson K-8 School			Rehire		*
Sanchez	Bianca	Preschool Aide/Caregiver	CL	Painted Sky Elementary			Rehire		*
Sanchez	Jennifer	Special Education Teaching Assis	CL	Painted Sky Elementary			Rehire		*
Small	Reina	Classroom Aide/Caregiver	CL	Painted Sky Elementary			Rehire		*
Sonnek	Irma	Attendance Clerk	CL	Amphi High School			Rehire		*
Trombetta	Ann	Preschool Aide/Caregiver	CL	Painted Sky Elementary			Rehire		*
Verdugo	Beatriz	Student/Family Advocate	CL	Keeling Elementary			Rehire		*
Watson	Christy	Special Education Teaching Assis	CL	Painted Sky Elementary			Rehire		*
Weigand	Kristen	School Health Assistant	CL	La Cima Middle School	1	0 years	New	Mr. Humphreys	
Zander	Joseph	School Health Assistant	CL	Amphi Middle School	1	6 years	Replacement	Ms. Wichers	

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*	2024-2025 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: April 9, 2024

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 April 8, 2024.

In addition, this agenda items provides the following job description for consideration and approval by⁵⁸ the Governing Board:

15 Passenger Bus Driver

Arizona Revised Statute 15-925 allows school districts to employ bus drivers who do not possess a commercial driver's license (CDL) to operate schools buses for the purpose of transporting no more than 15 students to and from educational activities. This position will support the Transportation department's efforts to reduce costs associated with the use of contracted vendors due to the lack of qualified candidates by allowing the District to recruit to a broader pool of drivers who do not possess a CDL.

RECOMMENDATION:

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

INITIATED BY:

A handwritten signature in black ink, appearing to read "John Hastings".

John Hastings, Director of Human Resources

Date: April 8, 2024

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

Todd A. Jaeger, J.D., Superintendent

4/9/2024

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Bennett	John	Teacher - Art	CT	Ironwood Ridge High	Transfer			*
Donahue	Brian	Teacher - Pandemic Recovery	CT	Walker Elementary	Decrease FTE			*<0.1 FTE>
Engelhard	Erin	Teacher - Special Education Resourc	CT	Innovation Academy	Transfer			*
Gallegos	Carmen	Teacher - Grade 1	CT	Rio Vista Elementary	Transfer			*
Inbody	Amy	Teacher - 21st Century	CT	Keeling Elementary	Decrease FTE			* <0.2 FTE>
Peterson	Jane	Teacher - Pandemic Recovery	CT	Walker Elementary	Decrease FTE			*<0.1 FTE>
Riggs	Jennifer	Teacher - Special Education Resourc	CT	Harelson Elementary	Transfer			*
Seymour	Gene	Teacher - Mathematics	CT	CDO High School	Transfer			*
Tuo	Alexis	Teacher - Academic Intervention	CT	Walker Elementary	Decrease FTE			*<0.3 FTE>
McDoniel	Chris	District Benefits Manager	CL-PR	Wetmore Center	Salary Adjustment		+ \$6,174.92	*
Nixon	Beverly	Manager of Payroll	CL-PR	Wetmore Center	Salary Adjustment		+ \$6,655.74	
Rusiecki	Elizabeth	Equity & Safety Compliance Officer	CL-AD	Wetmore Center	Salary Adjustment		+ \$7,069.85	*
Wadhams	Cliff	Business Manager	CL-AD	Wetmore Center	Salary Adjustment		+ \$7,708.99	*
Badr	Carolyn	Library Assistant	CL	Innovation Academy	Transfer			*
Drake	Tiffany	Special Events Worker	CL	Ironwood Ridge High	Addendum			\$14.35 per hour
Farmer	Courtney	Transportation Attendant	CL	Transportation	Decrease FTE			<0.25 FTE>
Ontiveros	Guy	Groundskeeper II	CL	Facilities Support	Promotion	5	+\$0.67	
Russell	Carolyn	Preschool Instructional Specialist	CL	CDO High School	Decrease FTE			<0.75 FTE>
Ball	Kori	ADDN - Quality First Stipend	ADCT	Copper Creek Elementary	Addendum			\$500.00
Boe	Bradley	ADDN - Extra Hours	ADCT	Ironwood Ridge High	Added Duty			\$31.14 per hour
Drew	Marcy	ADDN - Quality First Stipend	ADCT	Painted Sky Elementary	Addendum			\$500.00
Elliott	Jessica	ADDN - Quality First Stipend	ADCT	Donaldson Elementary	Addendum			\$500.00

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*	2024-2025 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
Figueroa	Andrea	ADDN - Quality First Stipend	ADCT	Amphi High School	Addendum		\$500.00	
Garcia	Tiffin	ADDN - Quality First Stipend	ADCT	CDO High School	Addendum		\$500.00	
Gibson	Elizabeth	ADDN - Quality First Stipend	ADCT	Donaldson Elementary	Addendum		\$500.00	
Golden	Brande	ADDN - Quality First Stipend	ADCT	CDO High School	Addendum		\$500.00	
Holst	Lydia	Coach - Track Assistant MS	ADCT	Amphi Middle School	Rescind		\$1,400.00	
Holt	Nicholas	ADDN - Extra Hours	ADCT	CDO High School	Addendum		\$20.00 per hour	
Larkin	Jennifer	ADDN - Quality First Stipend	ADCT	Coronado K-8 School	Addendum		\$1,000.00	
Lipich	Brandi	ADDN - Quality First Stipend	ADCT	Walker Elementary	Addendum		\$500.00	
Olea Rowe	Briana	Coach - Volleyball Assistant MS	ADCT	La Cima Middle School	Addendum		\$1,400.00	
Paul	Kayleigh	ADDN - Quality First Stipend	ADCT	Rio Vista Elementary	Addendum		\$500.00	
Perkins	Mason	Coach - Track Assistant MS	ADCT	Amphi Middle School	Addendum		\$1,400.00	
Pisciotta	Michaela	ADDN - Quality First Stipend	ADCT	Copper Creek Elementary	Addendum		\$500.00	
Resio	Ashley	ADDN - Quality First Stipend	ADCT	Painted Sky Elementary	Addendum		\$500.00	
Schrimpf	Anastasia	ADDN - Certified Tutor	ADCT	Donaldson Elementary	Addendum		\$30.00 per hour	
Tretta	Heather	ADDN - Quality First Stipend	ADCT	Innovation Academy	Addendum		\$500.00	60
Upmann	Adam	ADDN - Certified Tutor	ADCT	Coronado K-8 School	Addendum		\$30.00 per hour	
Whetherhult	Stephen	ADDN - Curriculum Development	ADCT	CDO High School	Addendum		\$25.00 per hour	
Willson	Patricia	ADDN - Essential Recruit Stipend	ADCT	Wilson K-8 School	Addendum		\$1,456.31	
Aldaraca	Erika	ADDN - Quality First Stipend	ADCL	Coronado K-8 School	Addendum		\$1,000.00	
Bengis	Phillis	ADDN - Quality First Stipend	ADCL	Innovation Academy	Addendum		\$500.00	
Bransky	Jodi	ADDN - Quality First Stipend	ADCL	Innovation Academy	Addendum		\$500.00	
Calvin	Leann	ADDN - Quality First Stipend	ADCL	CDO High School	Addendum		\$500.00	
Capriles Reggeti	Adriana	ADDN - Quality First Stipend	ADCL	Innovation Academy	Addendum		\$500.00	
Cruz	Kristy	ADDN - Quality First Stipend	ADCL	Walker Elementary	Addendum		\$500.00	

*	2024-2025 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
Duarte-Jungerma	Blanca	ADDN - Quality First Stipend	ADCL	Painted Sky Elementary	Addendum		\$500.00	
Etter	Hannah	ADDN - Quality First Stipend	ADCL	CDO High School	Addendum		\$500.00	
Guerena	Tanya	ADDN - Quality First Stipend	ADCL	Amphi High School	Addendum		\$500.00	
Jansen	Sara	ADDN - Quality First Stipend	ADCL	Painted Sky Elementary	Addendum		\$500.00	
Johnson	Karri	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$15.50 per hour	
Kornman	Fredericka	ADDN - Quality First Stipend	ADCL	Walker Elementary	Addendum		\$500.00	
Kunstman	Matthew	ADDN - Extra Hours	ADCL	Wetmore Center	Added Duty		\$16.05 per hour	
Larson-Camacho	Kathryn	ADDN - Quality First Stipend	ADCL	Donaldson Elementary	Addendum		\$500.00	
Lawrence	Hailey	ADDN - Quality First Stipend	ADCL	Copper Creek Elementary	Addendum		\$500.00	
Lewis	Brandy	ADDN - Quality First Stipend	ADCL	Innovation Academy	Addendum		\$500.00	
Lopez	Erica	ADDN - Quality First Stipend	ADCL	Donaldson Elementary	Addendum		\$500.00	
Markley	Karen	ADDN - Quality First Stipend	ADCL	Copper Creek Elementary	Addendum		\$500.00	
McCormick	Marina	ADDN - Quality First Stipend	ADCL	Painted Sky Elementary	Addendum		\$500.00	
Mitchell	Kristen	ADDN - Quality First Stipend	ADCL	Innovation Academy	Addendum		\$500.00	
Ortiz	Lisa	ADDN - Quality First Stipend	ADCL	Copper Creek Elementary	Addendum		\$500.00	
Pacheco	Felipe	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$18.23 per hour	
Reed	Jan	ADDN - Quality First Stipend	ADCL	Rio Vista Elementary	Addendum		\$500.00	
Reyes	Maria	ADDN - Quality First Stipend	ADCL	Coronado K-8 School	Addendum		\$1,000.00	
Robison	Julia	ADDN - Quality First Stipend	ADCL	CDO High School	Addendum		\$500.00	
Ruesch	Svana	ADDN - Quality First Stipend	ADCL	Rio Vista Elementary	Addendum		\$500.00	
Russell	Carolyn	ADDN - Quality First Stipend	ADCL	CDO High School	Addendum		\$500.00	
Sanchez	Bianca	ADDN - Quality First Stipend	ADCL	Painted Sky Elementary	Addendum		\$500.00	
Shields	Donna	ADDN - Quality First Stipend	ADCL	Amphi High School	Addendum		\$500.00	
Taylor	Miriah	ADDN - Quality First Stipend	ADCL	Copper Creek Elementary	Addendum		\$500.00	

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*	2024-2025 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
Trombetta	Ann	ADDN - Quality First Stipend	ADCL	Painted Sky Elementary	Addendum		\$500.00	
Williams	Bonnie	ADDN - Quality First Stipend	ADCL	Innovation Academy	Addendum		\$500.00	

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*	2024-2025 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		



15 PASSENGER BUS DRIVER

QUALIFICATIONS

A. REQUIRED

- High school diploma or GED
- Must possess a valid Class D Arizona driver's license
- Must meet all Arizona School Bus Driver requirements at time of employment offer
- Must be able to meet requirements of Arizona Department of Public Safety Physical Performance Test
- Must maintain a valid fingerprint clearance card
- Must obtain First Aid and CPR certifications for children and adults, as a requirement of the position, for state certification
- Equivalent combination of education/training/experience

B. DESIRED

- Previous student transport experience

SUMMARY

Operates buses of the Amphitheater School District for the sole purpose of transporting students (of at least eleven to no more than fifteen students) and other persons to and from educational activities. Regular attendance is necessary to perform the essential functions of this position.

Reports to: Assistant Manager of Transportation

ESSENTIAL FUNCTIONS

- Performs daily pre-trip duties as outlined in the Commercial Driver's License manual and department guidelines; and prepares documentation (i.e., daily mileage, drivers log, vehicle inspections reports, vehicle repair reports, incident/accident reports, etc.)
- Checks bus constantly for mechanical defects and needed repairs and reports these to appropriate supervisor
- Drives school bus on scheduled routes
- Transports student to and from school in a safe and timely manner
- Maintains order among the passengers and supervises their behavior; and prepares student conduct reports, as needed
- Transports children on educational field trips and transports band, athletes, and others on out-of-town trips
- Administers first aid, when necessary
- Maintains accurate information pertaining to stop times through a bus binder located on the bus and in office file
- Keeps interior of bus clean and neat
- Keeps daily record of gas, oil, mileage and number of children transported
- Exhibits patience, courtesy and tact when dealing with others



15 PASSENGER BUS DRIVER

- Performs other related duties as assigned

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to communicate and comprehend instructions
- Ability to distinguish colors
- Ability to bend, stoop, squat, twist and kneel
- Ability to lift objects above shoulder level
- Ability to sit for extended periods of time
- Ability to work in adverse weather conditions
- Ability to withstand exposure to dust, gas and fumes
- Ability to communicate in group settings
- Ability to communicate the movement of limbs simultaneously
- Ability to operate foot controls with one foot
- Ability to be exposed to noise
- Ability to communicate with employees, students and public
- Ability to utilize radio equipment
- Ability to operate standard or automatic transmission motor vehicles
- Ability to perform tasks requiring manual dexterity
- Ability to hear within a normal range, with or without reasonable accommodations
- Ability to perform functions from written, oral instructions and from observing others
- Ability to sort, separate and file documents and forms



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

DATE OF MEETING: April 9, 2024

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of April 1, 2024.

RECOMMENDATION:

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

INITIATED BY:

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

John Hastings, Director of Human Resources

Date: April 1, 2024

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

Todd A. Jaeger, J.D., Superintendent

4/9/2024

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Hutchison	Mina	Speech/Language Pathologist	CT-PR	Walker Elementary	03/15/2024	End
Christensen	Brittney	Teacher - Cross Categorical Classr	CT	Amphi High School	03/26/2024	Start
Rini	Kaitlyn	Teacher - Special Education Resou	CT	Ironwood Ridge High	04/08/2024	Extension
Rodriguez	Kallie	Teacher - Social Studies	CT	Amphi Middle School	03/25/2024	Start
Tuo	Alexis	Teacher - Literacy Intervention	CT	Walker Elementary	03/25/2024	Start
Warrick	Reniza	School Nurse	CL-PR	Amphi High School	03/22/2024	End
Protteau	Elsa	Parent Educator	CL	Wetmore Center	03/29/2024	Start

* 2024-2025 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: April 9, 2024

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

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of April 8, 2024.

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 black ink, appearing to read "John Hastings", is written over a horizontal line.

John Hastings, Director of Human Resources

Date: April 8, 2024

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

Todd A. Jaeger, J.D., Superintendent

4/9/2024

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Tapia	Robin	Teacher - Grade 4	CT-RET	Copper Creek Elementary	05/17/2024	Resignation	
Colbert	Kimberly	Psychologist	CT-PR	Walker Elementary	05/23/2024	Resignation	
Hsieh	Christopher	Counselor	CT-PR	CDO High School	05/17/2024	Resignation	
Meeks	Heather	Speech/Language Pathologist	CT-PR	Wetmore Center	03/29/2024	Separation Agreement	
Ambrosio	Trish	Teacher - Mathematics	CT	Ironwood Ridge High	05/17/2024	Retirement	
Bartz	Emily	Teacher - Environmental Science	CT	Ironwood Ridge High	05/17/2024	Resignation	
Fulks	Neal	Teacher - ED (SPED) Classroom	CT	Ironwood Ridge High	05/17/2024	Resignation	
Goldstein	Heidi	Teacher - Mathematics	CT	CDO High School	05/17/2024	Resignation	
Summers	Braunson	Teacher - Special Education	CT	CDO High School	05/17/2024	Resignation	
Glasford	Brittney	School Nurse	CL-PR	La Cima Middle School	04/12/2024	Resignation	
Warrick	Michael	Student Data Management Specialist	SCL-PR	Wetmore Center	06/30/2024	Retirement	Returning ESI
Broome	Steven	Instructional Technology Specialist	CL	Holaway Elementary	05/17/2024	Retirement	
Denney	Berenice	Preschool Aide/Caregiver	CL	Ironwood Ridge High	03/27/2024	Resignation	
Hearld	Edythe	Administrative Assistant I - BCL	BCL	Wetmore Center	05/03/2024	Retirement	
Johnson	Kristin	Special Education Teaching	CL	Harelson Elementary	03/06/2024	Resignation	
Kincaid	Jillian	Student Services Coordinator	CL	Wetmore Center	04/04/2024	Resignation	
Padilla	Dolores	Special Education Teaching	CL	Prince Elementary	03/11/2024	Resignation	
Pamela	Pinkmary	Classroom Aide/Caregiver	CL	Mesa Verde Elementary	03/29/2024	Resignation	
Ramirez	David	Bus Driver	CL	Transportation	03/25/2024	Resignation	
Solorzano	Danielle	Behavioral Intervention Monitor	CL	Wilson K-8 School	05/16/2024	Resignation	
Squibb	Holly	Bus Driver	CL	Transportation	03/17/2024	Dismissal	

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*	2024-2025 School Year	ADCT	Addendum Certified
Budget RIF	Reduction in force due to budget	ADCL	Addendum Classified
Abandonment	Employee abandoned position	ADDM	Addendum Only
Breach of Contract	Employee did not fulfill contract	CT-AD	Certified Administrative
Dismissal	Employee terminated by the District	CT	Certified
Resignation	Employee resigning from the District	CL-AD	Classified Administrative
Retirement	Employee retiring from the District	CL	Classified
		PR	Professional



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

DATE OF MEETING: April 9, 2024

TITLE: Approval of Stipend for Coaching Volunteers

BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of April 1, 2024.

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: April 1, 2024

Todd A. Jaeger, J.D., Superintendent

4/9/2024

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Chavez Franco	Martin	Coach - Volleyball Assistant MS	Cross Middle School	Stipend	\$1,400.00
Dowell	Jessica	Coach - Volleyball Assistant MS	Cross Middle School	Rescind	
Jones	Debra	Coach - Track Assistant MS	Wilson K-8 School	Stipend	\$1,400.00
Mendivil	Samantha	Coach - Volleyball Head MS	Amphi Middle School	Rescind	\$1,700.00
Smith	Lizetta	Coach - Volleyball Head MS	Amphi Middle School	Stipend	\$1,700.00
Tyler	Mariella	Coach - Volleyball Assistant MS	Amphi Middle School	Stipend	\$1,400.00

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* 2024-2025 School Year



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

DATE OF MEETING: April 9, 2024

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.

March 5, 2024
March 26, 2024

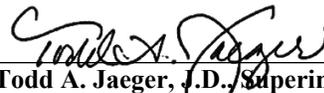
RECOMMENDATION:

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: April 3, 2024


Todd A. Jaeger, J.D., Superintendent

**Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
Tuesday, March 5, 2024**

A Regular public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, March 5, 2024, beginning at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

Governing Board Members Present

Dr. Scott K. Baker, President
Ms. Susan Zibrat, Vice President
Ms. Deanna M. Day, M. Ed., Member
Mr. Matthew A. Kopec, Member

Governing Board Member Absent

Ms. Vicki Cox Golder, Member

Superintendent's Cabinet Members Present

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
Ms. Elizabeth Jacome, Director of Curriculum and Assessment
Ms. Kristin McGraw, Director of Student Services
Mr. Richard C. La Nasa, Executive Manager of Operational Support
Ms. Julie Valenzuela, Director of 21st Century Education
Ms. Michelle Valenzuela, Director of Communications

1. CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER

President Baker called the meeting to order at 6:00 p.m. and invited members of the audience to sign the guest register.

2. PLEDGE OF ALLEGIANCE

Superintendent Jaeger invited Angela Wichers, Principal of Amphitheater Middle School to present her students to lead the pledge of allegiance. Ms. Wichers explained Shayla, Belise and Zyanya are members of the journalism club, which is sponsored by English Language Arts teacher Jennifer Keller. She said the students meet during lunch and after school to create quarterly publications. The students then led the pledge of allegiance.

On behalf of the Governing Board, Dr. Baker gave the students certificates of recognition. The students had the opportunity to introduce their family members present.

3. RECOGNITION OF STUDENT ART

Ms. Wichers introduced John Bennett, Amphitheater Middle School art teacher. Mr. Bennett noted the art on display was a reflection of the students' ingenuity, creativity and individuality. He thanked the Governing Board for the opportunity to showcase Amphitheater Middle Schools' art, and for their continued support of the art programs in the District.

On behalf of the Governing Board, Dr. Baker gave Mr. Bennett a certificate of recognition.

To mark the occasion, a picture was taken with the students, Ms. Wichers, Mr. Bennett, Ms. Keller, the Governing Board and Superintendent Jaeger.

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

President Baker announced that the next Special Governing Board meeting will be held on

Tuesday, March 26, 2024 at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center.

5. RECOGNITIONS

A. Recognition of Canyon del Oro High School Superintendent's Student Advisory Council

Superintendent Jaeger explained that he meets with the advisory students regularly throughout the year. He appreciates their input about their school and the District on behalf of themselves and their peers. Superintendent Jaeger noted they are a very involved, aware and outspoken group of students and they are earnest about representing their community.

He asked Canyon del Oro High School Principal, Ms. Tara Bulleigh, to introduce the students. Ms. Bulleigh thanked the Governing Board and stated that some students were unable to attend because of their commitments to other activities.

Ms. Bulleigh introduced each of the students in attendance and spoke about their time on the advisory council, involvement in extracurricular activities, favorite class at Canyon del Oro High School and their future plans. The students present were Senior Kylee Hernandez Juniors Gabriel Lujan, Parker Hollings and Leeah Payne, Sophomore Lucio Castellini, Freshmen Hassan Lopez, Kiera Gueths, and Kennedy George. A PowerPoint presentation was shown with the names and pictures of each of the advisory members.

Mr. Kopec presented the students with a certificate of recognition. A picture was taken with the Governing Board, Superintendent Jaeger, Ms. Bulleigh, and the Canyon del Oro High School Student Advisory Council members.

B. Recognition of Canyon del Oro Wrestling State Champion and State Runner Ups

Superintendent Jaeger asked Mr. Armando Soto, Director of Interscholastic Activities, to introduce the sports recognitions. Mr. Soto shared that Canyon del Oro High School had many wrestlers who earned first or second place at the state tournament. He introduced Boys Head Coach David Sholes and Girls Head Coach Cody Comer.

Coach Sholes thanked the Governing Board for the recognition and Tara Bulleigh and Marco Dominguez for their support. He said they had more finalists this year than in recent years. Coach Sholes was proud of the team and commented that they are a very busy and disciplined group of students. He introduced Seniors Dominic Calvillo, 113 lbs. AIA State Runner Up, Jaden Oliver Ochsenfeld, 165 lbs. AIA State Runner Up and Kayden Luke 215 lbs. AIA State Champion. He stated this is the second year in a row that Kayden has won the Division II State Championship in the 215 lb. weight class and had an undefeated season at 51-0.

Coach Comer said Canyon del Oro High School has had a girl's wrestling team for four years and there were 12 girls on the team this year. He introduced Junior Sophia Smith the 126 lbs. AIA State Runner Up.

The students had the opportunity to share their plans for the future.

Mr. Kopec presented the Canyon del Oro High School wrestlers and coaches with certificates of recognition. A picture was taken with the wrestlers, the coaches, the Governing Board and Superintendent Jaeger to mark the occasion.

C. Presentation of Distinguished Service Awards

President Baker asked Superintendent Jaeger to introduce the awards.

Superintendent Jaeger stated that each month during the school year, a certificated and a support staff member are recognized with a Distinguished Service Award.

Superintendent Jaeger asked Cliff Wadhams, Finance Manager and Classified Distinguished

Service Award recipient, Sandra Keefe, Banking and Student Funds Bookkeeper to come forward.

Mr. Wadhams shared Ms. Keefe's many attributes that make her a wonderful employee and leader. He said she is hardworking, flexible, a great problem solver and always ready to answer any questions.

A video presentation was shown honoring Ms. Keefe for the work she has done.

Ms. Zibrat asked Ms. Keefe if she would like to share anything. She was appreciative of receiving the award and thanked her fiancé and her co-workers for their support.

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

Superintendent Jaeger invited Tim Ripp, Principal of Mesa Verde Elementary School, and Certified Distinguished Service Award recipient, Marisa McConnell, Interventionist to come forward. Mr. Ripp said he and Carly Bissonnette, Mesa Verde Elementary School Social Worker, both nominated Ms. McConnell for the award. Ms. Bissonnette spoke about Ms. McConnell's dedication, contributions, and service to the school community. Mr. Ripp talked about Ms. McConnell's leadership at Mesa Verde Elementary School and said she builds meaningful relationships and makes everyone she encounters feel good about themselves.

A video presentation was shown honoring Ms. McConnell for the work she has done in the District.

Ms. Zibrat asked Ms. McConnell if she would like to share anything. She thanked the Governing Board for the recognition, her family and her colleagues from Mesa Verde for their support.

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

A picture was taken with Ms. Keefe, Ms. McConnell, Mr. Wadhams, Ms. Bissonnette, Mr. Ripp, the Governing Board, and Superintendent Jaeger to mark the occasion.

D. Recognition of STEM Schools of Excellence

Superintendent Jaeger asked Ms. Call to speak about this recognition.

Ms. Call asked Michael McConnell, Principal at Innovation Academy and Annette Orelup, Principal of Keeling Elementary School to come forward. She spoke about the process of becoming an International Technology and Engineering Educators Association (ITEEA) STEM School of Excellence. To be considered for the award schools must be committed to providing a robust Integrative STEM education program. Ms. Call said that Mr. McConnell and Ms. Orelup have collaborated for several years to make STEM a focus at Keeling Elementary School. She noted that the students at both schools have benefited so much from the partnership. Mr. McConnell said it was a true honor to receive the award and spoke about the rigorous application process. He commented that the process is an opportunity for self-evaluation, as they must analyze the successfulness of the goals of the school.

Ms. Orelup stated that the award validates the hard work of the staff. She thanked Ms. Call for the opportunity to work toward Keeling Elementary School becoming a STEM school. She also expressed her appreciation to Pam Vandivort, Mr. McConnell and Innovation Academy for their support.

Ms. Orelup introduced Brianna Mounts, winner of the Goodheart-Wilcox Teacher Excellence Award. She said Ms. Mounts is always willing to go above and beyond to help her students and peers, is a model of excellence and is truly deserving of this award.

Ms. Mounts thanked the District and Governing Board for the recognition and said she has always felt supported to grow as an educator.

Dr. Baker presented Ms. Mounts, Mr. McConnell, and Ms. Orelup with certificates of recognition. To mark the occasion a picture was taken of Ms. Mounts, Mr. McConnell, Ms. Orelup, the Governing Board and Superintendent Jaeger.

6. INFORMATION

A. Superintendent's Report

For the Superintendent's Report PowerPoint see Exhibit 1.

Superintendent Jaeger began his report by sharing photo highlights of recent events around the District.

He said that "AVID Night" was held at Amphi Middle School. At the event, students had the chance to put a spotlight on their work. A photo showed their AVID projects displayed in the school library.

Superintendent Jaeger reported that "Life Beyond the Books", a program that brings in volunteers to teach children real-world skills and help them explore career opportunities, returned to La Cima Middle School last week.

He noted that students from Canyon del Oro High School participated in the 2024 SheTech Explorers Day last week at Pima Community College. He said this is a one-day STEM event, where students learn about coding and have the opportunity to meet women in industry.

Superintendent Jaeger talked about the sold-out "Diamonds in the Desert" car show hosted by Canyon del Oro and Amphi High Schools at the Oro Valley Marketplace. He said the car show is organized and operated by the schools' CTE students and their auto clubs as a fundraiser. The show featured a record number of cars and provided a tremendous opportunity for students to learn business skills and all aspects of fundraising and event-planning.

He spoke about the Odyssey of the Mind Regional Competition held at Canyon del Oro High School on Saturday. He congratulated all the students that competed and said that seven District teams took home first place awards, and six teams came in second place. He said the next stop is the state competition on March 30th, hosted again by Canyon del Oro High School!

Superintendent Jaeger was pleased to announce that the La Cima Middle School Wrestling Team competed in the Flowing Wells Invitational over the weekend. They brought home the first-place trophy for the second straight year! He congratulated each member of the team, and gave a special shoutout to Peter Visconti, who placed first in his match.

Superintendent Jaeger stated that this week is "School Social Work Week" across the nation. He said that the District wanted to show special appreciation to the school social workers, who are extremely dedicated to serving the needs of the Amphitheater students.

He thanked the Amphi Foundation and their volunteers for helping Donaldson Elementary School and Ironwood Ridge High School students pick out a new pair of shoes and socks through the "Shoes for Smiles" program. He said it was a heartwarming event and appreciated the continued support of the Foundation.

Referring to the District's Portrait of a Graduate initiative, he noted that February was "Problem Solving" month. A photo showed Donaldson Elementary School students using problem-solving skills to design a device to communicate using light or sound. Another photo showed first-graders at Holaway Elementary School using their Sanford Harmony curriculum to plan a party and solve a problem. For March, the highlight is "Citizenship".

Superintendent Jaeger then spoke about the Aggregate Expenditure Limit (AEL). He reported that the state has released the school district preliminary AEL for next school year. The AEL calculation uses the estimated student count for this school year and an inflation adjustment. Unfortunately, with a decline in the statewide enrollment this school year, the preliminary AEL is \$6,960,000,616, which is an increase of only \$62.5 million. Superintendent Jaeger said that Arizona exceeded the AEL by more than \$1.3 billion this school year. He explained that even without any increase in school district budgets for next school year, the AEL limit would be exceeded by over \$1.3 billion again. Additionally, the expected budget increases for fiscal year 2025 will make the amount over the AEL limit even higher, so the legislature will again need to approve exceeding the AEL or huge budget reductions will be required.

He reported that Kris Mayes, Arizona Attorney General held a press conference this week to break shocking news: five people were indicted on charges of defrauding Arizona's ESA private school voucher program of at least \$600,000. Superintendent Jaeger explained the fraudsters allegedly created ghost students with forged birth certificates (children that didn't exist) and gave them fake disability diagnoses that would make them eligible for larger funding amounts (as much as \$38,000/year). State Superintendent Horne, who has promoted the vouchers through paid TV ads, did not discover the frauds that occurred under his watch. It was instead a local credit union that saw unusual account activity and alerted the AG's office. AG Mayes stated: "From what our investigators found, there are very few controls and very little accountability in terms of analyzing birth certificates at the (Arizona) Department of Education, and analyzing determinations of disability."

Superintendent Jaeger shared information about the Annual District Spending Report. He said the Arizona Auditor General recently released its annual report on school district spending which tracks spending in broad categories and terms. It showed that statewide school district classroom spending is decreasing. Amphitheater has increased its total classroom spending per student by nearly 15%. The District has also increased its average teacher pay by approximately \$15,000/year, or more than 34%, over the last 6 years. The Auditor General also compares core academic performance measures between individual school districts and their peer district and state averages. He reported that Amphitheater students again outperformed peer district and statewide students on all those measures. Superintendent Jaeger stated that the administration will be providing an in-depth analysis of the entirety of the Auditor General report at a future Governing Board meeting.

Dr. Baker thanked him for the report.

B. Status of Construction Projects

For the Status of Construction Project attachments see Exhibit 2.

Superintendent Jaeger invited Mr. La Nasa to give an update on the construction projects in the District.

Mr. LaNasa spoke about the projects currently under construction with School Facility Division Building Renewal Grant (BRG), Bond and ESSER funding.

Amphitheater High School (AHS) Bond projects include backup generators for MDF rooms and bottle filler installations. Improvements are being made to the Campus to Clothing Bank, performing arts center access controls and storm water drainage. Upgrades to central plant 1 and 2 controls will be made. Building H hallway improvements have been completed. Building Renewal Grant (BRG) projects include the central plant (CP) #2 and #3 hot water lines and CP #2 cooling tower replacements. Additional projects include phase I east campus and phase II west campus roof replacements. Buildings 800 and south gym Heating, Ventilation, and Air Conditioning (HVAC) conversion, and

replacement of the 200 wing electric feeder and 800 building water line. The CP #3 cooling tower replacement and building DN evaporative cooler to A/C conversion has been completed.

Canyon del Oro High School (CDO) Bond projects include the installation of bottle fillers, central plant triple duty valve and campus access controls. BRG projects include phase I west campus and phase II east campus weatherization and the north gym evaporative cooler to air conditioning conversion (summer project).

Ironwood Ridge High School (IRHS) Bond projects include building D access control installation. BRG projects include the weatherization of the academic buildings. Classroom A133 carpet replacement has been completed.

Amphitheater Middle School (AMS) BRG projects include the library roof replacement.

Copper Creek Elementary School Bond projects include upgrades to the central plant cooling tower and pump.

Coronado K-8 School Bond projects include the installation of bottle fillers.

Cross Middle School Bond projects include the installation of bottle fillers. BRG projects include the campus weatherization.

Donaldson Elementary School Bond projects include pods B and C HVAC replacement. BRG projects include building A and MPR roof leak repairs.

Harelson Elementary School Bond projects include the installation of bottle fillers. BRG projects include the campus roof assessment.

Innovation Academy Bond projects include the central plant chiller replacement.

La Cima Middle School Bond projects include central plant controls upgrade. ESSER projects include the central plant chiller replacement (summer 2024). BRG projects include the campus roof and weatherization.

Land Lab Bond projects include building D restroom HVAC improvements. BRG projects include the fire alarm replacement assessment.

Nash Elementary School Bond projects include the replacement of the playground equipment. BRG projects include the campus roof assessment and administrative, kitchen and MPR roof leak repair construction.

Painted Sky Elementary School BRG projects include a campus weatherization assessment and replacement of the fire alarm and boiler # 2.

Prince Elementary School Bond projects include building C ductwork, flooring and lighting. BRG projects include the campus roof replacement, weatherization and the CP cooling tower construction (spring break project).

Rio Vista Elementary School Bond projects include playground improvements. BRG projects include fire alarm cable replacement.

Wilson K-8 School Bond projects include speed bump replacements. BRG projects include the MPR stage HVAC and roof replacement, hot water line replacement and campus weatherization.

Wetmore District Office ESSER project includes the HVAC replacement.

Purchasing Warehouse ESSER projects include the HVAC replacement.

Mr. La Nasa explained that since his last report, the School Facilities Division (SFD) Building Renewal Grant (BRG) award received by the District totaled \$150,392.00, which included funding for some emergency repairs to school roofs. The year to date total received for SY 2023-2024 is \$3,958,18.00.

He offered to answer any questions. There were none.

President Baker thanked him for the report.

7. PUBLIC COMMENT

There were no comments.

8. CONSENT AGENDA

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

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

President Baker asked if any items needed to be removed for further discussion or comment. There were no items.

Superintendent Jaeger recommended the Consent Agenda Items be approved as presented.

Mr. Kopec moved for Consent Agenda Items 8. A.-V. be approved as presented. Vice President Zibrat seconded the motion. Voice vote in favor – 4. President Baker, Vice President Zibrat, Ms. Day, and Mr. Kopec. Opposed – 0. Consent Agenda Items 8. A.-V. passed.

A. Approval of Appointment of Non-Administrative Personnel

Non-administrative personnel appointments were approved as listed in Exhibit 3.

B. Approval of Personnel Changes

Certified and classified personnel changes were approved as listed in Exhibit 4.

C. Approval of Leave(s) of Absence

Approval of Leave(s) of Absence were approved as listed in Exhibit 5.

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

Separations and terminations were approved as listed in Exhibit 6.

E. Approval of Stipend for Coaching Volunteers

Stipend for Coaching Volunteers were approved as listed in Exhibit 7.

F. Approval of Renewing Employee Contract Forms for 2024-2025 Fiscal Year; Direction to Administration to Issue Appropriate Contract to Renewing Contracted Staff; and Approval of Retention Stipend Amounts for Returning Employees to be at least 3% in FY 2024-2025

The Governing Board approved Renewing Employee Contract Forms for 2024-2025 Fiscal Year; Direction to Administration to Issue Appropriate Contract to Renewing Contracted Staff; and Approval of Retention Stipend Amounts for Returning Employees to be at least 3% in FY 2024-2025 as submitted in Exhibit 8.

G. Approval of Minutes of Previous Meeting(s)

The Governing Board approved minutes from the February 13, 2024 meeting as submitted in Exhibit 9.

H. Approval of Vouchers Totaling and Not Exceeding Approximately \$4,019,502.49

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

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1206	\$746,921.16	1207	\$27,527.14	1208	\$393,086.19
1209	\$216,407.10	1210	\$102,739.88	1211	\$53,227.29
1212	\$5,660.99	1213	\$21,706.58	1214	\$38,102.80
1215	\$30,954.80	1216	\$42,005.00	1217	\$26,834.51
1218	\$615,380.15	1220	\$9,583.36	1221	\$315,229.90
1222	\$352,972.02	1223	\$4,756.59	1224	\$449,276.44
1225	\$241,667.02	1226	\$274.31	1227	\$35,429.66
1228	\$15,371.19	1229	\$274,388.41		

I. Acceptance of Gifts

Gifts were accepted by the Governing Board as submitted in Exhibit 11.

J. Approval of Parent Support Organization(s) - 2023-2024

The Governing Board approved CDO Baseball Booster Club for the 2023-2024 school year as submitted in Exhibit 12.

K. Receipt of January 2024 Report on School Auxiliary and Club Balances

The Governing Board approved Receipt of January 2024 Report on School Auxiliary and Club Balances as submitted in Exhibit 13.

L. Award of Contract for E-Rate Category 2 Network Switches with Components, Wireless Access Points, Licensing & Power Supply (RFP) 2324013

The Governing Board awarded Contract for E-Rate Category 2 Network Switches with Components, Wireless Access Points, Licensing & Power Supply (RFP) 2324013 to Hye Tech Networks & Security Solutions, LLC.

M. Award of Contract for Amphitheater High School 800 Wing CTE Renovation - Based Upon Responses to Invitation for Bids (IFB) 2324012

The Governing Board awarded Contract for Amphitheater High School 800 Wing CTE Renovation - Based Upon Responses to Invitation for Bids (IFB) 2324012 to Marsh Development.

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

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

O. 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 14.

P. Approval of Spanish Textbooks for Display

The Governing Board approved Spanish Textbooks for Display.

Q. Approval of Social Studies Textbooks for Display

The Governing Board approved Social Studies Textbooks for Display.

R. Approval of Supplemental Texts and Materials

The Governing Board approved Supplemental Texts and Materials as submitted in Exhibit 15.

S. Approval of New Courses for the 2024–2025 School Year

The Governing Board approved New Courses for the 2024–2025 School Year as submitted in Exhibit 16.

T. Approval of the District Calendar for School Year 2025–2026

The Governing Board approved the District Calendar for School Year 2025–2026 as submitted in Exhibit 17.

U. Approval of Out of State Travel

The Governing Board approved requests for out of state travel as listed in Exhibit 18.

9. STUDY/ACTION

A. Approval of Joint Recommendation from Meet and Confer Committee for an Employee Compensation and Fringe Benefits Package for Fiscal Year 2024–2025

For the Joint Recommendation from Meet and Confer Committee for an Employee Compensation and Fringe Benefits Package for Fiscal Year 2024–2025 PowerPoint presentation see Exhibit 19.

Superintendent Jaeger stated that this is the time of year to approve the Compensation and Fringe Benefits package for fiscal year 2024–2025. He explained the process began when the meet and confer committee came together to create the compensation package. Superintendent Jaeger reported that in spite of the limited funding provided by the state, the committee did an excellent job. He asked Ms. Call to talk more about it.

Ms. Call said she has been a part of meet and confer for many years, and she was proud and honored to facilitate this group. She expressed her appreciation for the hard work and time the team spent, and felt the committee really worked for the betterment of the students.

She spoke about the process. In December a survey went out to all employees regarding workplace and policy issues. She gave an overview of the employee comments. Ms. Call said in January, the team leaders met with facilitators to review the staff survey and developed committee work. The compensation and benefits work began in early February and the team concluded compensation and benefits on February 26.

Ms. Call and presented the joint recommendation which includes:

1. Increase base pay by 2% for eligible employees
2. Market adjustment for all certified, professional non-teaching, and classified employees which varies according to current salary placement
3. Retention stipend for the 2024–2025 school year of at least 3%
4. Monies be set aside for increases to addendums. Specific recommendations will be made by the addendum committee
5. Provision that if the District receives new and undesignated funding in the current year that can be used for salaries, the Meet and Confer committee will reconvene

Ms. Call reviewed the employee survey results of the joint recommendation, including some employee comments that shared a common theme:

1. Concerns that a 2% increase is insufficient to combat current cost of living increases
2. Employees worried about increasing health care costs
3. Many comments thanking the teams for working hard for all employee groups, not just teachers
4. Low employee pay at all levels

5. Concern that our veteran employees are not receiving fair compensation

Ms. Call showed a chart that gave an overview of salary increases over the last 20 years. She highlighted the consistent fact that whenever the District has received increased funding from the state, it has always been passed on to the employees.

Ms. Call spoke about a recent compensation increase for brand new teachers. She explained there were some concerns from veteran teachers that they did not receive the same increase. She shared market adjustment increase examples for brand new teachers, as well as those with five, fifteen and twenty-five years of experience with the District. Ms. Call noted the limited funding increase for this coming year was insufficient to provide the same base level increase for all teachers. This required the graduated approach developed through the meet and confer process. .

She offered to answer any questions. There were none.

Public Comments to Agenda Item 9.

Darlene Rowe, an Amphi teacher stated she was not speaking on behalf of the Amphi Education Association (AEA) or other teachers. She thanked the meet and confer teams and said she trusted the process. She appreciated being able to provide her thoughts through the survey, and that there was money available for increases, but she was disappointed in receiving only a \$2,000.00 increase. Ms. Rowe offered two suggestions for next year. 1.) Give veteran teachers a onetime bonus and 2.) Make increases a priority for veteran teachers.

Rebecca Green, an Amphi teacher, Amphi Education Association (AEA) vice president and meet and confer committee member, spoke as a veteran teacher that supports the benefits package. She stated the package included increases for everyone and avoids staffing cuts. She explained that every teacher makes more money than teachers with less experience and the new salary scale keeps the District competitive. Ms. Green noted the increase was the largest she has received. She acknowledged that while the increase wasn't as much as she hoped for, the bigger problem is the lack of funding from the state for teachers. She felt that collaboration from all employees at the state level was important to create change. She thanked the District for prioritizing compensation this year.

Superintendent Jaeger stated that while the Governing Board is not allowed to respond to Public Comment, they may address any misleading comments. Referring to the comments made by Ms. Rowe, he acknowledged her understanding that many factors had to be considered for the compensation package, but that she still felt that veteran teachers were not a priority. He clarified that veteran teachers have always been a priority, noting that many other Districts only give an annual cost of living increase to their teachers at the high end of their respective salary schedules. Superintendent Jaeger said that for many years the Governing Board has ensured percentage increases and retention stipends for Amphi's veteran teachers. He reported that veteran teachers in Ms. Rowe's exact position have received more than \$17,000.00 in total compensation increases over the last three years, while brand new teacher compensation has only increased by a total of \$6,300. Thus, he said it was not fair or accurate to conclude or suggest that our veteran teachers are not valued. He praised the meet and confer team for the creative approach they undertook this year. Superintendent Jaeger said the District is doing everything it can to value employees, and meet so many needs with limited resources that are ultimately always determined by our state legislature.

Ms. Day moved for the Approval of Joint Recommendation from Meet and Confer Committee for an Employee Compensation and Fringe Benefits Package for Fiscal Year 2024-2025 as presented. Mr. Kopec seconded the motion. Voice vote in favor – 4. President Baker, Vice President Zibrat, Ms. Day, and Mr. Kopec. Opposed – 0. Motion passed.

Mr. Kopec commented that he was grateful for the collaborative effort of the meet and confer members and the facilitators. He appreciated the outcome that will ultimately benefit the students.

President Baker thanked Mr. Kopec for his comments and said he spoke on behalf of the Governing Board.

10. STUDY

A. Study of Proposed Recommendations Developed through the Meet and Confer Process for:

- 1. Revisions to Governing Board Policy GCCA (Professional Staff Sick Leave)**
- 2. Revisions to Governing Board Policy GCCD (Professional Staff Military/Legal Leave)**

For the Proposed Recommendations Developed through the Meet and Confer Process PowerPoint presentation see Exhibit 20.

Superintendent Jaeger explained that the meet and confer teams also worked on some policy items. He said at this time, these items are for study only and will be presented later for approval. He then asked Ms. Call to talk more about the policy changes.

Ms. Call said the policies presented were discussed in the fall and are tied to compensation. They waited until the compensation portion was completed to make sure they were aligned. She talked about the timeline and explained that in the fall a survey was sent to employees. Then in mid-October the team leaders met with facilitators to review the staff surveys and develop committee work. She reported that many of the survey comments were about compensation, and a common theme was the continuation of the (piloted) staff sick leave buyback program. Ms. Call said there seemed to be confusion about how the plan actually worked. She noted that the program had to be cost neutral to continue and the substitute payment process did not align. She said there was also confusion about payment for unused sick leave at time of separation, so the wording was changed to clarify that.

Ms. Call spoke about the second policy item: jury duty. She said that anyone that serves as a juror is compensated by the court, \$6.00 for gas and food per day. The current policy was confusing, because it seemed that the \$6.00 compensation needed to be paid back to the District, while the intent was to reimburse for expenses (gas and food) if someone served.

Superintendent Jaeger explained that not all employers pay employees for jury duty, but the District always has paid employees. The Auditor General ruled that employees cannot make more than their daily rate of pay while serving. He said the policy was not clear and needed to be revised.

Ms. Call shared the policy survey results, which showed that 87% of employees agreed. Common themes were:

1. More information need to be distributed for clarity on the one (1) hour vs four (4) hours
2. Employees still would like to have PTO and Sick Leave combined
3. Educate employees on how substitute teachers are paid (full vs. half day)

She said since there is confusion about the sick leave buyback program, if the Governing Board approves the policy revision, then she and Ms. Green will work to inform and educate staff.

She offered to answer any questions.

Ms. Day said she also has received questions about the staff sick leave buyback program and agreed that clarification was needed.

President Baker asked about the calculation rate used in the buyback program.

Ms. Call explained that a three-level tiered system has been in place for many years, and asked Superintendent Jaeger to explain in greater detail.

Superintendent Jaeger said it is based on your employment date, and there are varying degrees that employees receive vacation and sick leave payout. He said the amount is not tied to the daily rate of pay at that time, but to the specified numbers. He offered to provide a board report that would explain in greater detail.

Ms. Call noted that each employee is provided with this information when they are hired.

President Baker thanked her for the information.

11. PUBLIC COMMENT

See above. No further comments.

12. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

Ms. Day hoped to receive an update on the varsity letters.

President Baker stated that his questions about the buyback program could be answered in conversation, and a board report is not needed.

13. ADJOURNMENT

President Baker asked for a motion to adjourn. Ms. Day moved to adjourn. Mr. Kopec seconded the motion. There was no discussion. Voice vote in favor –4. President Baker, Vice President Zibrat, Ms. Day, and Mr. Kopec. Opposed – 0. The meeting adjourned at 8:10 p.m.

Jen Anderson Gretchen Hahn

Minutes respectfully submitted for Governing Board Approval

Jennifer Anderson, Executive Assistant to the Superintendent & Governing Board

Gretchen Hahn, Governing Board Office Secretary

April 8, 2024

Date

April 9, 2024

Date

Susan Zibrat, Governing Board Vice President

**Minutes of the Special Governing Board Meeting
Amphitheater Public Schools
Tuesday, March 26, 2024**

A Special public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, March 26, 2024, 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

Dr. Scott K. Baker, President
Ms. Susan Zibrat, Vice President
Ms. Vicki Cox Golder, Member
Mr. Matthew A. Kopec, Member

Governing Board Member Absent

Ms. Deanna M. Day, M. Ed., 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 Hasting, Director of Human Resources
Mr. Richard C. La Nasa, Executive Manager of Operational Support
Mr. Scott Little, Chief Financial Officer
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 AND SIGNING OF THE VISITOR'S REGISTER

President Baker called the meeting to order at 6:00 p.m. and invited members of the audience to sign the guest register.

2. 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 # 30039169

President Baker moved that the Board go into an Executive Session to address the matters identified in Item 2. of the Board's agenda and pursuant to the legal authorities listed on the agenda under Item 2. Vice President Zibrat seconded the motion. Voice vote in favor- 4. President Baker, Vice President Zibrat, Ms. Cox Golder, and Mr. Kopec. Opposed-0.

President Baker proclaimed they were in Executive Session at 5:30 p.m.

3. RECONVENE PUBLIC MEETING

President Baker reconvened the meeting at 6:00 p.m.

4. PLEDGE OF ALLEGIANCE

President Baker asked Vice President Zibrat to lead the Pledge of Allegiance.

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

President Baker announced that the next Regular Governing Board meeting will be held on Tuesday, April 9, 2024 at 6:00 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership & Professional Development Center.

6. INFORMATION

A. Auditor General's School District Spending Analysis—Fiscal Year 2023

For the Auditor General's School District Spending Analysis—Fiscal Year 2023 report see Exhibit 1.

President Baker asked Superintendent Jaeger to introduce the item. He explained that the Auditor General of Arizona (“AG”) does an annual analysis of school district spending. He introduced Mr. Little to present the information as it pertains to the District.

Mr. Little stated that the AG report focuses on how schools spend their funds, and each spending category is broken down by percentage amounts. He said it is hard to have accurate comparisons, because the spending for food service and transportation differ greatly within districts. He stated that the recent influx of ESSER funds has also skewed the comparisons. Mr. Little shared the definitions used by the AG: administration, plant, food services transportation, student support and instructional support.

Mr. Little compared neighboring Pima County School districts in several categories. Most districts showed a decrease in enrollment; Amphi showed the largest decrease. He shared teacher data, which included average teacher salaries, experience in years and students per teacher ratio. Mr. Little noted that the 301 payout date was changed and the data reflects two payouts for 2023, therefore the average salary is a little higher. In addition, the average student per teacher data is lower in part because the K-3 override, which reduces class sizes in grades kindergarten through third.

Mr. Little talked about the data that compared all Pima County school districts spending. He commented that each district is unique and their spending is reflected in some of the categories. He spoke about the plant operations costs. The data showed that Amphi has more square footage per student, and the spending per student was lower.

He reviewed the peer districts transportation costs. Amphi was the highest per spending per mile and per rider.

Ms. Cox Golder asked about reimbursement of transportation costs.

Mr. Little explained that there is a formula, but it does not cover the actual costs. The formula actually favors rural districts versus more urban districts like Amphi. In addition, the high cost of fuel and using contract drivers add to the costs.

Mr. Little was pleased that Amphi is well below the state and peer level for food service operations costs.

Mr. Little commented that until the ESSER funding is depleted, comparisons are difficult because each district received a different amount of funding. He noted that the Auditor General's interactive web site was very informative for specific information and comparisons.

He offered to answer any questions.

President Baker asked for clarification of the student to teacher ratio. He said the numbers seemed very low to him.

Mr. Little responded that there are a couple of factors; including fewer students in the lower grades, the SPED staffing is lower compared to other districts, and ESI teachers are not counted in the calculation. He explained that contract employees are also not included in the report.

There were no more questions.

7. PUBLIC COMMENT

There were no comments.

8. CONSENT AGENDA

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

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

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

Superintendent Jaeger recommended the Consent Agenda Items be approved as submitted.

Ms. Cox Golder moved for Consent Agenda Items 8. A.-M. be approved as presented. Mr. Kopec seconded the motion. Voice vote in favor – 4. President Baker, Vice President Zibrat, Ms. Cox Golder, and Mr. Kopec. Opposed – 0. Consent Agenda Items 8. A.-M. passed.

A. Approval of Appointment of Administrative Personnel

Administrative personnel appointments were approved as listed in Exhibit 2.

B. Approval of Appointment of Non-Administrative Personnel

Non-Administrative personnel appointments were approved as listed in Exhibit 3.

C. Approval of Personnel Changes

Certified and classified personnel changes were approved as listed in Exhibit 4.

D. Approval of Leave(s) of Absence

Approval of Leave(s) of Absence were approved as listed in Exhibit 5.

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

Separations and terminations were approved as listed in Exhibit 6.

F. Approval of Stipend for Coaching Volunteers

Stipend for Coaching Volunteers were approved as listed in Exhibit 7.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,496,608.95

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 8.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1230	\$62,445.29	1231	\$26,087.14	1232	\$230,044.97
1233	\$91,858.40	1234	\$23,438.14	1235	\$155,966.97
1238	\$18,040.30	1239	\$67,635.75	1240	\$356,405.39
1241	\$79,639.71	1242	\$115,254.86	1243	\$37,052.06
1244	\$123,563.04	1245	\$102,427.42	1246	\$6,749.51

H. Acceptance of Gifts

Gifts were accepted by the Governing Board as submitted in Exhibit 9.

I. Receipt of February 2024 Report on School Auxiliary and Club Balances

The Governing Board approved Receipt of February 2024 Report on School Auxiliary and Club Balances as submitted in Exhibit 10.

J. Approval of Parent Support Organization(s) - 2023-2024

The Governing Board approved CDO Beach Volleyball and Amphitheater Parent Organization (Amphi High) for the 2023-2024 school year as submitted in Exhibit 11.

K. 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 12.

L. Approval of Noncompetitive Contract Teacher Dual Enrollment Fund with Arizona Department of Education

The Governing Board approved Noncompetitive Contract Teacher Dual Enrollment Fund with Arizona Department of Education as submitted in Exhibit 13.

M. Approval of Out of State Travel

The Governing Board approved requests for out of state travel as listed in Exhibit 14.

9. STUDY

A. Presentation on State and Federal Programs

For the PowerPoint Presentation on State and Federal Programs see Exhibit 15.

Superintendent Jaeger invited Darlene Mansouri, Director of State and Federal Programs to talk about the programs in greater detail.

Ms. Mansouri said her department has been referred to as “Title I” for many years, however, the program is much broader than that. She explained that she oversees Grants, Language Acquisition, McKinney-Vento, Foster Care and the Native American Education Program.

She highlighted each of the areas.

McKinney-Vento

The department determines eligibility and coordinates resources to support identified students and families. At this time, 128 students meet the definition of homeless. The purpose is to remove educational barriers and create educational stability.

Foster Care

The department participates in Best Interest Determination (BID) meetings for foster students. There have been 159 students served this year. Since the students have different transportation needs, they help coordinate that also.

English Learners (EL)

The programs focus is supporting the students as they gain proficiency in English. Currently, there are 870 students in the program.

Native American Education Program

The program is committed to meeting the culturally related educational needs of Native American/Alaskan Native students. 401 students have registered for the program, however only 81 meet the requirements of the Johnson O’Malley Program, which requires students have at least ¼ degree Indian blood descendant of a member of an Indian Tribe. The eligible students represent 22 tribal nations. A parent committee meets monthly, where they are provided resources, advocacy, cultural activities and presentations, tutoring, and gather for celebrations.

Ms. Mansouri stated all of the programs require supplemental funding and provided information about the Grants Department. She explained that student and census counts drive eligibility, but unfortunately they are outdated and do not reflect the actual numbers and needs.

She spoke about the grants needed for the all the programs. Ms. Mansouri explained that each grant is maintained by the department for compliance. Even though each grant is unique, there are commonalities: rules and regulations, deadlines, and a continuous cycle of writing and revisions. Currently, they are revising the 2024 grants and also completing the 2025 grant applications.

Ms. Mansouri reviewed the purpose and goals of the “Every Student Succeeds Act” (ESSA) programs.

ESSA TITLE I – A

Improving Academic Achievement

This program provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The focus is on academic interventions.

ESSA TITLE II - A

Professional Development

This program provides the tools and training for educators and administrators at all sites. The trainings must be collaborative and have a classroom focus aligned with the District needs assessment.

ESSA TITLE IV - A

Student Support and Academic Enrichment (SSAE)

This program ensures all students have access to a well-rounded education. It provides the opportunity to improve students’ academic achievement by increasing the capacity of States, educational agencies, schools, and local communities. Other components are improving school conditions for student learning, and the use of technology for the academic achievement and digital literacy of all students.

Ms. Mansouri reported that if students live in the boundaries of an Amphi Title I school, the District is responsible to provide services and funding to those students who choose to attend a non-profit private school. She reported that she meets annually with 66 private non-profit school principals to determine if the District needs to provide funding to eligible students that attend their school. If there are eligible students, then funding must be allocated to provide services. The District only acts as the financial manager and funds are not paid directly to the schools.

She offered to answer any questions. There were none.

President Baker thanked her for the report.

10. PUBLIC COMMENT

There were no comments.

11. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

There were no requests.

12. ADJOURNMENT

Ms. Cox Golder moved to adjourn. Mr. Kopec seconded the motion. There was no discussion. Voice vote in favor – 4. President Baker, Vice President Zibrat, Ms. Cox Golder, and Mr. Kopec. Opposed – 0. The meeting adjourned at 6:30 p.m.


Minutes respectfully submitted for Governing Board Approval

Jennifer Anderson, Executive Assistant to the Superintendent & Governing Board
Gretchen Hahn, Governing Board Office Secretary

April 8, 2024
Date

Susan Zibrat, Governing Board Vice President

April 9, 2024
Date



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

DATE OF MEETING: April 9, 2024

TITLE: Approval of Vouchers Totaling and Not Exceeding Approximately \$3,074,979.94

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: April 8, 2024

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



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

DATE OF MEETING: April 9, 2024

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: March 29, 2024

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations List		
Gifts and Donations		4/9/2024
Ck in the amount \$1,000.00	Arizona Science Center	Nash Elementary School
Ck in the amount \$250.00	Tucson Festival of Books	Amphitheater High School



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

DATE OF MEETING: April 9, 2024

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

BACKGROUND:

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

<i><u>Description</u></i>	<i><u>Quantity</u></i>
Cafeteria Tables	2
Double stack steam oven	1
Refrigerator (IRHS)	1

RECOMMENDATION:

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

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: April 5, 2024

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: April 9, 2024

TITLE: Revisions to Governing Board Policies GCCA (Professional Staff Sick Leave) and GCCD (Professional Staff Military/Legal Leave)

BACKGROUND:

On March 5, 2024, the Governing Board reviewed proposed revisions to Governing Board Policies GCCA (Professional Staff Sick Leave), and GCCD (Professional Staff Military/Legal Leave). With no changes having been recommended, these policies are now presented for the Board's approval.

RECOMMENDATION:

Administration recommends the Governing Board approve the revisions to Governing Board Policies GCCA (Professional Staff Sick Leave) and GCCD (Professional Staff Military/Legal Leave), as presented.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: April 1, 2024

Todd A. Jaeger, J.D., Superintendent

GCCA PROFESSIONAL STAFF SICK LEAVE

Note: Per Governing Board Policy GCCAA (Professional/Support Staff Earned Paid Sick Time), the first forty (40) hours of accrued sick leave each fiscal year will also be deemed "Earned Paid Sick Time" in accordance with the "Fair Wages and Healthy Families Act." Please see Policy GCCAA (Professional/Support Staff Earned Paid Sick Time) for its application.

Definition

The term *personal illness* includes pregnancy, childbirth, pregnancy-related issues, and other related medical conditions, and all conditions described as "Family Illness; Quarantine," set forth below.

Eligibility

Professional staff personnel employed twenty (20) hours per week or more are eligible for accumulated sick leave. All instructional and other certificated personnel may use any or all accrued sick leave in approved cases, or in substitution for family and medical leave when such leave is taken because of an eligible employee's own serious health condition that renders the employee unable to perform the functions of the assigned position or the serious health condition of the employee's spouse, child or parent in accordance with Policy GCCC (Family and Medical Leave Act [FMLA]). If an employee elects to substitute paid sick leave for family and medical leave in accordance with Policy GCCC restrictions on the use of paid sick leave set forth in this policy that are contrary to those set forth in Policy GCCC shall not apply. An employee electing such substitution need only comply with any notice requirements applicable to the use of paid sick leave, and not with the more stringent notice and certification requirements set forth in Policy GCCC, unless the employee's paid leave period is followed by a period of unpaid family and medical leave. The limitations on the use of sick leave applicable to employees who have abortions shall remain applicable to the substitution of paid sick leave for family and medical leave taken in accordance with Policy GCCC.

Earned Sick Leave

Any new employee or an employee who has accrued less than five (5) days of sick leave from previous years shall, for the purposes of any personal illness during the first five (5) months of any contract year, be deemed to have already earned those first five (5) days of sick leave. If an employee uses those five (5) days of sick leave but does not subsequently earn them, and if employment with the District is terminated for any reason, the District shall not be entitled to recover for those used sick days. In an instance when an employee in this category shall begin the term of

service with the District after the beginning of the school year, the length of sick leave for that year shall be prorated according to the months remaining in the school year.

~~Sick leave may be taken in increments of one (1) hour.~~ Sick and personal leave shall be taken in increments of four (4) consecutive hours in cases when a substitute is required. In the case that a substitute is not required, leave may be taken in one (1) hour increments

Deductions upon Exhaustion of Sick Leave

A nonexempt staff employee will not be paid for hours that such employee is absent from work due to personal illness, once the employee has exhausted the employee's total earned sick leave and allotted personal leave.

When an exempt staff employee has exhausted the employee's total earned sick leave and allotted personal leave, the District may deduct pay from such employee's salary for the time of the employee's absence in excess of the employee's earned sick leave and allotted personal leave.

Unpaid Extended Leave

An employee who has used the total allowed paid sick leave may be placed on an unpaid extended leave of absence status by applying for such leave in accordance with Policy GCCC, Professional Staff Leaves of Absence without Pay.

Sick Leave Accrual

Full-time employees accrue sick leave at the rate of four (4) hours per pay period until the employee reaches their maximum annual sick leave accrual for the contract year. Sick leave accrual is prorated by start date and full-time equivalency (FTE). It will not be based on addendum pay, stipends, bonuses, overtime or shift differentials.

Eligible Academic Year employees may accrue a maximum of seven (7) days per contract year. Eligible Fiscal Year employees may accrue a maximum of ten (10) days per contract year.

There is no limit to the amount of sick leave that may rollover to the next fiscal year to hold as accrued sick leave for future use. Accrued sick leave may be accumulated from year to year.

Upon retirement, resignation or termination for inadequacy of classroom performance or other cause, the District will pay for ~~all~~ unused sick leave at the rate established by the Governing Board for such purpose.

The procedure for payment of unused sick leave will be as set forth in the fringe benefit schedule for certificated employees. Due to the nature of this program, employees who seek voluntary resignation, after accepting their contracts and prior to working during the contract year, will not be eligible for this option.

Approved Sick Leave

Eligible employees may be granted sick leave when they are unable to perform their duties because of personal illness, injury or because they must be absent from work for the purpose of obtaining health-related services not available before or after regular working hours.

Approved Absence without Pay

With approval by the supervisor, employees not eligible for sick leave benefits may be absent without pay because of personal illness, injury or for the purpose of obtaining health-related services available only during regular working hours.

Procedures and Controls

Sick leave should be approved in advance whenever possible. Sudden illness that results in absence must be reported to the employee's supervisor as early as possible. Family and medical leave taken pursuant to Policy GCCC is subject to the requirements and procedures set forth therein.

Should there be reason to believe that sick leave is being abused, the employee's supervisor may require verification of illness by means of a physician's statement or through other appropriate methods. If it is determined by the District that sick leave is being abused, such sick leave benefits shall be reduced or terminated with respect to that occurrence immediately.

The Human Resources Department shall periodically review sick leave usage and submit reports to supervisors.

Illness during Authorized Holiday

If an authorized holiday falls within a period of absence caused by illness, sick leave for the holiday period will not be charged to an employee. It is the responsibility of the employee to report such illness to the immediate supervisor.

Addendum

Federal policy, when in conflict with this policy, shall apply to staff members who are employed under federal regulations.

Family Illness; Quarantine

Family Illness:

With approval by the principal or the supervisor, an employee may be absent because of illness in the family (family to be defined by the employee) provided that such absence shall be deducted from the employee's sick leave.

At an employee's option, paid sick leave for family illness may be substituted for all or a portion of otherwise unpaid family and medical leave taken by an eligible employee to care for a spouse, child or parent with a serious health condition pursuant to Policy GCCC. Such substitution is not subject to principal or supervisor approval.

Should there be reason to believe that absence due to family illness is being abused, the employee's supervisor may require verification of illness by means of a physician's statement or through other appropriate methods. If it is determined that the absence due to family illness is being abused, such sick leave benefits shall be reduced or terminated with respect to that occurrence immediately.

Quarantine:

In case of absence due to quarantine, the employee may receive full pay to the extent of all earned sick leave. Once all accumulated leave is exhausted, an employee who remains under quarantine will be granted leave of absence without pay for the duration of the quarantine.

Substitute

The Human Resources Department is called to make provision for a substitute as may be needed.

Adopted: ~~January 10, 2023~~

LEGAL REF.:

A.R.S.

15-187

15-502

23-363

23-364

23-371

23-372

23-373

23-374

23-375

CROSS REF.:

GCBA - Professional Staff Salary Schedules

GCCAA - Professional/Support Staff Earned Paid Sick Time

GCCA PROFESSIONAL STAFF SICK LEAVE

Note: Per Governing Board Policy GCCAA (Professional/Support Staff Earned Paid Sick Time), the first forty (40) hours of accrued sick leave each fiscal year will also be deemed "Earned Paid Sick Time" in accordance with the "Fair Wages and Healthy Families Act." Please see Policy GCCAA (Professional/Support Staff Earned Paid Sick Time) for its application.

Definition

The term *personal illness* includes pregnancy, childbirth, pregnancy-related issues, and other related medical conditions, and all conditions described as "Family Illness; Quarantine," set forth below.

Eligibility

Professional staff personnel employed twenty (20) hours per week or more are eligible for accumulated sick leave. All instructional and other certificated personnel may use any or all accrued sick leave in approved cases, or in substitution for family and medical leave when such leave is taken because of an eligible employee's own serious health condition that renders the employee unable to perform the functions of the assigned position or the serious health condition of the employee's spouse, child or parent in accordance with Policy GCCC (Family and Medical Leave Act [FMLA]). If an employee elects to substitute paid sick leave for family and medical leave in accordance with Policy GCCC restrictions on the use of paid sick leave set forth in this policy that are contrary to those set forth in Policy GCCC shall not apply. An employee electing such substitution need only comply with any notice requirements applicable to the use of paid sick leave, and not with the more stringent notice and certification requirements set forth in Policy GCCC, unless the employee's paid leave period is followed by a period of unpaid family and medical leave. The limitations on the use of sick leave applicable to employees who have abortions shall remain applicable to the substitution of paid sick leave for family and medical leave taken in accordance with Policy GCCC.

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service with the District after the beginning of the school year, the length of sick leave for that year shall be prorated according to the months remaining in the school year.

Sick and personal leave shall be taken in increments of four (4) consecutive hours in cases when a substitute is required. In the case that a substitute is not required, leave may be taken in one (1) hour increments.

Deductions upon Exhaustion of Sick Leave

A nonexempt staff employee will not be paid for hours that such employee is absent from work due to personal illness, once the employee has exhausted the employee's total earned sick leave and allotted personal leave.

When an exempt staff employee has exhausted the employee's total earned sick leave and allotted personal leave, the District may deduct pay from such employee's salary for the time of the employee's absence in excess of the employee's earned sick leave and allotted personal leave.

Unpaid Extended Leave

An employee who has used the total allowed paid sick leave may be placed on an unpaid extended leave of absence status by applying for such leave in accordance with Policy GCCC, Professional Staff Leaves of Absence without Pay.

Sick Leave Accrual

Full-time employees accrue sick leave at the rate of four (4) hours per pay period until the employee reaches their maximum annual sick leave accrual for the contract year. Sick leave accrual is prorated by start date and full-time equivalency (FTE). It will not be based on addendum pay, stipends, bonuses, overtime or shift differentials.

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There is no limit to the amount of sick leave that may rollover to the next fiscal year to hold as accrued sick leave for future use. Accrued sick leave may be accumulated from year to year.

Upon retirement, resignation or termination for inadequacy of classroom performance or other cause, the District will pay for unused sick leave at the rate established by the Governing Board for such purpose.

The procedure for payment of unused sick leave will be as set forth in the fringe

benefit schedule for certificated employees. Due to the nature of this program, employees who seek voluntary resignation, after accepting their contracts and prior to working during the contract year, will not be eligible for this option.

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Procedures and Controls

Sick leave should be approved in advance whenever possible. Sudden illness that results in absence must be reported to the employee's supervisor as early as possible. Family and medical leave taken pursuant to Policy GCCC is subject to the requirements and procedures set forth therein.

Should there be reason to believe that sick leave is being abused, the employee's supervisor may require verification of illness by means of a physician's statement or through other appropriate methods. If it is determined by the District that sick leave is being abused, such sick leave benefits shall be reduced or terminated with respect to that occurrence immediately.

The Human Resources Department shall periodically review sick leave usage and submit reports to supervisors.

Illness during Authorized Holiday

If an authorized holiday falls within a period of absence caused by illness, sick leave for the holiday period will not be charged to an employee. It is the responsibility of the employee to report such illness to the immediate supervisor.

Addendum

Federal policy, when in conflict with this policy, shall apply to staff members who are employed under federal regulations.

Family Illness:

With approval by the principal or the supervisor, an employee may be absent because of illness in the family (family to be defined by the employee) provided that such absence shall be deducted from the employee's sick leave.

At an employee's option, paid sick leave for family illness may be substituted for all or a portion of otherwise unpaid family and medical leave taken by an eligible employee to care for a spouse, child or parent with a serious health condition pursuant to Policy GCCC. Such substitution is not subject to principal or supervisor approval.

Should there be reason to believe that absence due to family illness is being abused, the employee's supervisor may require verification of illness by means of a physician's statement or through other appropriate methods. If it is determined that the absence due to family illness is being abused, such sick leave benefits shall be reduced or terminated with respect to that occurrence immediately.

Quarantine:

In case of absence due to quarantine, the employee may receive full pay to the extent of all earned sick leave. Once all accumulated leave is exhausted, an employee who remains under quarantine will be granted leave of absence without pay for the duration of the quarantine.

Substitute

The Human Resources Department is called to make provision for a substitute as may be needed.

Adopted: April 9, 2024

LEGAL REF.:

A.R.S.

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23-373

23-374

23-375

CROSS REF.:

GCBA - Professional Staff Salary Schedules

GCCAA - Professional/Support Staff Earned Paid Sick Time

GCCD PROFESSIONAL STAFF MILITARY / LEGAL LEAVE

The Board recognizes the fact that its employees have citizenship responsibilities, and, in order to make it possible for said employees to carry out their responsibilities to the city, county, state, or nation, the Board will grant leaves, in addition to jury duty, when an employee is called to attend field training services for the Military Reserve or National Guard and when an employee is a victim of a juvenile or adult crime exercising a right to be present at a proceeding as defined in statute.

Such leave will not count as experience to advance on the salary schedule.

When an employee receives notice that requires leave as delineated above, it is the responsibility of the employee to notify the Superintendent or principal.

Jury Duty

It is recognized by the Board that no employee is exempt from jury duty and that leaves of absence for such duty must be granted.

~~A. Only the regular salary may be received by an employee on jury duty. It is the responsibility of the employee to provide the District with documentation of jury duty. The failure to provide the required documentation may result in a dock of pay.~~

~~An employee excused from jury duty after being summoned shall report for regular duty as soon as possible. Failure to report for duty will result in a deduction equal to that portion of a contract day missed [A.R.S. 21-236].~~

~~1. It is the responsibility of the employee to reimburse the District for jury duty pay when such payment is made directly to the employee. Failure to reimburse the District at the completion of the jury duty service will result in a full deduction equal to the number of contract days missed.~~

~~2. An employee excused from jury duty after being summoned shall report for regular duty as soon as possible. Failure to report for duty will result in a deduction equal to that portion of a contract day missed [A.R.S. 21-236].~~

Victim Leave

Statute provides that an employer who has fifty (50) or more employees shall permit an employee leave if the employee is the victim of juvenile or adult crime and is exercising a right to be present at a proceeding as defined in A.R.S. 8-420 or 13-4439. Compensation may be provided if the employee has available vacation or to the extent other leave may be available by policy.

- A. An employee's accrued vacation, personal, sick or other applicable leave shall be used to the extent available by policy.
- B. If paid leave is unavailable, the employee must request an unpaid leave of absence in accord with policy.
- C. Before an employee may leave work for this purpose, the employee shall provide the employer with a copy of the form provided by law enforcement and if applicable a copy of the information the law enforcement agency provides the employee pursuant to either A.R.S. 8-386 or 13-4405.
- D. Leave for this purpose may be limited if the leave creates an undue hardship to the employer's business.

Military Leave:

- A. An employee who is a member of the Military Reserve or National Guard shall be entitled to leave of absence without loss of pay, time, or efficiency rating when engaged in field training [A.R.S. 26-168 and 38-610].
- B. An employee who is a member of the uniformed service may use any vacation leave or other accumulated paid time off during their service, or may take unpaid leave of absence.
- C. The District must reemploy uniformed service members, as defined in 38 U.S.C. 4303, returning from a period of service, if the service member:
 - 1. Was employed by the District.
 - 2. Gave the District notice that he or she was leaving the job for service in the uniformed services, unless giving notice was precluded by military necessity or otherwise impossible or unreasonable.
 - 3. Has a cumulative period of service in the uniformed services not exceeding five (5) years.
 - 4. Was not released from service under dishonorable or other punitive conditions.
 - 5. Has reported back to the District in a timely manner or has submitted a timely application for reemployment in accordance with the Uniformed Services Employment and Reemployment Rights Act.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

8-386

8-420

13-4405

15-502

16-402

21-236

26-168

38-610

A.G.O.

180-177

38 U.S.C. 4301 *et seq.*, Uniformed Services Employment and Reemployment
Rights Act

**GCCD
PROFESSIONAL STAFF
MILITARY / LEGAL LEAVE**

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 - 2. Gave the District notice that he or she was leaving the job for service in the uniformed services, unless giving notice was precluded by military necessity or otherwise impossible or unreasonable.
 - 3. Has a cumulative period of service in the uniformed services not exceeding five (5) years.
 - 4. Was not released from service under dishonorable or other punitive conditions.
 - 5. Has reported back to the District in a timely manner or has submitted a timely application for reemployment in accordance with the Uniformed Services Employment and Reemployment Rights Act.

Adopted: April 9, 2024

LEGAL REF.:

A.R.S.

8-386

8-420

13-4405

15-502

16-402

21-236

26-168

38-610

A.G.O.

I80-177

38 U.S.C. 4301 *et seq.*, Uniformed Services Employment and Reemployment Rights Act



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

DATE OF MEETING: April 9, 2024

TITLE: Approval of Out of State Travel

BACKGROUND:

STAFF

Deanna Day requests permission to attend Odyssey of the Mind World Finals on May 20-25, 2024 in Ames, Iowa. Approximate cost of travel is \$650.00 and will be paid using Maintenance & Operations funds. No school days will be missed, and no substitutes are required.

David Martinez requests permission to attend Athletic Equipment Managers Association 2024 Convention on June 2-4, 2024 in Atlanta, Georgia. Approximate cost of travel is \$1,540.00 and will be paid using Maintenance & Operations funds. No school days will be missed, and no substitutes are required.

STUDENTS

Erick Wolf, Lori Gipson, Cyndi Carr, Jennifer Grajeda, and Anna Clark request permission to take 35 Ironwood Ridge High School Model United Nations students to the 32nd Annual Model United Nations High School Conference on April 11-15, 2024 in Irvine, California. Approximate cost of travel is \$23,432.00 and will be paid using Student Activities and Tax Credit funds. Three school days will be missed, and substitutes are required.

Shana Hayes, Rebecca Anderson, Hailey Lawrence, Nicholas Lee, Emalinda Seeney, Scott Mckinnon, Erin Mckinnon, Kevin McKinney, Bryan Scofield, Cera Mathis, Krysta Mathis, Brianne McClanahan, Shawna Kusma, Mindy Murillo, Chris Rugotska, Michael Lichtenstein, Justin Powell, Luke Kay, Chris Towns, Robert Lizarraga, Ian Brannon, Courtney Terry, Shannon Hall, Richie Fult, Ronnie Palomino, Brenda Olivas, Melissa Powell, Maria Rodriguez, and Doug Kemp request permission to take 41 Mesa Verde 5th grade students to Knott's Forces in Motion and Riley's Living Museum on May 1-3, 2024 in Buena Park and Oak Glen, California. Approximate cost of travel is \$32,180.00 and will be paid using Tax Credit and Auxiliary funds. Three school days will be missed, and substitutes are required.

Nina Brown, Bethany Papajohn, Matthew Gasser, Stephanie Gasser, and Nasima Pfaffl request permission to take 13 Painted Sky Elementary School Odyssey of the Mind students to Odyssey of the Mind World Finals on May 20-25, 2024 in Ames, Iowa. Approximate cost of travel is \$26,704.14, and will be paid using Tax Credit, Gifts & Donations, and Auxiliary funds. No school days will be missed, and no substitutes required.

Emily LoVerde and Amanda Champion request permission to take 6 Copper Creek Elementary School Odyssey of the Mind students to Odyssey of the Mind World Finals on May 20-25, 2024 in Ames, Iowa. Approximate cost of travel is \$12,777.24, and will be paid using Tax Credit, and Gifts & Donations funds. No school days will be missed, and no substitutes required.

BUDGET CODE KEY		
001.00.100.2579.6582.502.0000	M & O	Non-Instructional Training, Staff Travel, Governing Board
001.00.620.1001.6360.508.00008	M & O	Non-Instructional Training, Employee Training, Director of Interscholastics
001.00.620.2579.6582.508.00008	M & O	Non-Instructional Training, Staff Travel, Director of Interscholastics
850.00.610.1001.6892.280.0000	Student Activities	Classroom Instruction, Student Expenses, IRHS
526.00.610.1001.6892.280.0000	Tax Credit	Classroom Instruction, Student Expenses, IRHS
850.00.410.2790.6519.280.0000	Student Activities	Student Transportation, Student Travel, IRHS
526.00.610.2790.6519.280.0000	Tax Credit	Student Transportation, Student Travel, IRHS
850.00.610.2190.6892.280.0000	Student Activities	Student Support Services, Student Expenses, IRHS
526.00.610.2190.6892.280.0000	Tax Credit	Student Support Services, Student Expenses, IRHS
850.00.100.1001.6113.280.0000	Student Activities	Classroom Instruction, Substitutes, IRHS
526.00.100.2190.6892.116.0000	Tax Credit	Student Support Services, Student Expenses, Mesa Verde
526.00.410.2710.6519.116.0000	Tax Credit	Student Transportation, Student Travel, Mesa Verde
525.00.410.2710.6519.116.0000	Auxiliary	Student Transportation, Student Travel, Mesa Verde
525.00.100.2190.6892.116.0000	Auxiliary	Student Support Services, Student Expenses, Mesa Verde
525.00.100.1001.6113.116.0000	Auxiliary	Classroom Instruction, Substitutes, Mesa Verde
526.00.610.1001.6892.114.0000	Tax Credit	Classroom Instruction, Student Expenses, Painted Sky
530.00.610.1001.6892.114.0000	Gifts & Donations	Classroom Instruction, Student Expenses, Painted Sky
526.00.610.2190.6892.114.0000	Tax Credit	Student Support Services, Student Expenses, Painted Sky
525.00.610.2190.6892.114.0000	Auxiliary	Student Support Services, Student Expenses, Painted Sky
526.00.410.2710.6519.114.0000	Tax Credit	Student Transportation, Student Travel, Painted Sky
525.00.410.2710.6519.114.0000	Auxiliary	Student Transportation, Student Travel, Painted Sky
530.00.410.2710.6519.114.0000	Gifts & Donations	Student Transportation, Student Travel, Painted Sky
526.00.610.1001.6892.118.0000	Tax Credit	Classroom Instruction, Student Expenses, Copper Creek
530.00.610.1001.6892.118.0000	Gifts & Donations	Classroom Instruction, Student Expenses, Painted Sky
526.00.610.2190.6892.118.0000	Tax Credit	Student Support Services, Student Expenses, Copper Creek
530.00.610.2190.6892.118.0000	Gifts & Donations	Student Support Services, Student Expenses, Copper Creek
526.00.410.2710.6519.118.0000	Tax Credit	Student Transportation, Student Travel, Copper Creek
530.00.410.2710.6519.118.0000	Gifts & Donations	Student Transportation, Student Travel, Copper Creek

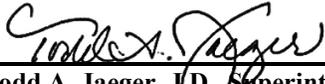
RECOMMENDATION:

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

INITIATED BY:


Matthew Munger
 Associate Superintendent for Secondary Education

Date: April 8, 2024


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): Deanna Day _____

SCHOOL: District Offices
 Department (opt.): Governing Board
 DATE(S): 5/20/24-5/25/24

ACTIVITY/EVENT: Odyssey of the Mind World Finals

LOCATION: Ames, IA

ABSENCE: # Days 6 Sub Required: Yes No # of School Days Missed 0

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	_____	_____
Transportation \$	_____	Mode _____
Rental Car	_____	
Meals		
Lodging	<u>\$650.00</u>	<u>001.00.100.2579.6582.502.0000</u>
Substitutes	_____	_____
TOTAL	<u>\$650.00</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.

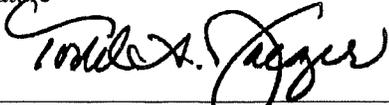
Purpose of travel: Attend the OM World Finals. Ms. Day's other expenses are paid for by OM

Outcomes and academic benefits to students and staff: The purpose is to support the District teams competing in the OM World Finals. Odyssey of the Mind is an academic competition with robust participation in the district.

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

- | | | |
|-------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| <input checked="" type="checkbox"/> Academic Content | <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input type="checkbox"/> Collaboration | <input type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: _____
 Signature  Date _____
 Associate Superintendent/Superintendent 4-3-24
 Date _____

**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): David Martinez _____

SCHOOL: District Offices
 Department (opt.): _____
 DATE(S): June 2 - 4, 2024

ACTIVITY/EVENT: AEMA Convention

LOCATION: Atlanta, Georgia

ABSENCE: # Days 3 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>\$ 155.00</u>		<u>001.00.620.2579.6360.508.0000</u>
Transportation	<u>\$725.00</u>	Mode <u>air</u>	<u>001.00.620.2579.6582.508.0000</u>
Rental Car	_____		_____
Meals	<u>\$ 160.00</u>		<u>001.00.620.2579.6582.508.0000</u>
Lodging	<u>\$ 500.00</u>		<u>001.00.620.2579.6582.508.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$1,540.00</u>		

(Note: Tax credit contributions are District funds and require a budget code.)

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: Attending 2024 AEMA Convention.

Outcomes and academic benefits to students and staff: Convention is held once a year to obtain certified education units to gain recertification to legally be able to fit helmets and equipment for athletic safety.

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

- | | | |
|-------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Academic Content | <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

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

Submitted by: _____ Date: 4-8-24
 Signature Date
 _____ Date: 4/8/2024
 Principal/Supervisor Date
 _____ Date: 4/10/2024
 Associate Superintendent/Supervisor Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

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

SCHOOL: IRHS

ESTIMATED NUMBER OF STUDENTS: 35

NAME OF SCHOOL GROUP/CLUB/ENTITY: Ironwood Ridge Model United Nations

STAFF ADVISOR(S)/CHAPERONES: IRMUN Sponsor: Erik Wolf; additional staff chaperone: Lori Gipson; parent chaperones: Cyndi Carr, Jennifer Grajeda, and Anna Clark

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed Two for each staff member (eight total).

ACTIVITY / EVENT / PURPOSE OF TRAVEL: MUNUCI

DESTINATION OF TRAVEL: University of California, Irvine

DATES OF TRAVEL: 4/11/24 – 4/15/24 (very early hours of the 15th as the conference ends on the 14th)

ACADEMIC BENEFITS TO STUDENTS: Model United Nations is an opportunity for students to debate real-world issues with others from all over the country and occasionally, other nations. They have to research extensively so as to properly represent their assigned country as an UN ambassador and then take part in writing all-encompassing resolutions to problems that plague the international community.

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

- | | | |
|-------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval:

Other charter bus and on foot

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Magic Mountain Entry with Fast Pass:	\$5,250.00	<u>850-00-610-1001-6892-280-0000</u>
	<u>\$2,540.00</u>	<u>526-00-610-1001-6892-280-0000</u>
Registration	_____	
	\$6,360.00	526-00-410-2790-6519-280-0000
Transportation	_____	850-00-410-2790-6519-280-0000
	\$2,800/00	526-00-610-2190-6892-280-0000
Meals	_____	850-00-610-2190-6892-280-0000
Magic Mountain Lodging:	\$1,540.00	850-00-610-1001-6892-280-0000
	<u>\$4,442.00</u>	<u>526-00-610-2190-6892-280-0000</u>
Lodging	_____	
Substitutes	\$500.00	850-00-100-1001-6113-280-0000
TOTAL	<u>\$23,432.00</u>	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? **None needed.**

IF SO, SOURCE & AMOUNTS: **N/A**

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

HOW ARE CHAPERONE EXPENSES PAID? **Tax credits; chaperones can also contribute to the fundraising efforts for the event which will be deposited in the club account.**

COST TO EACH STUDENT \$ **0**

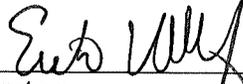
HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? **There will be extensive fundraising opportunities after the trip is approved. Additionally, students will be encouraged to seek out tax credits from family and friends. Those who are more fortunate will likely contribute more to compensate for those who are less fortunate. Even so, there will be ample opportunities for those who struggle financially to help fundraise for his/her respective portion.**

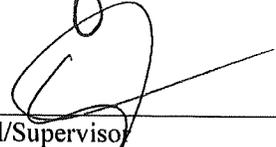
FUNDING SOURCE(S): **Club funds and tax credits.**

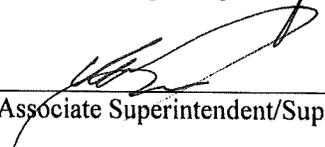
FUNDRAISING ACTIVITIES PLANNED (If applicable):

Car washes, movie night, and restaurant nights to name a few.

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

SUBMITTED BY  3/27/24
Signature _____ Date

APPROVED BY:  3-27-24
Principal/Supervisor _____ Date

 3/27/2024
Associate Superintendent/Superintendent _____ Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

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

SCHOOL: Mesa Verde Elementary

ESTIMATED NUMBER OF STUDENTS: 41

NAME OF SCHOOL GROUP/CLUB/ENTITY: Mesa Verde 5th Grade

STAFF ADVISOR(S)/CHAPERONES: Shana Hayes & Rebecca Anderson / 24 Parent Chaperones (see attached list)

ABSENCE: # Days 2 Sub Required: Yes No # of School Days Missed 2

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Compliments the study of Arizona, Arizona History and the American Revolution

DESTINATION OF TRAVEL: Knott's Forces in Motion & Riley's Living Museum with Project Exploration

DATES OF TRAVEL: May 1 – 3rd, 2024

ACADEMIC BENEFITS TO STUDENTS: Students will have hands on exploration with forces of motion relating directly to our science curriculum. At Knotts Berry Farm, Students will learn how kinetic energy and speed are used to create attractions and gain an understanding of the real-world application of physics. The historical simulation at Riley's Farms will depict the key events that led to the American Revolution. The students will take on the duties of the soldiers, reenact the battles, and arrive at historically accurate solutions. They will experience a first-hand glimpse of America's past during a historical American Revolution Reenactment. The students will be put into groups where they will participate and compete in a scavenger hunt for both experiences. Prizes will be given for an American Revolution Cause and Effect Jeopardy competition.

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

- | | | |
|-----------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|
| <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input checked="" type="checkbox"/> Scholarship | |

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval: _____

Other Project Exploration provided Coach Buses

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	\$1,800.00	526.00.100.2190.6892.116.0000
	\$9,420.00	<u>526.00.100.2190.6892.116.0000</u>
Transportation	\$7,316.72	526.00.410.2710.6519.116.0000
	\$3,715.28	<u>525.00.410.2710.6519.116.0000</u>
Meals	\$3,148.00	<u>525.00.100.2190.6892.116.0000</u>
Lodging	\$6,500.00	<u>525.00.100.2190.6892.116.0000</u>
Substitutes	\$280.00	<u>525.00.100.1001.6113.116.0000</u>
TOTAL	\$32,180.00	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? Yes

IF SO, SOURCE & AMOUNTS: Students and Chaperones pay \$465.00 each to attend the event

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

HOW ARE CHAPERONE EXPENSES PAID? Self Pay

COST TO EACH STUDENT \$ 465.00

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? Scholarships are made available to students who cannot afford \$465.00

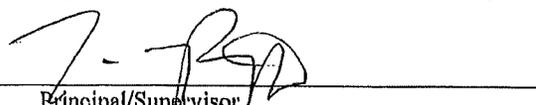
FUNDING SOURCE(S): Self Pay

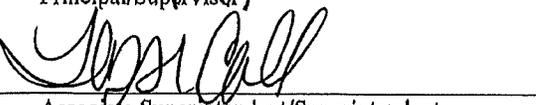
FUNDRAISING ACTIVITIES PLANNED (If applicable):

The PTO is sponsoring fundraising through sales of cookie dough and butter braids

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

SUBMITTED BY:  4-1-24
 Signature Date

APPROVED BY:  4/1/24
 Principal/Supervisor Date

 4/1/24
 Associate Superintendent/Superintendent Date

Thatcher, Mary

From: Anderson Rebecca
Sent: Wednesday, April 3, 2024 1:15 PM
To: Thatcher, Mary; Pike, Dache
Cc: Hayes, Shana
Subject: RE: 5th Grade Travel Request

Here are the chaperones for the Mesa Verde 5th grade trip to California. There are 27 total.

Hailey Lawrence
Nicholas Lee
Emalinda Seeney
Scott Mckinnon
Erin Mckinnon
Kevin McKinney
Bryan Scofield
Cera Mathis
Krysta Mathis
Brianne McClanahan
Shawna Kusma
Mindy Murillo
Chris Rugotska
Michael Lichtenstein
Justin Powell
Luke Kay
Chris Towns
Robert Lizarraga
Ian Brannon
Courtney Terry
Shannon Hall
Richie Fult
Ronnie Palomino
Brenda Olivas
Melissa Powell
Maria Rodriguez
Doug Kemp

*Becca Anderson (she/her)
Fifth Grade & Orchestra
Mesa Verde Elementary
696-6125*

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

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

SCHOOL: Painted Sky Elementary

ESTIMATED NUMBER OF STUDENTS: 13

NAME OF SCHOOL GROUP/CLUB/ENTITY: Odyssey of the Mind

STAFF ADVISOR(S)/CHAPERONES: Nina Brown, Bethany Papajohn, Matthew Gasser, Stephanie Gasser, Nasima Pfaffl

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

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Odyssey of the Mind World Competition

DESTINATION OF TRAVEL: University of Iowa - Ames Iowa

DATES OF TRAVEL: 5/20/24-5/25/24

ACADEMIC BENEFITS TO STUDENTS: Students will be practicing problem solving, effective communication, creative and critical thinking in order to solve a problem

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

- Academic Content
- Collaboration
- Critical Thinking

- Caring
- Communication
- Problem-Solving

- Citizenship
- Creative Thinking
-

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles Transportation approval: _____

Other Air Travel & Car Rental

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	<u>\$11,775.00***</u>	<u>526.00.610.1001.6892.114.0000</u>
		<u>530.00.610.1001.6892.114.0000</u>
		<u>PTO</u>
Transportation	<u>\$13,676.04/Air</u>	<u>526/525.00.610.2190.6892.114.0000</u>
	<u>\$1253.10/Car Rental</u>	<u>526/525.00.410.2710.6519.114.0000</u>
		<u>530.00 .410.2710.6519.114.0000</u>
		<u>PTO</u>
TOTAL	<u>\$26,704.14</u>	

** Food and Lodging included in Registration Fee

WILL THE DISTRICT RECEIVE REIMBURSEMENT? NO
 IF SO, SOURCE & AMOUNTS: _____

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

HOW ARE CHAPERONE EXPENSES PAID? Fundraising, PTO, Gifts & Donations

COST TO EACH STUDENT \$ \$1,641.00

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? Tax Credit, Fundraising, PTO, Gifts & Donations

FUNDING SOURCE(S): Tax Credit, Fundraising, PTO Gifts & Donations

FUNDRAISING ACTIVITIES PLANNED (If applicable):

Still discussing options

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

SUBMITTED BY:  4/3/24
 Signature Date

APPROVED BY:  4/3/24
 Principal Supervisor Date

 4/3/24
 Associate Superintendent/Superintendent Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

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

SCHOOL: Copper Creek Elementary School

ESTIMATED NUMBER OF STUDENTS: 6

NAME OF SCHOOL GROUP/CLUB/ENTITY: Odyssey of the Mind

STAFF ADVISOR(S)/CHAPERONES: Emily LoVerde, Amanda Campion

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

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Odyssey of the Mind Worlds

DESTINATION OF TRAVEL: Ames, Iowa

DATES OF TRAVEL: 5/20/24-5/25/24

ACADEMIC BENEFITS TO STUDENTS: Students will be practicing problem solving, effective communication, creative and critical thinking in order to solve problems given to their team for competition.

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

- | | | |
|-------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval: _____

Other Commercial Airline and vehicle rental

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	<u>\$6,280.00</u>	<u>526.00.610.1001.6892.118.0000</u> <u>530.00.610.1001.6892.118.0000</u> PTO
Transportation: Air	<u>\$6,078.24</u>	<u>526/530.00.610.2190.6892.118.0000</u>
Rental van	<u>\$417</u>	<u>526/530.00.410.2710.6519.118.0000</u> PTO
Meals and Lodging included in registration cost		
TOTAL	<u>\$12,777.24</u>	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? No

IF SO, SOURCE & AMOUNTS: _____

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

HOW ARE CHAPERONE EXPENSES PAID? Fundraising, club funds, Gifts and Donations

COST TO EACH STUDENT \$ \$1,597

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? Tax credit and fundraising

FUNDING SOURCE(S): club funds, tax credits, PTO, Gifts and Donations

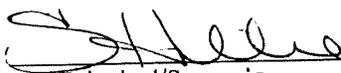
FUNDRAISING ACTIVITIES PLANNED (If applicable):

Direct giving

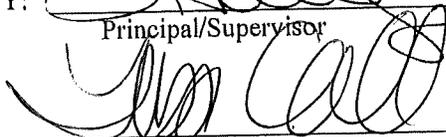
The travel is necessary for the implementation of the project funding the travel.

SUBMITTED BY: Holly Schadt
Signature

4/5/24
Date

APPROVED BY: 
Principal/Supervisor

4/5/24
Date


Associate Superintendent/Superintendent

4/5/24
Date



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

DATE OF MEETING: April 9, 2024

TITLE: Study of Proposed 2024-2025 Code of Conduct

BACKGROUND:

State law requires school district governing boards to hold students accountable for misconduct at school and on the way to and from school. For this reason, the Governing Board is annually presented a proposed Student Code of Conduct for the following school year to establish rules for student behavior and appropriate consequences for violations of those rules.

Before presenting a proposed Code of Conduct to the Board, Administration invited school administrators, teachers, and families to provide suggestions for revisions and clarifications to the Code of Conduct. The draft being proposed for 2024-2025 addresses this year's communications from District and site administration. The proposed modifications can be seen through the tracked changes in the draft with proposed additions in blue and proposed deletions in red.

In addition, it is important to note that federal and Arizona state law mandate specific outcomes for certain conduct on a school campus, such as where a student threatens the safety or security of a school campus or a student possesses a firearm. The proposed Code of Conduct likewise complies with these legal obligations.

Once approved, the Code of Conduct is provided to students and their families, as well as reviewed with students at the beginning of the school year, so there is a clear understanding of the Board's rules of conduct for students.

RECOMMENDATION:

This Board item is presented to permit the Board to study and provide any direction concerning the proposed 2024-2025 Code of Conduct.

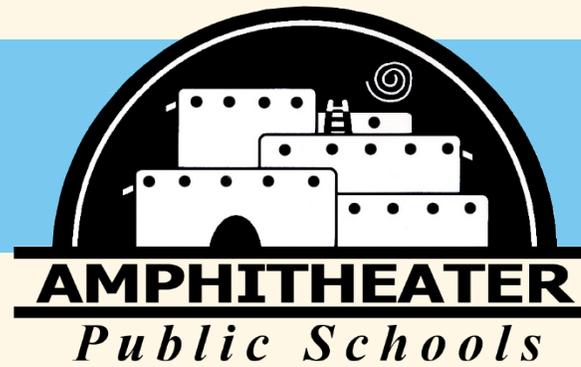
INITIATED BY:

Tassi Call
Associate Superintendent for Elementary Education

Matthew Munger
Associate Superintendent for Secondary Education

Date: April 3, 2024

Todd A. Jaeger, J.D., Superintendent



Proposed 2024-2025 Code of Conduct

122

Study Session

Tassi Call

Associate Superintendent for Elementary Education

Matt Munger

Associate Superintendent for Secondary Education





Reason for 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.



Input on SY2024-2025 Code of Conduct

ARS § 15-843: The Governing Board, in consultation with the teachers and parents of the school district, shall “prescribe rules for the discipline, suspension and expulsion of pupils.”

- Associate Superintendents
- District Administrators who work with student discipline
- Principals
- Assistant Principals
- Superintendent’s Advisory Councils
- Staff members who work with student discipline



Code of Conduct



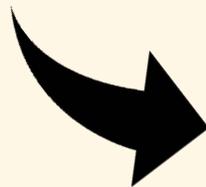
Annual Code of Conduct Review

<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 <u>policy</u>.</p> <p><u>The failure to wear or display student identification.</u></p>	<p>School Level Actions</p>	<p>School Level Actions</p> <p>Short-term Suspension</p> <p>Long-term Suspension</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------	--------------------------------------------------------------------------------------

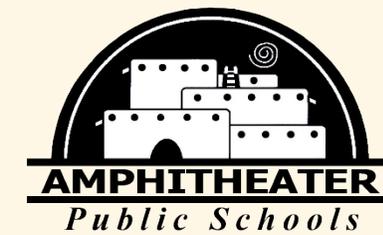
Prohibited Behavior	
<p>Alcohol, Tobacco, Medications and Other Drugs</p>	<p>1st Incid</p>
<p>2A. Alcohol Use or Possession</p> <p>Using or being under the influence of alcohol; possession of an alcohol beverage.</p> <p>Must be Reported to Law Enforcement</p>	<p>School L</p> <p>Short-ter</p> <p>(Manda</p> <p>Long-ter</p> <p>Expulsion</p>
<p>2B. Alcohol Distribution</p> <p>Providing or selling an alcohol beverage to another.</p> <p>Must be Reported to Law Enforcement</p>	<p>School L</p> <p>Short-ter</p> <p>(Manda</p> <p>Long-ter</p> <p>(Manda</p> <p>Expulsion</p> <p>(Manda</p>

125

Updating Violations and Information



<p><u>7K. Student ID</u></p> <p><u>The failure to wear or display student identification.</u></p>	<p><u>School Level Actions</u></p>	<p><u>School Level Actions</u></p> <p><u>Short-term Suspension</u></p>
----------------------------------------------------------------------------------------------------------	------------------------------------	------------------------------------------------------------------------



Code of Conduct

Revisions to priority of information and relevance to students, staff, and parents...today.

Prohibited Behavior	Consequences
Technology Abuses (cont.)	1 st Incident
10B. Misuse of Technology	School Level Actions Short-term Suspension Long-term Suspension Expulsion
Making or attempting unauthorized access to any Amphitheater Information System (AIS):	Sc SH (Lo Ex
<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; • Bypass firewall or access proxy accounts; • Perform any illegal or inappropriate acts; and/or 	

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; or chain letters;

engaging in "spamming" (sending unnecessary messages to a large number of

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. PDAs, Blackberries, 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, PDA's) shall be connected to District network systems without written permission of the Executive Director of Technology.

6D. Plagiarism	Sc SH Lo
Stealing and passing off the ideas or words of another as one's own including the use of AI or similar software.	

- Cannabinoids (synthetic or natural) commonly called marijuana, THC, "fake weed," "spice," "K2," "bath salts," "wax pens," etc.; and/or



Code of Conduct



DISTRICT INFORMATION

AASA, ACT, and AzSCI

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.)

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.)

Amphitheater Information System Electronic User Requirements	
Bullying (JICK)...	...
Gang Activity (JICF)...	...
Hazing (JICFA)...	...
School Bus Conduct (EEAEC)...	...
Student Dress Code (JICA)...	...
Student Concerns, Complaints, and Grievances (JII)...	...
Nondiscrimination / Equal Opportunity (AC)...	...
Title IX Sexual Harassment (ACAA)...	...

Imbedding hyperlinks that help parents access District resources and/or information

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 [during school year 20234-20245](#) can be found on the [Amphi Food Service Department webpage](#).



Code of Conduct

Forms will be fillable and accessible via a QR code.



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.



STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING
COMPLAINT FORM 128

(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.

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.



Amphitheater Governing Board



Scott K. Baker, Ph.D.
President



Susan Zibrat
Vice President



Deanna M. Day, M.Ed.
Member



Vicki Cox Golder
Member



Matthew A. Kopec
Member

District Administration

Todd A. Jaeger, J.D., Superintendent

Tassi Call, M.Ed., Associate Superintendent for Elementary Education

Matthew P. Munger, M.Ed., Associate Superintendent for Secondary Education

Scott Little, MBA, Chief Financial Officer



Learn more about Amphitheater ¹³²Public Schools at: www.amphi.com

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 fluid and cursive, written in a professional 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 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:

ance 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.
- **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. 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 regulation.

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	Removal from Class
Bus Probation/Suspension	Reprimand
Community Service	Revocation of Automobile Privileges
Conference	Revocation of Off-Campus Privileges
Detention	Schedule or Curriculum Adjustment
In-Class/School Discipline	Short-term Suspension
In-School Suspension	Time Out
Probationary Contract	Work Assignment

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 of 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 Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) 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;</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 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;</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>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, 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 or possession 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 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> Harassment, Threats, Bullying, and Intimidation	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p>5A. Nonsexual Harassment</p> <p>Any form of communication or conduct 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>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
<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>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
<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>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
<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>	School Level Actions Short-term Suspension (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion

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		
<p>6A. Cheating</p> <p>Claiming someone else’s information or schoolwork for your own;</p> <p>Recording and/or transferring information about tests or quizzes to another person.</p>	<p>School Level Actions Short-term Suspension Long-term Suspension</p>	<p>School Level Actions Short-term Suspension Long-term Suspension Expulsion</p>
<p>6B. Forgery</p> <p>Falsely and fraudulently making or altering a document;</p> <p>Modifying a school-related document by any means without written permission.</p>	<p>School Level Actions Short-term Suspension Long-term Suspension</p>	<p>School Level Actions Short-term Suspension Long-term Suspension Expulsion</p>
<p>6C. Lying</p> <p>Making an untrue statement with intent to deceive; creating a false or misleading impression.</p>	<p>School Level Actions Short-term Suspension Long-term Suspension</p>	<p>School Level Actions Short-term Suspension Long-term Suspension Expulsion</p>
<p>6D. Plagiarism</p> <p>Stealing and passing off the ideas or words of another as one’s own including the use of AI or similar software.</p>	<p>School Level Actions Short-term Suspension Long-term Suspension</p>	<p>School Level Actions Long-term Suspension Expulsion</p>

<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>	<p>School Level Actions Short-term Suspension Long-term Suspension</p>	<p>School Level Actions Short-term Suspension Long-term Suspension</p>
<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> <p>The failure to wear or display student identification.</p>	<p>School Level Actions</p>	<p>School Level Actions Short-term Suspension Long-term Suspension</p>
<p>7C. Insubordination</p> <p>Refusal to follow directions of school personnel;</p> <p>Delivering socially rude comments or conduct toward school personnel.</p>	<p>School Level Actions Short-term Suspension</p>	<p>School Level Actions Short-term Suspension Long-term Suspension Expulsion</p>
<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>	<p>School Level Actions Short-term Suspension</p>	<p>School Level Actions Short-term Suspension Long-term Suspension</p>

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>	<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		
<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 ACAA and Regulation ACAA-R 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>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions, Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
<p>9F. Inappropriate Public Display of Affection</p> <p>Affectionate behavior between two consenting students that would reasonably offend another person.</p>	School Level Actions Short-term Suspension Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
<p>9G. Public Indecency</p> <p>Displaying one’s private parts or engaging in sexual acts.</p>	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.

<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 District computers, network or other technology to post, send, or share personal information, on or off District property, about one's self of 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

PERSONAL INFORMATION includes names, pictures, addresses, telephone numbers, school address, 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; • Bypass firewall or access proxy accounts; • 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>	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:

- 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](#); ~~or chain letters~~;
- 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		
<p>11A. Theft of School Property</p> <p>Taking District money or property with the intent to deprive the District of the money or property.</p>	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
<p>11B. Theft of Non-School Property</p> <p>Taking money or property belonging to someone other than the District with the intent to deprive the victim of the money or property.</p>	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
<p>11C. Extortion</p> <p>Obtaining or trying to obtain someone else's property by threatening to do any of the following:</p> <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)
<p>11D. Robbery</p> <p>Using force to take money or property belonging to someone else with the intent to deprive the victim of the money or property.</p>	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.
- ~~Assault~~
- 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 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](#) 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 ~~posting chain letters or~~ 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. PDAs, Blackberries, 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, PDA's) shall be connected to District network systems without written permission of the Executive Director of Technology.

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 JICK-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.

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.

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.

Governing Board Policy EEAE **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 EEAE-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.

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.

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.

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 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. 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.

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.

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 rationale 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 ~~insure~~ 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 ~~planned-offered~~ include: ~~for the 2024-2025 school year 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 ~~that will be~~ offered through ~~the~~ Pima County JTED's central sites ~~for the 2024-2025 school year~~ 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.

All cell phones and other electronic devices must be turned off and placed in the student's backpack or purse while in a classroom. 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~~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:

1. 4.
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.
- 4.2.
2. 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, ~~like others,~~ 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 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.

~~**Uniforms:** Schools, upon approval by the Governing Board of the District, may establish specific dress requirements, such as uniform policies. Students attending such schools must comply unless the parent executes a written opt-out request. In the District's experience, parents only rarely execute opt-out forms and often praise uniform policies for their cost-saving and community-building effects.~~

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](#). 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 ~~during school year 20234-20245~~ 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 30-day 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](#)~~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. Forms for a very low-cost student accident insurance program are available to parents on the District's website and like most insurance policies, there are some coverage limitations and exclusions. The information on the policy is available on the District's website at www.amphi.com as a convenience and service to students and parents; the District has no other connection with the insurance company and receives no compensation if parents purchase the coverage. Parents may also be able to obtain very limited (24-hour increment) accident insurance policies for special events such as field trips and the like through private insurance agencies.

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 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 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 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 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 through the "[Policy Manual](#)" "~~Policy Manual~~" link on the District's website. ~~at: <https://www.amphi.com/Page/8492>~~.

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 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.

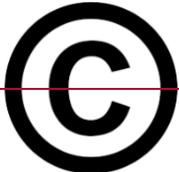
- Carrying or possessing a weapon on school grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate school administrator.

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.

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.

<u>Amphitheater Public Schools Technology Values</u>			
<u>We value Communication; Therefore, I will</u>	 <u>Make appropriate decisions when communicating.</u>	 <u>Participate in collaboration.</u>	 <u>Think before I post.</u>
<u>We value Privacy & Safety; Therefore, I will</u>	 <u>Secure my personal information.</u>	 <u>Be aware that anything I do electronically is not private and can be monitored.</u>	 <u>Report any cyberbullying.</u>
<u>We value Learning; Therefore, I will</u>	 <u>Do my best.</u>	 <u>Have a positive attitude.</u>	 <u>Explore using appropriate resources. I will not use nonacademic search words.</u>
<u>We value Respect; Therefore, I will</u>	 <u>Follow copyright rules.</u>	 <u>Respond thoughtfully to other people's ideas.</u>	 <u>Take proper care of all equipment.</u>

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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 it is 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 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 years or more signature)

(Date)

If the school principal does not receive this form from you within ten (10) days, we will release student record information as described above.

Please note: a copy of this form is available at 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 _____ 230 _____ 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 that this information is correct to the best of my knowledge.

Student _____ Date _____

Staff member receiving initial complaint _____

Date complaint received _____

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

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
_____	_____	_____
_____	235	_____
_____	_____	_____

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.

***REVERSE THIS BOOKLET
FOR THE
STUDENT CODE OF CONDUCT***



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

DATE OF MEETING: April 9, 2024

TITLE: Resolution Recognizing the Special Contributions of Educational Support Personnel

BACKGROUND:

It takes many employees of every job description to make a school district run and provide a quality education to students. Each year, national activities focus recognition upon the invaluable efforts of teachers and school secretaries. There are a great many other positions that do not enjoy their own day of special recognition.

The District's Educational Support Personnel, also known as "Classified Staff" serve in many crucial roles throughout the District, including but certainly not limited to: bus drivers and monitors, carpenters, groundkeepers, clerical personnel, food service personnel, and custodians. Day in and day out, they ensure that schools are safe, clean, welcoming and nurturing to students. They help create a positive atmosphere that is essential to student learning.

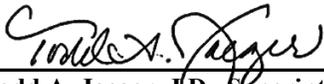
While one annual day of recognition can certainly not approach the level of appreciation due these dedicated staff members, an annual focus can hopefully ensure public and media attention to the continuous work of our staff. Thus, our Governing Board, for many years now, has recognized educational support personnel on a dedicated day each year.

A resolution has been prepared for the purpose of setting April 24, 2024 as the date this year when the contributions of Educational Support Personnel are specially recognized. The resolution expands on the discussion above.

RECOMMENDATION:

The Administration recommends the Board's adoption and dissemination of the attached form of resolution.

INITIATED BY:


Todd A. Jaeger, J.D., Superintendent

Date: April 4, 2024

**RESOLUTION OF THE GOVERNING BOARD OF
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10
OF PIMA COUNTY, ARIZONA,
RECOGNIZING THE SPECIAL CONTRIBUTIONS
OF EDUCATIONAL SUPPORT PERSONNEL**

WHEREAS the Amphitheater Unified School District (“the District”) exists for the purpose of providing a free public education to Arizona children;

WHEREAS the Governing Board is charged with the supervision and governance of the District, including the authority to employ persons necessary to carry out the functions of the District;

WHEREAS students of the District consistently receive a quality education rated among the highest in the State of Arizona as evidenced by measurements such as academic and extracurricular competitions, standardized test scores, school performance grades, and the like;

WHEREAS the quality of education received by District students is greatly affected and benefited by the dedication, effort and talents of the District’s Educational Support Personnel, also known as “Classified Staff”;

WHEREAS Educational Support Personnel, positively impact children at every level and in every position through which these staff are employed;

WHEREAS Educational Support Personnel make their positive impact upon kids every day, with just some examples of the same being the Human Resources staff member who serves the District’s applicants, employees, and supervisors; the crossing guard who helps provide safe passage for students across a hectic thoroughfare; the front office staff member in each school or department who represents the entire District as they welcome each guest or visitor; and the food service staff member who serves a hot meal and warm smile to each child passing through their line;

WHEREAS schools across the country celebrate specified days for teacher appreciation; and school administrative assistant appreciation;

WHEREAS no formal day has been established to celebrate the contributions of other Educational Support Personnel;

WHEREAS the Governing Board sincerely believes that the appreciation of all school district staff should be ongoing and not limited to one day per year, but still recognizes the value of annually focusing public attention on the efforts of educational personnel; and

WHEREAS the focus and attention of the public can be maximized by coordination of District recognition activities for Educational Support Personnel with those occurring nationally for school administrative assistants' personnel;

NOW, THEREFORE, BE IT RESOLVED by the Amphitheater Unified School District Governing Board that the District hereby recognizes the special everyday contributions of every classified employee of the District and sets apart Wednesday, April 24, 2024 as "Educational Support Personnel Appreciation Day" in the District.

The Governing Board invites other school district governing boards to join them in this celebration of the personnel who truly support education through their care, dedication and contributions - of every form - to the school environment.

PASSED AND ADOPTED by the Governing Board this 9th day of April, 2024.

Governing Board Members:

Dr. Scott K. Baker
President

Susan Zibrat
Vice President

Deanna M. Day, M.Ed.

Vicki Cox Golder

Matthew Kopec