

**DISTRICT VISION, MISSION, AND BELIEF AND VALUES STATEMENT****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!

**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:***

- Diversity, creativity, curiosity, diligence, achievement, honesty, caring, fairness, respectfulness, and service to the community.

*Adopted:* September 6, 2005 date of Manual adoption

**SCHOOL DISTRICT LEGAL STATUS**

The legally designated name of the District is School District No. 10 of Pima County. The official name shall be Amphitheater Unified School District No. 10.

*Adopted:* **March 6, 2007** date of Manual adoption

LEGAL REF.:       A.R.S. 15-101  
                          15-441  
                          15-442  
                  Arizona Constitution, Art. XI, Sections 1 - 4  
                  Arizona Constitution, Art. XX, Paragraph 7

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## SCHOOL DISTRICT LEGAL STATUS

(LEGAL DESCRIPTION)

(Legal Description)

AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10 TUCSON, ARIZONA

BEGINNING at the Northwest corner of Section 4, Township 11 South, Range 13 East;  
THENCE East along the North lines of Sections 4, 3, 2, and 1 of Township 11 South, Range 13 East;  
THENCE continuing East along the North line of Township 11 South, Range 14 East, to the Northeast corner of Section 1;  
THENCE South along the East line of Section 1;  
THENCE West along the South line of Section 1 to the South 1/4 corner of said Section 1;  
THENCE South along the North-South quarter line of Section 12;  
THENCE West along the South line of Section 12;  
THENCE South along the East lines of Sections 14, 23, and 26 of Township 11 South, Range 14 East;  
THENCE West along the South line of Section 26;  
THENCE South along the East line of Section 34 of Township 11 South, Range 14 East;  
THENCE continuing South along the East line of Section 3 of Township 12 South, Range 14 East;  
THENCE West along the South line of said Section 3;  
THENCE South along the East line of Section 9;  
THENCE West along the South line of said Section 9;  
THENCE South along the East line of Section 17;  
THENCE West along the South line of said Section 17 and continuing West along the South line of Section 18, all in Township 12 South, Range 14 East;  
THENCE South along the East lines of Sections 24 and 25 of Township 12 South, Range 13 East, to the South 1/16 corner of 25-30;  
THENCE East along the South 1/16 line of Section 30, Township 12 South, Range 14 East, to the south 1/16 corner of Sections 30-29;  
THENCE South along the East line of Section 30;  
THENCE East along the North line of Section 32;  
THENCE South along the East line of Section 32 to the 1/4 corner of Sections 32 and 33;  
THENCE East along the East-West quarter line of Section 33;  
THENCE South along the East line of Section 33;  
THENCE West along the South lines of Sections 33, 32, and 31 of Township 12 South, Range 14 East;  
THENCE South along the East lines of Sections 1 and 12 of Township 13 South, Range 13 East;  
THENCE East along the North line of Section 18 of Township 13 South, Range 14 East;  
THENCE South along the East lines of Sections 18, 19, 30, and 31 to the South 1/16 corner of Sections 31 and 32;  
THENCE West along the South 1/16 line of Section 31 to the Center South 1/16 of Section 31;

THENCE South along the quarter line to the South 1/4 corner of said Section 31;  
THENCE West along the South line of Section 31 of Township 13 South, Range 14 East;  
THENCE continuing West long the South lines of Sections 36 and 35 to the South 1/4 corner of Section 35 of Township 13 South, Range 13 East;  
THENCE North along the quarter lines of Sections 35 and 26 to the Southeast corner of the Northeast 1/4 of the Northeast 1/4 of the Southwest 1/4 of Section 26;  
THENCE West to the Southwest corner of said Northeast 1/4 of the Northeast 1/4 of the Southwest 1/4;  
THENCE North to the Northwest corner of said Northeast 1/4 of the Northeast 1/4 of the Southwest 1/4;  
THENCE West to the Southwest 1/16 corner of said Section 26;  
THENCE North along the West 1/16 line to the West 1/16 corner, 23 and 14;  
THENCE West along the North line of Sections 23 and 22 to its intersection with the Rillito River;  
THENCE Northwesterly along the Rillito River to its intersection with the West line of Section 16, Township 13 South, Range 13 East;  
THENCE North along the West lines of Sections 16, 9, and 4 of Township 13 South, Range 13 East;  
THENCE continuing North along the West lines of Sections 33, 28, 21, 16, 9, and 4 of Township 12 South, Range 13 East;  
THENCE continuing North along the West lines of Sections 33, 28, 21, 16, 9, and 4 of Township 11 South, Range 13 East to the true point of beginning.

*Adopted:* date of manual adoption

**COMMUNITY INVOLVEMENT IN EDUCATION**

The Board recognizes that the public has substantial resources of training and experience that could be useful to schools. The strength of the local District is in large measure determined by the manner and degree to which these resources are utilized in an advisory capacity and to the degree that these resources are involved in supporting the improvement of the local educational program.

The advice of the public will be given careful consideration. In the evaluation of such contributions, the first concern will be for the educational program as it affects the students. The final decision may depart from this advice when in the judgment of the staff and the Board such advice is not consistent with goals adopted by the Board, consistent with current educational practice, or within the reach of the financial resources available.

*Adopted:* **March 6, 2007** date of Manual adoption

LEGAL REF.: A.R.S. 15-321  
15-327

CROSS REF.: IJ - Instructional Resources and Materials

CROSS REF.: IJ - Instructional Resources and Materials KB – Parent  
KB - Parental Involvement in Education

**PARENTPARENTAL INVOLVEMENT**

Based on the philosophy of the District, it is the intent of the Board that **parentparental** involvement in the District, at both the District and site levels, be defined in the broadest possible terms.

Further, it is the intent of the Board, under such a definition, that the Superintendent will, within the capabilities of the District staff and the financial limitations of the District, at both the District and **siteschool** levels, incorporate, to the maximum extent possible, a variety of activities, strategies, and mechanisms into the District and **siteschool** structures that provide for the:

- active involvement of,
- active support to,
- effective interaction with, and
- development of

parents as active partners in a student support team effort that will enhance the capacity of all students to reach their optimum potential.

*Adopted:* date of **manualManual** adoption

LEGAL REF.: A.R.S. 15-341  
15-342

CROSS REF.: **IHBD - Compensatory Education**  
**KB - ParentParental** Involvement in Education

A-0250 **AUSD10**  
**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. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

*Adopted:* date of **manualManual** adoption *Revised:* **August 13, 2002**

LEGAL REF.:       A.R.S. 23-341  
                      41-1463  
                      20 U.S.C. **1401,1400** *et seq.*,  
                      Individuals with Disabilities Education Act 20 U.S.C. 1681, Education  
                      Amendments of 1972, Title IX 20 U.S.C. 1703, Equal Employment  
                      Opportunity Act of 1972 29 U.S.C. 794, Rehabilitation Act of 1973,  
                      (Section 504) 42 U.S.C. 2000, Civil Rights Act of 1964, Titles VI and VII  
                      42 U.S.C. 12101 *et seq.*, Americans with Disabilities Act Arizona  
                      Constitution, Ordinance Art. XX, Par. Seventh

CROSS REF.:       ACA - Sexual Harassment  
                      GBA - Equal Employment Opportunity  
                      GCQF - **Discipline, Suspension, and Dismissal of Professional Staff  
                      Members**  
                      GDQD - **Discipline, Suspension, and Dismissal of Support Staff Members**  
                      IHBA - Special Instructional Programs and Accommodations for  
                      Disabled Students  
                      JB - Equal Educational Opportunities  
                      JII - **Student Concerns, Complaints and Grievances**  
                      JK - **Student Discipline**  
                      JKD - **Student Suspension**  
                      KED - Public Concerns/Complaints about Facilities or Services

## NONDISCRIMINATION / EQUAL OPPORTUNITY

### Compliance Officer

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or to have been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

### Complaint Procedure

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable, **within the established timelines**. In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether **or not** to hold an administrative hearing and/or to recommend bringing the matter before the Board. **If there is reason to believe that the Superintendent has violated policy, the complaint shall be made to the President of the Governing Board.**

If the person alleged to have violated **this regulation policy** is a teacher or an administrator, the due- process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. 15-539 *et seq.* may be initiated.

If the person alleged to have violated **this regulation policy** is a **classified support staff** employee, the Superintendent may **follow due process and** impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may **impose recommend** a suspension without pay, **or** recommend dismissal, or **impose** other appropriate discipline.

If the **person alleged to have violated policy** is a student, the Superintendent may impose discipline in accordance with policies JK, JKD and JKE.

If the Superintendent's investigation reveals no reasonable cause to believe **that this regulation policy** has been violated, **the Superintendent shall so inform the complaining party in writing.**

### Timelines



The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall **so inform** require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party **in writing** within five (5) working days.

*Adopted: date of manual adoption*

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.

## NONDISCRIMINATION / EQUAL OPPORTUNITY

COMPLAINT FORM (To be filed with the compliance officer as provided in AC-R)

**Please print:**

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Another phone where you can be reached \_\_\_\_\_

During the hours of \_\_\_\_\_

E-mail address \_\_\_\_\_

**I wish to complain against:**

Name of person, school (department), program, or activity \_\_\_\_\_

\_\_\_\_\_

Address \_\_\_\_\_

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date of the action against which you are complaining \_\_\_\_\_

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

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.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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I certify that this information is correct to the best of my knowledge.

\_\_\_\_\_ Signature of Complainant

*The compliance officer, as designated in AC-R, shall give one (1) copy to the complainant and shall retain one (1) copy for the file.*

*Adopted: date of manual adoption*

## SEXUAL HARASSMENT

All individuals associated with this District, including, but not necessarily limited to, the Governing Board, the administration, the staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, or when made by a student to another student where:

- ♦ Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's employment or education; or
- ♦ Submission to or rejection of such conduct is used as a basis for employment or education decisions affecting such individual; or
- ♦ Such conduct has the purpose or effect of substantially interfering with an individual's educational or work performance, or creating an intimidating, hostile, or offensive employment or education environment.

Sexual harassment may include, but is not limited to:

- ♦ Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, or display of sexually suggestive objects, pictures, or cartoons.
- ♦ Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
- ♦ Implying or withholding support for an appointment, promotion, or change of assignment; suggesting that a poor performance report will be prepared; suggesting that probation will be failed; implying or actually withholding grades earned or deserved; or suggesting that a scholarship recommendation or college application will be denied.
- ♦ Coercive sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee; or engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- ♦ Offering or granting favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, *etc. et cetera*, in exchange for sexual favors.

Anyone who is subject to sexual harassment, or who knows of the occurrence of such conduct, should inform the compliance officer, as provided in ACA-R.

A substantiated charge against a staff member in the District shall subject such staff member to disciplinary action.

A substantiated charge against a student in the District shall subject that student to disciplinary action, which may include suspension or expulsion.

All matters involving sexual harassment complaints will remain confidential to the extent possible.

*Adopted:* date of ~~manual~~Manual adoption

LEGAL REF.: A.R.S. 41-1461 *et seq.*  
20 U.S.C. 1681, Education Amendments of 1972, Title IX 20 U.S.C. 1703,  
Equal Employment Opportunity Act of 1972 42 U.S.C. 2000, Civil Rights  
Act of 1964 as amended, Title VII  
CROSS REF.: AC - Nondiscrimination/Equal Opportunity  
GBA - Equal Employment Opportunity  
GCQF - [Discipline, Suspension, and Dismissal of Professional Staff](#)

#### Members

[GDQD - Discipline, Suspension, and Dismissal of Support Staff Members](#)  
IHBA - Special Instructional Programs and Accommodations for  
Disabled Students  
JB - Equal Educational Opportunities  
[JII - Student Concerns, Complaints and Grievances](#)  
[JK - Student Discipline](#)  
[JKD - Student Suspension](#)  
KED - Public Concerns/Complaints about Facilities or Services  
KFA - Public Conduct on School Property

## SEXUAL HARASSMENT

### Compliance Officer

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or **to have who has** been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

### Complaint Procedure

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable, **within the established timelines**. In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether **or not** to hold an administrative hearing and/or to recommend bringing the matter before the Board. **If there is reason to believe that the Superintendent has violated policy, the complaint shall be made to the President of the Governing Board.**

If the person alleged to have violated **this regulation policy** is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. 15-539 *et seq.* may be initiated.

If the person alleged to have violated **this regulation policy** is a **classified support staff** employee, the Superintendent may **follow due process and** impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may **impose recommend** a suspension without pay, **or** recommend dismissal, or **impose** other appropriate discipline.

**If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with policies JK, JKD and JKE.**

If the Superintendent's investigation reveals no reasonable cause to believe **that this regulation policy** has been violated, **the Superintendent shall so inform the complaining party in writing.**

### Timelines

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall **so inform** require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party **in writing** within five (5) working days.

*Adopted: date of manual adoption*

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.

## SEXUAL HARASSMENT

### (OPTIONAL GRIEVANCE PROCEDURE - STAFF MEMBERS)

Due to the sensitive nature of sexual discrimination or harassment claims the following procedure may be followed by a grievant in prior preference to, but not in place of, the formal procedures set forth in Policy ACA

- ♦ An informal complaint shall be lodged in writing or orally with the employee's principal or immediate supervisor, either individually or through the association's grievance representative. Except to the extent required to conduct a thorough investigation of the complaint, the identity of a complainant shall be kept confidential.
- ♦ Upon receipt of such complaint, the principal or immediate supervisor shall discuss the complaint with the party accused of the alleged discrimination or harassment. Such investigation shall be complete within three working days of the complaint.
- ♦ The principal or immediate supervisor of the complainant shall meet with the complainant at or before the end of the three-day time period for investigation and shall discuss the conclusion and the options that are available as a result of the investigation. The complainant will be given an opportunity to express an opinion regarding the preferred action to be taken if the investigation indicates that sexual harassment or discrimination has occurred.
- ♦ The principal or immediate supervisor shall prepare a written report of the findings made and deliver a copy to each of the parties involved as well as to the Superintendent.
- ♦ The Superintendent may conduct further investigation or another hearing of the facts before rendering a decision.
- ♦ The Superintendent shall review the report and, if disciplinary action beyond oral reprimands is appropriate, present the report to the Governing Board with the Superintendent's findings and recommendations or, in the case of a classified employee, shall render a final decision in writing.
- ♦ All records will be kept confidential to the greatest extent possible.
- ♦ If the complaint is lodged against the employee's principal or immediate supervisor, the employee will so advise the Superintendent, who will, in turn, select an impartial designee to proceed with the investigation as hereinabove set forth.

*Adopted:* date of manual adoption



A-0313 ACA-RC

**SEXUAL HARASSMENT  
(GRIEVANCE PROCEDURE - STUDENTS)**

Due to the sensitive nature of sexual discrimination or harassment claims, the following procedure has been established and may be followed by a student and/or the student's parent(s) or legal guardian:

- ♦ An informal complaint shall be lodged in writing or orally with the student's principal or counselor, either individually or through the student's parent(s) or legal guardian.
- ♦ Upon receipt of such complaint, the principal shall discuss the complaint with the party accused of the alleged discrimination or harassment. Such investigation shall be complete within three school days of the complaint.
- ♦ The principal shall meet with the student complainant and/or the student's parent(s) or legal guardian at or before the end of the three-day time period for investigation and shall discuss the conclusion and the options that are available as a result of the investigation. The student complainant and the student's parent(s) or legal guardian will be given an opportunity to express an opinion regarding the preferred action to be taken if the investigation indicates that sexual harassment or discrimination has occurred.
- ♦ The principal shall prepare a written report of the findings made and shall deliver a copy to each of the parties involved, as well as to the Superintendent.
- ♦ The Superintendent may conduct further investigation or another hearing of the facts before rendering a decision.
- ♦ The Superintendent shall review the report and, where disciplinary action beyond oral reprimand is appropriate in the case of a certificated employee, present the report to the Governing Board with the Superintendent's findings and recommendations or, in the case of a classified employee, shall render a final decision in writing.
- ♦ All records will be kept confidential to the greatest extent possible.
- ♦ If the complaint is lodged against the student's principal, the student and/or the student's parent(s) or legal guardian will so advise the Superintendent, who will, in turn, select an impartial designee to proceed with the investigation as hereinabove set forth.

*Adopted:* date of manual adoption

COMPLAINT FORM (To be filed with the compliance officer as provided in ACA-R)

**Please print:**

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Another phone where you can be reached \_\_\_\_\_

During the hours of \_\_\_\_\_

E-mail address \_\_\_\_\_

**I wish to complain against:**

Name of person, school (department), program, or activity \_\_\_\_\_

\_\_\_\_\_

Address \_\_\_\_\_

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of the action against which you are complaining \_\_\_\_\_

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).



~~A-0650 **AUSD10 AD**~~  
~~EDUCATIONAL PHILOSOPHY / SCHOOL DISTRICT MISSION~~

~~Public schools in a democracy have evolving unique functions in addition to the major tasks of preparing youth for gainful employment and useful roles in a self-governing society. The Governing Board accepts the responsibility for public school programs and operations as specified in the Arizona Revised Statutes. The Board recognizes the necessity of seeking direction from the public when setting goals for virtually all aspects of school activities. The Board realizes that the results of its efforts are evaluated by the public. Requiring evaluation of school programs and personnel based on appropriate performance indicators is an important part of the Board's tasks. Such evaluations allow the Board to reallocate school resources in its endeavor to attain the public-identified goals for the District.~~

~~The Board recognizes the variability inherent in our student population. Thus, the instructional program must be adaptable to meet the needs of each student in order to encourage development of the students' unique talents to their fullest potential. An articulated educational program throughout the grades is necessary, with all phases of the total program being evaluated continually to determine whether community-established objectives and goals are being met. Cooperation with all agencies and institutions, private and governmental, that are interested in the welfare of our citizenry is needed, for all are striving toward the same goal - the best education possible for all the citizens of the District. Equal opportunity, depends upon allocation of resources appropriate to meeting the diverse needs of all youth and all other citizens of the District in each school service area. Finally, the Board recognizes the need to encourage and promote in-service training techniques that complement school programs, and to maintain a school climate that is enjoyable.~~

~~*Adopted: March 6, 2007*~~

~~LEGAL REF.: Arizona State Constitution, Article XI, Section 1~~

A-0700 **AUSD10** ADA  
**SCHOOL DISTRICT GOALS AND OBJECTIVES**

The Governing Board has adopted the following guiding principles to set the tone and direction of the entire ~~school system~~ District:

- ♦ Prepare youth for gainful employment and useful roles in a self-governing society.
- ♦ Operate programs as specified by the Arizona Revised Statutes.
- ♦ Provide a well-rounded educational program that includes regular and consistent opportunities for students in art, music, and foreign language.
- ♦ Seek direction from the public on goals and all activities.
- ♦ Evaluate programs and personnel on the basis of appropriate performance indicators.
- ♦ Reallocate resources on the basis of these indicators.
- ♦ Support programs to meet the needs of each student relevant to the skills students will need for the 21st Century.
- ♦ Encourage the development of the students' unique talents to their fullest potential as life long learners and citizens.
- ♦ Encourage an articulated, evaluated total program.
- ♦ Cooperate with all agencies and institutions in developing the best education for all of the students.
- ♦ Provide, throughout the District, equivalent a well-rounded educational programs that includes regular and consistent opportunities for students in art, music, theater, foreign language and physical education and comparable facilities throughout the District.
- ♦ Maintain a community education program.
- ♦ Encourage and promote in-service training techniques that complement school programs.
- ♦ Maintain a school climate that is enjoyable.

*Adopted:* date of manual adoption

**SCHOOL DISTRICT PRIORITY GOALS AND OBJECTIVES**  
**(Goals for Student Attainment)**

The Governing Board expects the ~~school system~~ District to effect the following goals (product goals) for the students:

- Each student should develop a sense of self-worth.
- Each student should develop skills needed to enter the world of work with an awareness of opportunities and requirements related to specific vocations and advanced education.
- Students should acquire attitudes, knowledge, and habits that permit them to function effectively as responsible citizens.
- Students should acquire good health habits and an understanding of conditions necessary for maintaining their physical and emotional well-being.
- Each student should have the services of an effective and comprehensive counseling and guidance program in grades kindergarten (K) through twelve (12).
- Each student should have the opportunity to develop a wide variety of interests.
- Students should be exposed, through active participation, to situations that will encourage them to express leadership, participate in collaborative tasks, make decisions, accomplish personal tasks, test new things, examine alternatives, and express creative thinking.
- Each school should establish a code of discipline commensurate with community and legal standards. The students should develop self-discipline by becoming aware of the benefits of good discipline and should be willing to assume responsibility for their actions.
- The students should develop, to the maximum level of individual abilities, their skills in mathematics, reading, writing, speaking, listening, the arts, athletics, and other kinetic activities.
- The District should have a comprehensive system of constructive evaluation whereby school programs and student progress can be continually appraised.
- Students should have opportunities for the development of understanding and appreciation of human achievement in the humanities, fine arts, and sciences.

*Adopted:* **March 6, 2007** *date of manual adoption*