

Final Posting: Monday, March 23, 2026 at 4:00pm

SPECIAL PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

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

Tuesday, March 24, 2026

5:30 PM

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

AMPHITHEATER PUBLIC SCHOOLS

MISSION

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

We Believe

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

We Value

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

AGENDA*

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

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

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

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

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

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

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

1. **CALL TO ORDER**
Mr. Matthew Kopec, Vice President
2. **PLEDGE OF ALLEGIANCE**
3. **ANNOUNCEMENT OF DATE AND PLACE OF NEXT REGULAR GOVERNING BOARD MEETING**
Tuesday, April 14, 2026 at 6:00 p.m., Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705
in the Leadership & Professional Development Center, SE Entrance and Parking
4. **PUBLIC COMMENT**¹ (30 Minutes Maximum)
5. **CONSENT AGENDA**³

A. Approval of Appointment of Non-Administrative Personnel	3
B. Approval of Personnel Changes	6
C. Approval of Leave(s) of Absence	10
D. Approval of Separation(s) and Termination(s)	12
E. Approval of Stipend for Coaching Volunteers	16
F. Approval of Revision to Amphitheater Policy 4-108.C Staff Development-Travel Reimbursement	18
G. Approval of Vouchers Totaling and Not Exceeding Approximately \$2,005,560.70	21
H. Acceptance of Gifts	22
I. Receipt of November 2025 Report on School Auxiliary and Club Balances	24
J. Approval of Parent Support Organization(s) - 2025-2026	33
K. Approval of Employee Insurance Rates	36
L. Approval of Addendum to Intergovernmental Agreement for Free Application for Federal Student Aid (FAFSA) Peer Coach Program with the Arizona Board of Regents (ABOR) and Metro Education Commission (MEC)	39
M. Approval of the District Calendar for School Year 2027-2028	48
N. Approval of Sponsorship Agreement with Idaho Central Credit Union	50
O. Approval of Out of State Travel	70
6. **STUDY**⁴

A. Study of Proposed 2026-2027 Code of Conduct	73
B. Study of K-12 STEM Education	192
7. **PUBLIC COMMENT**¹ (30 Minutes Maximum)
8. **BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS**
9. **ADJOURNMENT**

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

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



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

DATE OF MEETING: March 24, 2026

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 March 16, 2026.

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RECOMMENDATION:

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

INITIATED BY:

John Hastings, Director of Human Resources

Date: March 16, 2026

Todd A. Jaeger, J.D., Superintendent

3/24/2026

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Yrrizary	Alexis	Teacher - ELL/SEI	CT	Prince Elementary	CTT-BA	5 years	Correction		Salary placement
Arianti	Dian	Food Service Attendant	CL	CDO High School	1	0 years	Replacement	Mr. Greeson	
Lewis	Raven	School Health Aide	CL	Harelson Elementary	4	5 years	Replacement	Ms. Perkovac	
Loehr	Hanna	Classroom Aide/Caregiver	CL	Walker Elementary	2	0 years	New	Ms. Reynolds	
Melendrez	Arnaldo	Transportation Attendant	CL	Transportation	1	5+ years	Replacement	Ms. Frye-George	
Miranda	Mara	Classroom Aide/Caregiver	CL	La Cima Middle School	2	0 years	Replacement	Mr. Humphreys	
Weeks	Deanna	Transportation Attendant	CL	Transportation			Rescind		
Yribe	Samuel	Groundskeeper II	CL	Facilities Support	5	0 years	Replacement	Mr. Gill	
Cardenas	Aiden	Student Worker	ASW	Keeling Elementary			New	Ms. Bucciarelli-Fay	\$15.15 per hour

* 2026 - 2027 School Year
 Addendum Former employee or new hire receiving extra-curricular position
 New New hire filling a newly created position
 Rehire Former employee returning to a position in the district
 Replacement New hire filling a vacated position
 Rescind Declined position after appointment

HSP High School Principal
 MSP Middle School Principal
 ESP Elementary School Principal
 HSA High School Assistant Principal
 MSA Assistant Middle School Principal
 ESA Elementary Assistant Principal
 SAS Support Administrator
 ADCT Addendum Certified
 ADCL Addendum Classified
 ADACS Addendum Amphi Community Schools
 ADDM Addendum Only
 CT-AD Certified Administrative
 CT Certified
 CL-AD Classified Administrative
 CL Classified
 PR Professional
 ASW Student Worker

**03/24/2026
GOVERNING BOARD MEETING
APPOINTMENTS**

SUBSTITUTES

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Griffith	Kyle		CT		02/23/2026	
Hall	Stefannie		CT		03/11/2026	
Leyva	Celina		CT		03/11/2026	
Minck	Stuart		CT		03/12/2026	
Northcott	Daniel		CT		03/04/2026	
Smith	Sheri		CT		03/12/2026	
Tokars	Judith		CT		02/25/2026	
Toader	Niculina		CT		03/04/2026	
Cannon	Danielle		CL		03/11/2026	
Cochiolo	William		CL		03/04/2026	

AD Administrative
 PR Professional
 CT Certified
 CL Classified



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

DATE OF MEETING: **March 24, 2026**

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 March 16, 2026.

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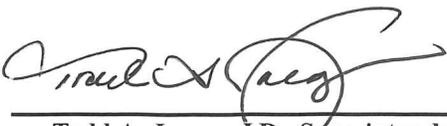
RECOMMENDATION:

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

INITIATED BY:


John Hastings, Director of Human Resources

Date: March 16, 2026


Todd A. Jaeger, J.D., Superintendent

3/24/2026

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Kindred	Ellen	Food Service Attendant	CL	CDO High School	Transfer			
Altemara-Arnold	Sara	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum		\$700.00	
Ammon	Connie	ADDN - Section 504	ADCT	Coronado K-8 School	Correction		Amount: \$1,500.00	
Arispe	Brooke	ADDN - Section 504	ADCT	Cross Middle School	Correction		Amount: \$3,400.00	
Avila	Paul	ADDN - Section 504	ADCT	Amphi Middle School	Correction		Amount: \$100.00	
Ayers	Nathan	Coach - 4th Q. Extracurricular Activities D	ADCT	Amphi Middle School	Addendum		\$2,159.26	
Boe	Bradley	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum		\$275.00	
Borders	Kaesey	ADDN - Arizona Teaching Fellow	ADCT	Keeling Elementary	Addendum		\$800.00	
Burgin	Samantha	ADDN - Section 504	ADCT	Ironwood Ridge High	Correction		Amount: \$4,400.00	
Chavez	Justin	Coach - Baseball Assistant MS	ADCT	La Cima Middle School	Addendum		\$1,511.48	
Colaianne	Nina	ADDN - Section 504	ADCT	Painted Sky Elementary	Correction		Amount: \$950.00	
Dean	Kyla	ADDN - Arizona Teaching Fellow	ADCT	CDO High School	Addendum		\$800.00	
Diaz	Richard	ADDN - CTE Placement Survey	ADCT	Amphi High School	Addendum		\$75.00	
Foster	Alyssa	Coach - Baseball Head MS	ADCT	Wilson K-8 School	Addendum		\$1,835.37	
Glor	Daniel	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum		\$75.00	
Gowen	Jean	ADDN - CTE Placement Survey	ADCT	Ironwood Ridge High	Addendum		\$150.00	
Gritis	Abigail	Coach - Track Assistant MS	ADCT	Cross Middle School	Addendum		\$1,511.48	
Hayes	Jeremy	Coach - Volleyball Head MS	ADCT	Coronado K-8 School	Addendum		\$1,835.37	
Holt	Nicolas	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum		\$75.00	
Hooton	Rose	ADDN - Curriculum Development	ADCT	Wetmore Center	Addendum		\$25.00 per hour	
Houser	Jennifer	Coach - Track Head MS	ADCT	Coronado K-8 School	Addendum		\$1,835.37	
Jolley	Kirtlye	ADDN - Homebound	ADCT	Innovation Academy	Addendum		\$30.00 per hour	

*	2026 - 2027 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
Krater	Caroline	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum		\$200.00	
Lepore	Andrew	ADDN - CTE Placement Survey	ADCT	Ironwood Ridge High	Addendum		\$500.00	
Lidbetter	Erin	ADDN - Section 504	ADCT	La Cima Middle School	Correction		Amount \$1,100.00	
Lopez	Stephanie	ADDN - School Support Team	ADCT	Walker Elementary	Addendum		\$20.00 per hour	
Meitner	Nickolas	ADDN - Extra Hours	ADCT	CDO High School	Addendum		\$33.22 per hour	
Meitner	Nickolas	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum		\$325.00	
Merendo	Erin	ADDN - CTE Placement Survey	ADCT	Ironwood Ridge High	Addendum		\$200.00	
Obregon	Jose	Coach - Volleyball Head MS	ADCT	Wilson K-8 School	Addendum		\$1,835.37	
Olszewski	Cynthia	ADDN - Section 504	ADCT	CDO High School	Correction		Amount: \$2,650.00	
Ronstadt	Joshua	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum		\$50.00	
Rose	Stileda	ADDN - Extra Hours	ADCT	Amphi High School	Added Duty		\$193.70	
Roseman	Ronny	ADDN - Extra Hours	ADCT	CDO High School	Addendum		\$34.43 per hour	
Shawgo	Katherine	ADDN - Arizona Teaching Fellow	ADCT	CDO High School	Addendum		\$800.00	
Shiba	Robert	Coach - Volleyball Assistant MS	ADCT	Cross Middle School	Addendum		\$1,511.48	
Silva	Sharon	Coach - Track Head MS	ADCT	Wilson K-8 School	Addendum		\$1,835.37	
Slaton	Stephanie	Coach - Volleyball Head HS	ADCT	CDO High School	Addendum		\$3,238.88	
Tarbet	Jeremy	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum		\$650.00	
Taylor	Ethnee	Coach - Track Head MS	ADCT	Cross Middle School	Addendum		\$1,835.37	
Todd	Cary	Coach - Baseball Head MS	ADCT	La Cima Middle School	Addendum		\$1,835.37	
Vela	Melissa	ADDN - Arizona Teaching Fellow	ADCT	Ironwood Ridge High	Addendum		\$800.00	
Velasquez	Jeanne	ADDN - CTE Placement Survey	ADCT	Amphi High School	Addendum		\$175.00	
Vigil	Janice	Coach - Volleyball Assistant MS	ADCT	Wilson K-8 School	Addendum		\$1,511.48	
Walden	Sandra	ADDN - Curriculum Development	ADCT	Wetmore Center	Addendum		\$25.00 per hour	
Warden-Dutton	Casey	ADDN - Essential Recruit Stipend	ADCT	CDO High School	Addendum		\$1,048.54	

*	2026 - 2027 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
Wheatley	Jessica	ADDN - CTE Placement Survey	ADCT	CDO High School	Addendum		\$550.00	
Wheatley	Jessica	Coach - Track Head HS	ADCT	CDO High School	Addendum		\$3,238.88	
Wojdyla	Cheryl	Coach - Volleyball Head MS	ADCT	Cross Middle School	Addendum		\$1,835.37	
Ballesteros	Narda	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$19.05 per hour	
Escarriga Castro	Frانيا	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$19.29 per hour	
Farmer	Savannah	ADDN - Extra Hours	ADCL	Food Service Admin	Added Duty		\$18.88 per hour	
Flores-Coronado	Angelina	ADDN - Extra Hours	ADCL	Food Service Admin	Added Duty		\$17.36 per hour	
Hernandez	Melissa	ADDN - Extra Hours	ADCL	Food Service Admin	Added Duty		\$17.58 per hour	
Marquez	Patricia	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$22.34 per hour	
Montoya	Joshua	ADDN - Extra Hours	ADCL	Food Service Admin	Added Duty		\$16.08 per hour	
Velazquez	Josefina	ADDN - Extra Hours	ADCL	Amphi High School	Added Duty		\$19.05 per hour	
Villegas	Viridiana	ADDN - Extra Hours	ADCL	CDO High School	Added Duty		\$16.61 per hour	

*	2026 - 2027 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 AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: March 24, 2026

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of March 16, 2026.

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RECOMMENDATION:

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

INITIATED BY:


John Hastings, Director of Human Resources

Date: March 16, 2026


Todd A. Jaeger, J.D., Superintendent

3/24/2026

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Berrigan	Morgan	Teacher - Biology	CT	Amphi High School	02/25/2026	End
Callahan	Melissa	Teacher - Preschool Director	CT	Holaway Elementary	02/20/2026	End
Quevedo	Shelley	Teacher - Mathematics	CT	Coronado K-8 School	03/10/2026	End
Aldaraca	Erika	Special Education Teaching Assist	CL	La Cima Middle School	02/25/2026	End
Allamong	James	Groundskeeper I	CL	Facilities Support	03/11/2026	Extension
Capriles Reggeti	Adriana	Preschool Instructional Specialist	CL	Innovation Academy	02/25/2026	End
Cox	Jennifer	Preschool Instructional Specialist	CL	Harelson Elementary	03/02/2026	Start
Hayes	Karen	Campus Monitor	CL	Walker Elementary	03/02/2026	End
Hizny	April	Data & Assessment Coordinator	CL	Wetmore Center	02/23/2026	Extension
House	Sarah	Bookkeeper II	CL	Wetmore Center	02/19/2026	Start
Moss	Aimee	Student Services Coordinator Assis	CL	Walker Elementary	03/10/2026	Extension
Moss	Aimee	Student Services Coordinator Assis	CL	Walker Elementary	02/13/2026	Start
Navarro	Jose	Groundskeeper I	CL	Facilities Support	02/25/2026	End
Osuna	Gabriela	Bilingual Instructional Assistant	CL	Prince Elementary	03/02/2026	End
Parra	Veronica	15 Passenger Bus Driver	CL	Transportation	03/30/2026	Extension
Parra	Veronica	15 Passenger Bus Driver	CL	Transportation	03/16/2026	Extension
Parra	Veronica	15 Passenger Bus Driver	CL	Transportation	02/05/2026	Start
Santillan	Mary Beth	Homeless Education Liaison	CL	Wetmore Center	02/25/2026	End
Santillan	Mary Beth	Homeless Education Liaison	CL	Wetmore Center	02/23/2026	Extension
Walker	Robert	Maintenance Technician II	CL	Facilities Support	03/02/2026	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: March 24, 2026

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

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of March 16, 2026.

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RECOMMENDATION:

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

INITIATED BY:

John Hastings, Director of Human Resources

Date: March 16, 2026

Todd A. Jaeger, J.D., Superintendent

3/24/2026

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Christman	Jill	Teacher - Chemistry	CT	CDO High School	05/21/2026	Retirement	Returning ESI
Collins	Adam	Teacher - Special Education	CT	La Cima Middle School	05/21/2026	Resignation	
Gladish	Malaya	Teacher - Grade 5	CT	Prince Elementary	05/21/2026	Resignation	
Guymond	Chad	Teacher - Welding Technology	CT	Amphi High School	02/13/2026	Separation Agreement	
Guymond	Chad	Teacher - Automotive Techn	CT	Amphi High School	02/13/2026	Separation Agreement	
Maddox	Kenzie	Teacher - Grade 1	CT	Walker Elementary	05/21/2026	Resignation	
Rondeau	Hana	Teacher - Music	CT	Keeling Elementary	05/21/2026	Resignation	
Rondeau	Hana	Teacher - Orchestra	CT	Keeling Elementary	05/21/2026	Resignation	
Stewart	Roy	Teacher - P. E.	CT	Ironwood Ridge High	05/21/2026	Retirement	Returning ESI
Vissichelli	Joseph	Teacher - English	CT	Ironwood Ridge High	05/21/2026	Retirement	Returning ESI
Epstein	Bethany	Social Worker	CL-PR	Painted Sky Elementary	05/21/2026	Resignation	
Commander	Anita	Bus Driver	CL	Transportation	03/06/2026	Resignation	
DeFrancesco	Emily	School Health Aide	CL	Keeling Elementary	05/21/2026	Retirement	
Gregg	Bethani	Clerk	CL	Copper Creek Elementary	03/13/2026	Resignation	
Gregg	Bethani	Educational Assistant to the	CL	Copper Creek Elementary	03/13/2026	Resignation	
Holston	Autumn	Classroom Aide/Caregiver	CL	CDO High School	03/23/2026	Resignation	
Molina	Mia	Classroom Aide/Caregiver	CL	Cross Middle School	02/23/2026	Resignation	
Nguyen	Jimmy	Electrician	CL	Facilities Support	02/24/2026	Resignation	
Osuna	Gabriela	Bilingual Instructional Assist	CL	Prince Elementary	03/27/2026	Resignation	
Osuna	Gabriela	Bilingual Clerk	CL	Prince Elementary	03/27/2026	Resignation	
Reil	Elisabeth	Special Education Teaching	CL	Amphi High School	02/23/2026	Resignation	
Samorano	Enrique	Groundskeeper I	CL	Facilities Support	02/20/2026	Resignation	
Sipchen	James	Special Education Teaching	CL	CDO High School	05/20/2026	Retirement	

*	2026 - 2027 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 MEETING SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Walden	Alette	Classroom Aide/Caregiver	CL	Wilson K-8 School	02/25/2026	Resignation	

*
 2026 - 2027 School Year
 Budget RIF Reduction in force due to budget
 Abandonment Employee abandoned position
 Breach of Contract Employee did not fulfill contract
 Dismissal Employee terminated by the District
 Resignation Employee resigning from the District
 Retirement Employee retiring from the District

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

03/24/26
GOVERNING BOARD MEETING
SEPARATIONS

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Covert	Abby		CT		03/09/2026	
Kanoza	Sandra		CT		03/02/2026	
Malis	Ainsley		CT		03/09/2026	
Hartwig	Georganne		CL		03/09/2026	



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

DATE OF MEETING: March 24, 2026

TITLE: Approval of Stipend for Coaching Volunteers

BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of March 16, 2026.

16

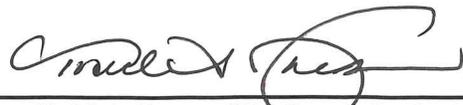
RECOMMENDATION:

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: March 16, 2026


Todd A. Jaeger, J.D., Superintendent

3/24/2026

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Alexander	Casey	Coach - Volleyball Assistant MS	Cross Middle School	Stipend	\$1,511.48
Babler	Hunter	Coach - Track Assistant HS	CDO High School	Stipend	\$2,591.11
Castillo	Brian	Coach - Baseball Assistant MS	Cross Middle School	Stipend	\$1,511.48
Dalton-Aragon	Jaron	Coach - Track Assistant MS	La Cima Middle School	Stipend	\$1,511.48
Dillard	James	Coach - Baseball Assistant HS	Amphi High School	Stipend	\$2,591.11
Godoy	Albino	Coach - Baseball Head MS	Amphi Middle School	Stipend	\$1,835.37
Golden	Tim	Coach - Track Assistant MS	Coronado K-8 School	Stipend	\$1,511.48
Guenther	Nathalie	Coach - Volleyball Assistant HS	CDO High School	Stipend	\$2,591.11
Lopez	Luis	Coach - Baseball Head MS	Cross Middle School	Stipend	\$1,835.37
Nisbett	Diana	Coach - Softball Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Palmer	Marcus	Coach - Track Assistant MS	Cross Middle School	Stipend	\$1,511.48
Pelz	Adam	Coach - Baseball Assistant MS	Wilson K-8 School	Stipend	\$1,511.48
Pereida	Ricardo	Coach - Track Head MS	La Cima Middle School	Stipend	\$1,835.37
Pfau	Leslie	Coach - Track Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Reed	Stephan	Coach - Track Assistant MS	Amphi Middle School	Stipend	\$1,511.48
Trippe	John	Coach - Baseball Assistant MS	Amphi Middle School	Stipend	\$1,511.48
Tyler	Mariella	Coach - Volleyball Assistant MS	Amphi Middle School	Stipend	\$1,511.48
Urias	Martin	Coach - Baseball Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Wallace	Faith	Coach - Track Assistant MS	La Cima Middle School	Stipend	\$1,511.48
West	Brittany	Coach - Track Assistant MS	Wilson K-8 School	Stipend	\$1,511.48

* 2026-2027 School Year



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

DATE OF MEETING: **March 24, 2026**

TITLE: **Approval of Revision to Amphitheater Policy 4-108.C Staff Development-Travel Reimbursement**

BACKGROUND:

Amphitheater Policy 4-108.C addresses procedures and rates of reimbursement for travel for staff development. The policy contained specific reimbursement rates and now contains generalized language to reflect the fluctuating state approved reimbursement rate. This policy also reflects current procedures of lodging being reserved by the central district office as opposed to individual employees.

RECOMMENDATION:

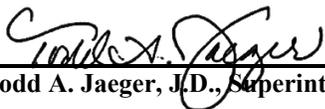
It is recommended that the Board approve the revision as identified in the accompanying attachment.

INITIATED BY:



Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: March 17, 2026



Todd A. Jaeger, J.D., Superintendent

Procedure 4-108.C Staff Development - Travel Reimbursement

Travel Regulations

Realizing that travel is an important function, especially to in-service education growth, the following regulations are designed to ensure the most equitable distribution of the District's available resources:

Travel Allotments

Special projects. When engaged in a study for special purposes, such as construction or studying new programs, the allotment will be on an as-needed basis, as approved by the Superintendent or the Superintendent's designee.

Conventions/conferences. National conventions and national academies may be attended based on budget availability and with the approval of the Superintendent.

Specific Items Involving Reimbursement

Travel reimbursement. If travel is reimbursed, the mode of travel must be approved ahead of time by the Superintendent or Associate Superintendents and will be at the following rates:

- A. Current approved state rate per mile for car travel.
- B. Lowest air fare for best accommodations available.
- C. If more than one (1) employee of the District attends the same conference and auto travel is approved, it would be expected that the employees would travel together unless contrary approval is made ahead of time.
- D. A general rule is that auto travel should be used within a radius of two hundred (200) miles from Tucson (four hundred [400] miles round-trip).
- E. A satisfactory report shall be made on such forms as the administration shall provide.

Lodging reimbursement:

- A. If lodging reimbursement is approved, the room accommodations should fall within the medium price bracket. The Arizona Department of Administration (DOA) lodging cost index should be considered as maximum dollar amounts, with suitable accommodations usually available at lesser costs. However, if the employee can demonstrate that suitable accommodations cannot be obtained at the maximum dollar allowance, then the employee may request in advance of the trip that the Superintendent approve an amount above the maximum.
- B. Lodging reservations are to be made in coordination with the central district office

Meal reimbursement:

- A. If meal reimbursement is involved, approval should be requested in advance.
- B. The employee pays for meals and is reimbursed upon presentation of a claim after convention attendance.
- C. Meals are reimbursed at a maximum of the DOA schedule pertaining to per diem and incidental expenses.

Other reimbursements:

- A. Reimbursement for other expenses must be approved ahead of the conference.
- B. The employee pays miscellaneous costs and is reimbursed upon presentation of a claim after conference attendance.
- C. Receipts should be attached to the claim.
- D. Organizational membership dues normally will not be reimbursed.

Amphitheater Public Schools



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

DATE OF MEETING: **March 24, 2026**

TITLE: **Approval of Vouchers Totaling and Not Exceeding \$2,005,560.70 (Final Total)**

BACKGROUND:

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

RECOMMENDATION:

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

INITIATED BY:

Scott Little, Chief Financial Officer

Date: March 23, 2026

Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **March 24, 2026**

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 13, 2026

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations	Donor	Site
Ck in the amount \$3,000.00	THE MARIAN P GALLIN HIGH SCHOOL	AMPHITHEATER HIGH SCHOOL
Ck in the amount \$2,500.00	THE MARIAN P GALLIN HIGH SCHOOL	AMPHITHEATER HIGH SCHOOL
Ck in the amount \$800.00	FREEPORT-MCMORAN	DONALDSON ELEMENTARY
Ck in the amount \$2,363.33	ST. PHILLIP'S IN THE HILLS EPISCOPAL CHURCH	HOLAWAY ELEMENTARY
Ck in the amount \$1,863.60	BLAST ATHLETICS	AMPHITHEATER HIGH SCHOOL
Ck in the amount \$200.00	NETWORK FOR GOOD	CANYON DEL ORO HIGH SCHOOL
2006 HYUNDAI TUCSON	ERIC HOHMANN	CANYON DEL ORO HIGH SCHOOL



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

DATE OF MEETING: **March 24, 2026**

TITLE: **Receipt of November 2025 Report on School Auxiliary and Club Balances**

BACKGROUND:

Arizona Revised Statutes §§15-1121 and 15-1125 provide for the operation of Student Activity and Auxiliary Operations funds respectively. The Uniform System of Financial Records for Arizona School Districts (USFR) outlines procedures to be followed by school districts in the disbursements of monies from either of these funds. One requirement for the operational compliance is to provide a report to the Governing Board summarizing the transactions for the month.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board receive the report of School Auxiliary and Club Balances.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: March 13, 2026

Todd A. Jaeger, J.D., Superintendent

**Amphitheater Public Schools
 Summary of Activity for All Schools
 Auxiliary Accounts
 For Month Ending November 30, 2025**

Beginning Balance	\$	3,380,647.08
Plus Deposits		175,321.33
Less Disbursements		<u>(239,167.61)</u>
Ending Book Balance For All Schools	\$	<u>3,316,800.80</u>
Outstanding Deposits		(868,883.22)
Outstanding Checks		<u>29,196.48</u>
Ending Bank Balance For All Schools	\$	<u>2,477,114.06</u>

**Amphitheater Public Schools
Summary of Activity for All Schools
Student Activity Accounts
For Month Ending November 30, 2025**

Beginning Balance	\$ 771,266.04
Plus Deposits	84,816.85
Less Disbursements	<u>(84,701.22)</u>
Ending Book Balance For All Schools	<u>\$ 771,381.67</u>
Outstanding Deposits	(140,722.08)
Outstanding Checks	<u>11,711.98</u>
Ending Bank Balance For All Schools	<u>\$ 642,371.57</u>

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending November 30, 2025**

Amphi Middle School

Student Gov't	2,856.62
MESA Club	148.06
NJHS	178.52
Odyssey of the Mind	439.13
Science Club	1,684.15
Amphi Middle School Total	\$ 5,306.48

Copper Creek Elementary

Student Council	5,176.57
Turquoise Times	32.28
Copper Creek Total	\$ 5,208.85

Coronado K-8 Schools

Elementary Student Council	4,858.12
Middle School Student Council	5,823.45
Astronomy/Space & Science	221.76
Band	3,951.05
C.H.O.I.C.E.S.	167.53
Chorus	1,319.41
Coronado FCA	42.00
Coronado Musicians Club	1,120.05
Indoor Percussion Club	755.00
Kids Helping Kids	339.13
NEHS	41.00
National Junior Honor Society	5,312.84
Odyssey of the Mind	1,577.35
Orchestra	930.57
Running Club	3,152.56
Wrestlers Club	871.70
Coronado Total	\$ 30,483.52

Cross Middle School

Student Council	6,725.63
Band Club	2,145.39
Choir Club	2,116.40
Life Skills Exploratory Club	142.96
Musical Theater Club	1,315.32
NJHS	1,892.41
Orchestra Club	2,446.60
Star Club	2,178.57
Web Club	1,706.90
Cross Middle School Total	\$ 20,670.18

Donaldson Elementary

Student Council	5,009.11
Donaldson Total	\$ 5,009.11

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending November 30, 2025**

Harelson Elementary

Student Council	1,825.33
5th Grade Activities	125.36
Track	307.65
Harelson Total	\$ 2,258.34

Holaway Elementary

Student Council	753.22
Holaway Total	\$ 753.22

Innovation Academy

Student Council	200.69
Algebra Club	116.52
Entrepreneur Club	3,887.54
Odyssey of the Mind	280.44
Innovation Academy Total	\$ 4,485.19

Keeling Elementary

Student Council	1,453.71
Keeling Total	\$ 1,453.71

La Cima Middle School

Student Council	1,143.69
NJHS	1,078.08
La Cima Total	\$ 2,221.77

Mesa Verde Elementary

Student Council	6,100.96
Mesa Verde Total	\$ 6,100.96

Nash Elementary

Student Council	1,634.36
Nash Total	\$ 1,634.36

Painted Sky Elementary

Student Council	2,463.32
Nature Shop	929.20
Orchestra	273.55
Band	788.13
Chorus	781.42
Milers	2,814.51
OM	584.95
Sign Language	210.00
NEHS	501.19
Math Club	23.00
Art Club	209.84
Sports Club	120.01
Yearbook	45.00
Painted Sky Total	\$ 9,744.12

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending November 30, 2025**

Prince Elementary

Student Council	1,234.12
Prince Total	\$ 1,234.12

Rio Vista Elementary

Student Council	981.94
Rio Vista Total	\$ 981.94

Walker

Student Council	2,318.28
Fitness Fanatics	396.83
Odyssey of the Mind	2,848.80
Art Club	-
Walker Total	\$ 5,563.91

Wilson

Student Council	9,701.61
Algebra Club	439.36
Archery Club	2,342.67
Art Club	-
Elementary Student Council	3,544.41
Elementary Choir	715.44
GameMakers	-
MS Choir	2,920.92
MS Theater Club	394.64
National Elementary Honor Society	291.67
National Junior Honor Society	970.73
Odyssey of the Mind	566.83
Robotics Club	1,078.53
Science Club	660.00
Yearbook Club	1,704.73
Wilson Total	\$ 25,331.54

Total K-8 Club Balances **\$ 128,441.32**

Plus: Outstanding Checks	3,661.55
Less: Outstanding Deposits (Inc CC's)	(2,724.00)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-

Bank Balance **\$ 129,378.87**

Sweep Account	\$	129,378.87
		0.00

**Amphi High School
Student Activity Account
Schedule of Club Balances
For Month Ending November 30, 2025**

1001 Student Council	\$ 16,891.98	1450 Debate Club	\$ 586.14
1035 Art Club	966.76	1470 Soccer -Girls	116.76
1050 AHS Unified Panter's Club	-	1520 Media Club	1223.37
1070 Band Club	161.51	1560 National Honor Society	365.05
1080 Baseball	1,854.03	1590 Odyssey of the Mind	-
1085 Golf -Boys	-	1600 Orchestra Club	1,115.82
1110 Basketball -Girls	1,448.90	1606 Archery Club	609.00
1111 Book Club	250.00	1620 Mariachi Club	517.50
1113 Drama Club	1,166.02	1631 Panther Popcorn	4,977.01
1115 Choir Club	5,556.23	1740 ASL Club	3,301.29
1120 AVID Club	3,251.39	1744 Auto Skills USA Amphi Chapter	4,525.20
1172 Dance Club	122.10	1745 Soccer -Boys	112.82
1180 Basketball -Boys	10,586.38	1770 Softball Club	527.02
1200 Panther Partners Club	1,331.45	1780 Spanish Club	1,760.15
1226 Early Childhood Club	2,619.13	1785 AHS Spiritline Cheer	37.18
1227 Yearbook Club	1,982.32	1790 Cross Country Club -Girls	819.87
1230 Fashion Sewing Club	-	1803 HOSA Club	8,951.18
1234 FFA Club	1,052.90	1830 Swim Club	912.89
1235 FFA - Loan Funds	13,048.68	1835 Tennis -Girls	11.72
1245 French Club	1,831.33	1840 Tennis -Boys	12.47
1250 FBLA Club	130.67	1850 Tech Theater Club	380.68
1255 A/V Panthers Club	4,120.41	1860 Trackers - Track & Field Club	705.88
1261 The Game Club	51.00	1900 Volleyball -Girls	7,049.96
1275 Girls Golf Club	-	1905 Beach Volleyball	4,179.81
1280 Greenhouse Club	62.70	1950 Bookstore Over/Short	0.52
1290 Wrestling	649.14	1965 Astronomy Club	-
1300 Football Club	1,906.32	1983 Amphi Welding Club	140.00
1310 Inter Act Club	1,403.56		
1350 Volleyball -Boys	109.35		

Amphi HS Total Clubs	<u>\$ 115,493.55</u>
Plus: Outstanding Checks	762.53
Less: Outstanding Deposits (Inc CC's)	(8,533.51)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	<u>\$ 107,722.57</u>

Sweep Account \$ 107,722.57
0.00

**Canyon Del Oro High School
Student Activity Account
Schedule of Club Balances
For Month Ending November 30, 2025**

1001 Student Government	\$ 23,425.62	1420 IB Club	\$ 259.47
1020 Academic Decathlon	3,070.57	1425 Anime Club	-
1031 Black Excellence Student Union	231.50	1470 Soccer -Girls	2,832.62
1033 Awareness	15.00	1480 Link Crew	11,703.86
1034 Art Club	203.00	1530 Model United Nations	208.84
1070 Band Club	3,805.64	1560 National Honor Society	1,691.38
1081 Be Kind /Ben's Bell Club	465.64	1580 Youth and Government	90.00
1083 Biology Club	995.70	1590 Odyssey of the Mind	8,165.80
1084 Bowling Club	29.44	1600 Orchestra Club	9.55
1085 Golf -Boys	16,067.34	1650 Psychology Club	28.00
1110 Basketball -Girls	69.63	1740 Sign Language Club	376.02
1111 Book Club	20.62	1742 Senior Spirit Squad	632.82
1113 Drama Club	10,482.46	1743 Skills USA Construction	19,501.38
1115 Choir	1,548.49	1744 Skills USA Autos	19,991.92
1118 Engineering Club	603.16	1745 Soccer -Boys	27.60
1128 Mountain Bike	-	1770 Softball Club	-
1140 Chemistry Club	852.57	1780 Spanish Club	616.92
1145 Chess	2,832.85	1785 Spiritline/ Pomline	6,321.57
1150 Culinary Arts/FCCLA	3,897.40	1786 Stunt & Cheer	11,975.38
1155 Catering	12,813.59	1790 Cross Country	8,383.58
1170 Debate Club	-	1800 HOSA-Future Health Professionals	856.25
1172 Dance	6,537.25	1810 CDO Travelers' Club	-
1180 Basketball -Boys	-	1830 Swim Club	5,729.44
1200 DoradoTeam	2,461.27	1835 Tennis -Girls	4,058.37
1220 Girls Who Code Club	-	1840 Tennis -Boys	1,874.94
1224 CDO Film Club	45.00	1860 Track & Field Club	17,024.68
1225 Environmentalist Club	211.22	1865 TRI-M Club	216.70
1226 Early Childhood	4,646.95	1900 Volleyball -Girls Club	-
1227 Yearbook	6,521.11	1905 Beach Volleyball	1,164.13
1230 FCA Club	81.61	1911 Poetry Club	-
1245 French Club	126.76	1915 CDO Pickleball Club	211.22
1250 FBLA	3,430.15	1916 Podcast Club	-
1254 Fashion Photography	33.00	1917 Clay Club	587.65
1255 Photography Club	1,601.71	1918 CDO Newspaper Club	-
1267 LGBTQ+	266.62	1919 Literature Club	-
1270 German Club	296.06	1921 CDO Aeronautics	300.00
1275 Golf -Girls	7,311.12	1922 Mud Club	631.00
1290 Wrestling	8,185.19	1923 Skate Club	-
1300 Football Club	10,416.79	1924 Climbing Club	-
1310 Interact	-	1940 Fashion History Club	30.00
1345 Take-A-Hike Club	-	1940 Decision Point Club	-
1350 Volleyball -Boys	952.50	1950 Bookstore Over/Short	-

CDO HS Total Clubs **\$ 260,055.62**

Plus: Outstanding Checks 4,676.49
Less: Outstanding Deposits (Inc CC's) (39,242.07)
NSF Checks/Void/Stale/Account Adj -
Deposit Error/Adjustments -

Bank Balance **\$ 225,490.04**

**Ironwood Ridge High School
Student Activity Account
Schedule of Club Balances
For Month Ending November 30, 2025**

1001 Student Government	\$ 42,152.11	1430 Key Club	\$ 917.61
1035 Art Club	1,706.53	1450 Speech & Debate	-
1040 Photography/Skills USA	18,016.30	1470 Soccer -Girls	7,742.38
1055 Fashion Design	-	1530 Model United Nations	2,205.00
1070 Band Club	3,135.01	1560 National Honor Society	4,344.85
1080 Baseball	2,261.47	1575 PHP-People Helping People	-
1083 Science Club	1,325.00	1595 Japanese	-
1085 Golf -Boys	3,469.55	1600 Orchestra Club	3.75
1090 Book Dazzlers	40.00	1700 Club Green	1,223.36
1095 Ridge Audio	2,627.85	1740 Sign Language	399.00
1110 Basketball -Girls	119.85	1745 Soccer -Boys	12,112.60
1113 Drama	663.14	1750 Robotics Club	2,029.68
1115 Choir	5,900.45	1755 Sports Medicine-HOSA	125.00
1150 Culinary Arts	2,141.96	1770 Softball Club	831.31
1173 Pomline	0.58	1785 Spiritline/Cheer Club	4,562.48
1180 Basketball -Boys	1,938.60	1790 Cross Country	906.13
1203 Pop till you Drop	3,148.13	1800 Sports Medicine Trainers	314.41
1226 Early Childhood	1,671.98	1803 Healthcare - HOSA	258.48
1227 Yearbook	58,911.09	1830 Swim Club	5,795.65
1230 FCA-Future Christian Athletes	-	1835 Tennis -Girls	3,388.08
1256 On the Ridge Design/Iron Quill	7,131.25	1840 Tennis -Boys	4,984.88
1260 Gaming	114.95	1850 Technical Theater Club	78.53
1266 Q Club	399.57	1860 Track & Field Club	-
1275 Golf -Girls	2,528.32	1900 Volleyball -Girls	20,282.15
1290 Wrestling	787.84	1905 Beach Volleyball	5,435.73
1300 Football	19,554.09	1910 Imprints of Honor	1,412.65
1350 Volleyball -Boys	8,291.85	1950 Bookstore Over/Short	-

Ironwood Ridge HS Total Clubs	<u>\$ 267,391.18</u>
Plus: Outstanding Checks	2,611.41
Less: Outstanding Deposits (Inc CC's)	(90,222.50)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	<u>\$ 179,780.09</u>

Sweep Account \$ 179,780.09
0.00



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

DATE OF MEETING: **March 24, 2026**

TITLE: **Approval of Parent Support Organization(s) – 2025-2026**

BACKGROUND:

Approval of the following Parent Support Organization(s) pursuant to District Procedure 4-102.A:

Amphi Baseball Booster
Amphitheater (High) Parent Association

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve these changes to the list of approved parent support organizations.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: March 16, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2025 - 2026

Name of Organization AMPHI BASEBALL BOOSTER

School AMPHITHEATER HIGH SCHOOL

Related Student Organization or Club _____

Taxpayer I.D. 80-0947599

OFFICERS:

Name: Melissa Leeman

Name: Melinda Kuhn

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 10/01/24

Date taking office: 10/15/18

Name: _____

Name: _____

Office Held: _____

Office Held: _____

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: _____

Date taking office: _____

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

- Formal Non-Profit Please Attach:
 - 1) Articles of Incorporation (*first year only*)
 - 2) I.R.S. Determination Letter (*first year only*)
 - 3) Annual budget, goals and objectives
 - 4) Current operating by-laws
 - ✓ 5) Last fiscal year AZ Corporation Commission Annual Report
 - ✓ 6) Last fiscal year I.R.S. Form 990 Annual Report
 - ✓ 7) Most recent treasurers financial report
 - ✓ 8) Most recent bank statement

- Informal Non-Profit Please Attach:
 - 1) Annual budget, goals and objectives
 - 2) Current operating by-laws
 - 3) Most recent treasurers financial report
 - 4) Most recent bank statement

Are two signatures required on disbursements? Yes No By-laws reviewed annually? Yes No

Member meetings held how often? As Needed Executive meetings held how often? Annual

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Organization training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

* [Signature] 10/21/25 [Signature] 10/21/25
 Signature Date Signature Date

 Signature Date Signature Date

Site Administrator's Approval: [Signature] 3/3/26
 Signature Date

For district use: Finance Department recommendation: approval
 Governing Board Agenda date: 3/24/26

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2025 - 2026

Name of Organization AMPHITHEATER PARENT ASSOCIATION School AMPHITHEATER HIGH SCHOOL

Related Student Organization or Club _____ Taxpayer I.D. 42-1679713

OFFICERS:

Name: Jeanne Davis Name: Melinda Kuhn
Office Held: President Office Held: Treasurer
Address: _____ Address: _____

E-mail: _____ E-mail: _____
Phone(s): _____ Phone(s): _____

Date taking office: 07/01/17 Date taking office: 07/01/17

Name: _____ Name: _____
Office Held: _____ Office Held: _____
Address: _____ Address: _____

Phone(s): _____ Phone(s): _____

Date taking office: _____ Date taking office: _____

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

- Formal Non-Profit Please Attach: 1) Articles of Incorporation (*first year only*)
2) I.R.S. Determination Letter (*first year only*)
3) Annual budget, goals and objectives
4) Current operating by-laws
5) Last fiscal year AZ Corporation Commission Annual Report
6) Last fiscal year I.R.S. Form 990 Annual Report
7) Most recent treasurers financial report
8) Most recent bank statement
- Informal Non-Profit Please Attach: 1) Annual budget, goals and objectives
2) Current operating by-laws
3) Most recent treasurers financial report
4) Most recent bank statement

Are two signatures required on disbursements? Yes No By-laws reviewed annually? Yes No

Member meetings held how often? AS needed Executive meetings held how often? ANNUAL

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Organization training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

Jeanne Davis 10/15/2025 Melinda Kuhn 10/15/2025
Signature Date Signature Date

Signature Date Signature Date

Site Administrator's Approval: [Signature] 3/16/26
Signature Date

For district use: Finance Department recommendation: approval
Governing Board Agenda date: 3/24/26

2025 03 26 11:44



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

DATE OF MEETING: **March 24, 2026**

TITLE: **Approval of Employee Insurance Rates**

BACKGROUND:

The District transitioned to a self-insured health plan effective July 1, 2024, in partnership with Kairos. Since the transition, health insurance rates have remained unchanged.

Beginning in the 2026–2027 school/fiscal year, the District will implement a 3% rate increase for employee health insurance. This adjustment reflects ongoing efforts to maintain the financial sustainability of the self-insured plan while continuing to provide comprehensive health coverage for employees and their families.

In addition to the rate adjustment, the District will modify its dependent coverage structure. Previously, the District offered a dependent tier of “Employee + Child(ren).” Beginning in FY 2026–2027, this tier will be changed to Employee + Child. Multiple children will use the Employee + Family tier. This change more accurately aligns premium tiers with actual dependent enrollment and helps ensure equitable cost distribution across plan participants.

Deductibles are as follows:

- High-Deductible Health Plan (HDHP) - \$2,000
- Gold Plan - \$750.
- Silver Plan - \$1,200

Out-of-Pocket Maximums:

\$5,000 individual / \$10,000 family across all plans

Co-Pays are as follows:

- Gold Plan - PCP copay: \$25 (from \$28), Specialist copay: \$50 (from \$36) and Urgent Care \$100.
- Silver Plan- PCP copay: \$25 (from \$32), Specialist copay: \$50 (from \$40) and Urgent Care \$100.

Pharmacy Benefit Changes:

Traditional medications will move to MedImpact and Specialty drugs will transition to Archimedes, providing an estimated \$250,000 savings with minimal disruption.

Medical

Insurance Plan	Coverage Level	Current Monthly Rates	Proposed Rates	Overall Change \$ Per Month
Gold	EE Only	\$ 922.00	\$ 950.00	\$ 28.00
	EE + Spouse	\$ 1,825.00	\$ 1,880.00	\$ 55.00
	EE + Child	\$ 1,698.00	\$ 1,749.00	\$ 51.00
	EE + Family	\$ 2,470.00	\$ 2,544.00	\$ 74.00
Silver	EE Only	\$ 843.00	\$ 868.00	\$ 25.00
	EE + Spouse	\$ 1,668.00	\$ 1,718.00	\$ 50.00
	EE + Child	\$ 1,552.00	\$ 1,599.00	\$ 47.00
	EE + Family	\$ 2,257.00	\$ 2,325.00	\$ 68.00
HDHP	EE Only	\$ 718.00	\$ 740.00	\$ 22.00
	EE + Spouse	\$ 1,421.00	\$ 1,464.00	\$ 43.00
	EE + Child	\$ 1,322.00	\$ 1,362.00	\$ 40.00
	EE + Family	\$ 1,923.00	\$ 1,981.00	\$ 58.00

Delta Dental

Tier	EE Monthly Cost	Change
Employee Only	\$45.29	+\$1.00
Employee + Spouse	\$92.64	+\$2.00
Employee + Child	\$77.19	+\$2.00
Family	\$118.39	+\$2.00

TDA Dental

Tier	EE Monthly Cost	Change
Employee Only	\$10.80	+\$0.40
Employee + Spouse	\$21.60	+\$0.80
Employee + Child	\$23.80	+\$0.92
Family	\$27.00	+\$1.00

VSP Vision

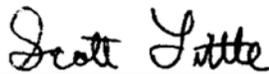
Tier	EE Monthly Cost	Change
Employee Only	\$7.56	+\$0.37
Employee + Spouse	\$15.07	+\$0.68
Employee + Child	\$16.22	+\$0.83
Family	\$25.77	+\$1.17

The District remains committed to monitoring plan performance and working with its partners to maintain high-quality, affordable health coverage for employees.

RECOMMENDATION:

It is the recommendation of the Administration that the insurance rates and plans be approved for fiscal year 2027.

INITIATED BY:



John Hastings, Director of Human Resources
Scott Little, Chief Financial Officer

Date: March 16, 2026



Todd A. Jaeger, J.D., Superintendent



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

DATE OF MEETING: **March 24, 2026**

TITLE: **Approval of Addendum to Intergovernmental Agreement for Free Application for Federal Student Aid (FAFSA) Peer Coach Program with the Arizona Board of Regents (ABOR) and Metro Education Commission (MEC)**

BACKGROUND:

On August 26, 2025, Amphitheater Governing Board approved an intergovernmental agreement (IGA) between the District and the Arizona Board of Regents and Metro Education Commission. The IGA provided financial and material support and resources focused on promoting student completion of the Free Application for Federal Student Aid (FAFSA).

Prior to the FAFSA Peer Coach partnership, in 2024, Arizona ranked 49th in the United States in completion of the FAFSA, resulting in the Class of 2024 missing out on over \$120 million in Pell Grants. Research shows that seniors who complete the FAFSA are 84% more likely to enroll in post-secondary educational programs.

The partnership/agreement with the District includes funding for student FAFSA Peer Coaches, a FAFSA Peer Coach Advisor, and a supply budget for each high school. The program includes key milestones that must be met during the Fall semester and Spring semester. These milestone activities include developing a site-specific FAFSA strategic plan, hosting informational workshops, completion workshops and utilizing school social media platforms to disseminate information about FAFSA.

To further incentivize site promotional activities, ABOR created a “50 by Fall” incentive. The “50 by Fall” awards a school an additional \$2,000 to support FAFSA related events/activities if at least 50% of the senior class completes the FAFSA. The additional funds must be expended by June 1, 2026 with any remaining funds being sent back to ABOR.

Based on completion data, Canyon Del Oro met/exceeded the 50% completion requirement and will, upon agreement of the addendum, be allocated an additional \$2,000 to support FAFSA promotional events.

RECOMMENDATION:

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

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: March 17, 2026

Todd A. Jaeger, J.D., Superintendent

**50 By Fall Project Intergovernmental Agreement
between
Amphitheater Public Schools and Arizona Board of Regents**

This “50 By Fall Project” Intergovernmental Agreement ("Agreement") is made between Amphitheater Public Schools (“District”), on behalf of Canyon del Oro High School and the Arizona Board of Regents (“ABOR”).

RECITALS

1. Pursuant to A.R.S. § 11-952, the Parties may enter into agreements with each other for joint cooperative action provided each agency has been authorized by their legislative or other governing body.
2. Pursuant to A.R.S. § 15-1625(B), ABOR is authorized to enter into contracts.
3. Pursuant to A.R.S. § 15-342(13) the District/School is authorized to enter into intergovernmental agreements and contracts with school districts or other governing bodies as provided in A.R.S. § 11-952.

I. Purpose

This Agreement sets forth the entire understanding and agreement between the parties regarding their participation in the 50 By Fall Project ("PROJECT"), an effort supported by the Arizona Board of Regents, in collaboration with partner schools to increase FAFSA completion rates and create a college-going community at the high school level. The PROJECT aids schools to reach a 50% FAFSA completion rate by December 31, 2025, and to pursue a 75% FAFSA completion rate or higher by the end of the 2025-2026 academic year.

Funding for the PROJECT was approved by the Arizona Board of Regents and is intended to support the PROJECT for the 2025-2026 academic year. The Arizona Board of Regents is supporting the PROJECT as part of the Arizona FAFSA Challenge (“AZ FAFSA Challenge”).

II. Term of Agreement

The Agreement shall be effective as of date of last signature and shall remain in effect until June 30, 2026, unless terminated or extended as otherwise provided herein. This Agreement replaces and supersedes any existing agreements regarding the PROJECT.

III. Project Scope:

Support for Participating Schools:

All participating schools will gain access to a comprehensive suite of FAFSA support resources, including:

- FAFSA Toolkits for educators and school staff
- Virtual and in-person FAFSA trainings
- Best practices for hosting effective FAFSA workshops
- Plug-and-play slide decks, communications templates, and promotional tools
- Connections to FAFSA experts and one-on-one virtual support

Support/Incentive Structures

The school covered by this agreement has reached at least a 50% FAFSA completion rate on or before December 31, 2025, or have increased their completion rate by 10% compared to their completion rate as of March 1, 2025. The schools listed below will receive the following incentive funding based on their 12th-grade enrollment. Funding will be provided within 30 days of execution of this agreement and submission of remittance information to accounting@azregents.edu :

School Name	Senior Class Size	Incentive Achieved	Incentive Amount
Canyon del Oro High School	More than 400	10%	\$2,000

Use of Incentive Funds:

Awarded incentive funds must be used to support continued FAFSA engagement efforts during spring 2026, with the goal of reaching a 75% FAFSA completion rate by April 30, 2026. Any funds not expended or encumbered by June 1, 2026, must be returned to ABOR except as provided in the Fund Retention section below.

Recognition

Schools that achieve a 75% FAFSA completion rate by April 30, 2026, will be recognized during the Arizona FAFSA Challenge Award Ceremony.

Fund Retention

Any funds that have not been expended or encumbered by June 1, 2026, must be returned to the Arizona Board of Regents (ABOR) by June 30, 2026, with the following exceptions:

1. Schools that have not achieved a 75% FAFSA completion rate by April 30, 2026, may make a request to ABOR to carry over unused funds to the next FAFSA cycle by submitting a formal written request and strategic plan to ABOR no later than May 30, 2026. ABOR will, in its sole and absolute discretion, determine whether to allow a school to carry over unused funds.
2. Schools that have achieved a 75% FAFSA completion rate by April 30, 2026, may automatically retain any unused funds for use in the next FAFSA cycle—no additional request is required.

IV. Entire Agreement/No Amendment

This Agreement incorporates the complete understandings between District/School and ABOR concerning the subject matter hereof. No prior Agreement, verbal representations, or understandings shall be valid or enforceable unless embodied in this Agreement. This Agreement may be modified only upon the express written approval of both parties hereto.

V. Termination of Agreement

This Agreement may be terminated by either party upon 30 days notice to the other party if the other party breaches any material term of the agreement. Any such notice of termination shall not negate obligations already incurred or required to be performed prior to the effective date of the termination. The Parties do not contemplate the joint acquisition of any property in the performance of each Party's respective obligations under this Agreement. Any property purchased by a Party shall be promptly returned to the purchasing Party upon termination of this Agreement for any reason.

VI. Governing Law

The District/School and ABOR agree that this Agreement shall be governed by the laws of the State of Arizona, and that any dispute arising out of this Agreement shall be resolved in a court sitting in Maricopa County, Arizona.

VII. Severability

If one or more of the provisions, or any portion of any provision, in this Agreement is/are deemed void or is/are by law unenforceable or become unenforceable, the parties to this Agreement agree that a court may sever that portion of the Agreement. The parties further agree that all other provisions not deemed void or unenforceable will continue in full force and effect.

VIII. Counterparts/Facsimiles

This Agreement may be executed in one or more counterparts. Facsimile copies hereof and facsimile signatures thereon shall have the same force and effect as originals.

IX. Notices

All notices required or permitted to be given pursuant to this Agreement shall be in writing and shall be effective and delivered as follows: (i) if delivered by hand or by courier, upon personal delivery to the party to whom it is addressed; (ii) if delivered by fax/telecopy, upon receipt of confirmation that successful facsimile transmission has occurred, provided a copy of the notice is also mailed to the recipient via U.S. Mail on the date of such transmission; and (iii) if mailed via registered or certified mail, return receipt requested, postage prepaid, 3 business days following deposit in the U.S. Mail. Delivery by any means other than those listed above is invalid. For purposes hereof, the parties notice information is set forth below:

To Arizona Board of Regents:

2700 N. Central Ave. Suite 400
Phoenix, AZ 85004
Attn: Assistant Director, Business and Finance
Lisa.Kautz@azregents.edu
Phone: 602-229-2554

To Amphitheater Public Schools:

Attention: Superintendent, Todd A. Jaeger, J.D
Address: 701 W. Wetmore Road Tucson, AZ 85705
Email: _____
Phone: 520-696-5000

X. Communications and Public Relations

District/School agrees that ABOR shall initiate the preparation and distribution of news releases, or promotional materials, the development of a public relations strategy, including special events, news conferences or other public announcements regarding the PROJECT. ABOR shall work with the District/School's communications department on any of the aforementioned activities.

XI. Mandatory Terms

The parties shall comply with the mandatory state contract terms set forth in the Addendum of Mandatory Contract Provisions, Attachment A, which shall take precedence over any conflicting contract terms.

IN WITNESS WHEREOF, ABOR and District/School have executed this Agreement as of the date set forth below the signature of each Party's duly authorized representative.

For the ARIZONA BOARD OF REGENTS:

Chad Sampson, Executive Director

Date

For the Amphitheater Public Schools

Superintendent, Todd A. Jaeger, J.D

Date

IGA DETERMINATION - ABOR

In accordance with the requirements of A.R.S. § 11-952(D), the undersigned attorney acknowledges that this Agreement is in proper form and is within the powers and authority granted under the laws of the State of Arizona to those parties to the Agreement represented by legal counsel for ABOR.

Approved as to form:

ABOR General Counsel

Date

IGA DETERMINATION – DISTRICT/SCHOOL

In accordance with the requirements of A.R.S. § 11-952(D), the undersigned attorney acknowledges that this Agreement is in proper form and is within the powers and authority granted under the laws of the State of Arizona to those parties to the Agreement represented by legal counsel for the District/School.

Amphitheater Public Schools Counsel

Date

ATTACHMENT A
ADDENDUM OF MANDATORY CONTRACT PROVISIONS

Notwithstanding any provision of the “50 By Fall Project” Intergovernmental Agreement (“the Agreement”) to the contrary, **Amphitheater Public Schools** (“School”/“District”) agrees to abide the following terms and provisions that are required for contracts with the ARIZONA BOARD OF REGENTS (“ABOR”), an agency of the State of Arizona:

1. Failure of Legislature to appropriate. Per A.R.S. § 35-154, if ABOR or the School’s/ District’s performance under the Agreement depends on the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then ABOR or the District/School may provide written notice of this to the other party and cancel the Agreement without further obligation. Appropriation is a legislative act and is beyond the control of ABOR or the District/School. No liability shall accrue to ABOR or any other agency of the State of Arizona in the event this provision is exercised, and neither ABOR nor any other agency of the State of Arizona shall be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

2. Record Retention and Audit. Pursuant to A.R.S. §§ 35-214 and 35-215, ABOR and the District/School shall retain all records relating to this Agreement for a period of five years after completion of the Agreement. All records shall be subject to inspection and audit by the State of Arizona at reasonable times. Upon request, the District/School and/or ABOR shall produce the original of any or all such records at the offices of ABOR.

3. Conflict of Interest. The requirements of A.R.S. § 38-511 apply to this Agreement. ABOR or the District/School may cancel this Agreement, without penalty or further obligation, if any person significantly involved in initiating, negotiating, securing, drafting, or creating this Agreement on behalf of ABOR or the District/School is, at any time while this Agreement or any extension is in effect, an employee, agent, or consultant of ABOR or the District/School with respect to the subject matter of this Agreement.

4. Non-Discrimination. The parties will comply with all applicable laws, rules, regulations, and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act.

5. Arbitration. The parties agree to arbitrate disputes filed in Arizona Superior Court that are subject to mandatory arbitration pursuant to A.R.S. § 12-133.

6. Authorized Presence Requirements. As required by A.R.S. § 41-4401, ABOR and the District/School are prohibited from awarding a contract to any contractor or subcontractor that fails to comply with A.R.S. § 23-214(A) (verification of employee eligibility through the e-verify program). ABOR and the District/School warrant that they and their subcontractors comply fully with all applicable immigration laws, rules, and regulations that relate to their employees and their compliance with A.R.S. § 23-214(A). A breach of this warranty will be a material breach of the Agreement that is subject to penalties up to and including termination of the Agreement. ABOR or

the District/School retain the legal right to inspect the papers of any contractor or subcontractor employee who works hereunder to ensure that the contractor or subcontractor is complying with the above warranty.

7. Confidentiality. ABOR and the District/School, as public institutions, are subject to A.R.S. §§ 39-121 to 39-127 regarding public records. Any provision regarding confidentiality is limited to the extent necessary to comply with Arizona law.

8. Privacy; Educational Records. Student educational records are protected by the U.S. Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and its implementing regulations (FERPA). Neither ABOR nor the District/School will require the other party or its institutions' students or employees to waive any privacy rights (including FERPA or the European Union's General Data Protection Regulation (GDPR)) as a condition for receipt of any educational services, and any attempt to do so will be void. ABOR and the District/School will comply with FERPA and will not access or make any disclosures of student educational records to third parties without prior notice to and consent as otherwise provided by law. If the Agreement requires or permits ABOR or the District/School to access or release any student records, then, for purposes of the Agreement only, ABOR designates District/School and the District/School designates ABOR as a "school official" as that term is used in FERPA. In addition, any access or disclosures of student educational records made by District/School or ABOR must comply with a legitimate educational purpose. If either ABOR or the District/School violates the terms of this section, they will immediately provide notice of the violation to the other party. It is not expected that either party will need to access any of the other party's FERPA protected data for purposes of this Agreement.



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

DATE OF MEETING: March 24, 2026

TITLE: Approval of the District Calendar for School Year 2027-2028

BACKGROUND:

The District's school year calendar for School Year 2027-2028 is submitted for Governing Board approval.

Please note that Rodeo Break is aligned with the date of the Tucson Rodeo Parade which has not yet been scheduled for 2028. If the dates change from those projected, District Administration will bring forth a revised District calendar for Governing Board approval.

RECOMMENDATION:

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

INITIATED BY:

Date: March 16, 2026

Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS CALENDAR 2027-2028 SCHOOL YEAR - *DRAFT*

July '27

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

August '27

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

September '27

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

October '27

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

November '27

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

December '27

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

January '28

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

February '28

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

March '28

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

April '28

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

May '28

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

June '28

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

School Holidays

September 6	Labor Day
October 11 - 15	Fall Break
November 11	Veterans Day
November 24 - 26	Thanksgiving
December 20 - 31	Winter Break
January 17	Martin Luther King Day
February 24 - 25	Rodeo Break*
	*Dates may change based on Rodeo.
March 13 - 17	Spring Break

Legend:

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

Grading Periods

1st	Aug 4 - Oct 8	47	days
2nd	Oct 18 - Dec 16	40	days
3rd	Jan 3 - Mar 10	47	days
4th	Mar 20 - May 17	43	days
	Total	177	days

Important Dates for Staff

July 5	Independence Day (Celebrated)
July 26	New Teachers First Day
July 29	Returning Teachers First Day
Dec 22 - 24; 30 - 31	Winter Break
March 15 - 17	Spring Break
May 29	Memorial Day



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

DATE OF MEETING: **March 24, 2026**

TITLE: **Approval of Sponsorship Agreement with Idaho Central Credit Union (ICCU)**

BACKGROUND:

On Wednesday, February 18, 2026, Clark Rasmussen, Marketing and Sponsorship Supervisor for the Idaho Central Credit Union (ICCU), approached Amphitheater District Administration regarding a potential partnership that would result in the replacement/installation of new scoreboards at Amphi High School, Canyon Del Oro High School, and Ironwood Ridge High School.

On Thursday, February 19, 2026, Matt Munger, Associate Superintendent for Secondary Education; Rich La Nasa, Executive Manager, Operational Support, and Armando Soto, Director of Interscholastic Activities, met with Clark Rasmussen and Jeff Bulkley (ICCU Contractor), at Ironwood Ridge to discuss the potential partnership with Amphitheater and ICCU. The discussions and tours of each high school, occurring on February 19th and over Rodeo Break, resulted in a partnership agreement that included new scoreboards and audio systems at Amphi High School, Canyon Del Oro High School, and Ironwood Ridge High School. Specifically, ICCU would replace the Baseball, Basketball, Softball, and Football Field scoreboards at no cost to the District.

The partnership agreement includes scoreboards, new audio system on the football field, and all related construction costs. As part of the agreement, the ICCU name/logo would be placed on each of the scoreboards for the term of the 15-year partnership.

Included in the partnership agreement is an educational component that stipulates students at each high school engaging in the use of the scoreboards. This stipulation will support Amphitheater's Career and Technical Education programs, specifically, resulting in new internship opportunities for students in Amphitheater Public Schools.

The value of the agreement, including projected construction costs, is approximately \$1.5 million dollars, resulting in a substantial savings to the District, installation of new scoreboards that replace aging scoreboards, new video/streaming options for the scoreboards on the football field, and new student-internship opportunities.

RECOMMENDATION:

This item is presented for the Board's action. The administration recommends approval of the attached partnership.

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: March 16, 2026

Richard C. La Nasa
Executive Manager, Operational Support

Armando Soto

Armando Soto, Director of Interscholastic Activities

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

Amphitheater Public Schools Sponsorship Agreement

This Agreement (the "Agreement") is between **Amphitheater Public Schools ("District")** and **ICCU ("Sponsor" or "ICCU")** to establish the terms and conditions of ICCU providing a sponsorship to the High Schools within the district ("**School(s)**")

In consideration of the mutual covenants contained in this Agreement, District and ICCU agree to the following:

1. TERM:
 - A. The term of this Agreement shall commence on July 1, 2026, and shall expire June 30, 2041, unless sooner terminated in accordance with the provisions of this Agreement (the "Term").
 - B. Following the term, and to the extent permitted by law, ICCU shall have the first rights of refusal and negotiation to continue to sponsor the scoreboards/videoboards. Negotiations shall happen between the District and ICCU.
2. ICCU Rights and Responsibilities:
 - A. Upon meeting its obligations set forth in Paragraph 3, Sponsor shall be entitled to the sponsorship benefits set forth in Paragraph 4.
3. ICCU Obligations:
 - A. ICCU shall provide the District with the listed Daktronics equipment; see "Exhibit A – Exhibit C".
 - B. ICCU shall pay Daktronics directly for all equipment and shall pay installer directly for the initial installation. Installation and setup will be coordinated between District/School(s), installer, and Daktronics with no costs incurred by the District unless ICCU determines that the cost of installation is unreasonable. ICCU shall ensure that installation of the equipment is performed by a licensed contractor in a workmanlike manner.
 - C. If ICCU determines that the cost of installation is unreasonable, then the District may immediately terminate this Agreement without further obligation to either party. In the alternative, the District, in its sole discretion, may decide to pay any installation costs that ICCU has determined are unreasonable, in which event this Agreement shall remain in effect.
4. ICCU Benefits: Provided that ICCU meets its obligations, school/district shall provide ICCU with the following benefits, subject to the restrictions set forth in Arizona Revised Statutes (A.R.S.) § 15-342(27).
 - A. ICCU shall receive exclusive physical signage on listed Daktronics equipment for the Term of this agreement.

- B. ICCU shall be the sole financial institution with permanent signage and advertising on equipment being provided within this agreement. When applicable, all other financial institutions may have digital advertising as long as their advertising doesn't exceed the amount of advertising provided for ICCU.
- C. When applicable, ICCU shall receive a minimum of four digital ads at any event being held where the video boards are being used.
- D. Ability to be the title sponsor at one (1) home basketball (Girls & Boys) game per year with the ability to bring promotional vehicles, display items, gear, giveaways etc. The game is to be mutually agreed upon.
- E. Ability to be the title sponsor at one (1) home soccer game per year with the ability to bring promotional vehicles, display items, gear, giveaways etc. The game is to be mutually agreed upon.
- F. Ability to be the title sponsor at one (1) home football game per year with the ability to bring promotional vehicles, display items, gear, giveaways etc. The game is to be mutually agreed upon.
- G. Ability to be the title sponsor at one (1) home wrestling match per year with the ability to bring promotional vehicles, display items, gear, giveaways, etc. The game is to be mutually agreed upon.
- H. Ability to be the title sponsor at one (1) home volleyball (Girls & Boys) match per year with the ability to bring promotional vehicles, display items, gear, giveaways, etc. The game is to be mutually agreed upon.
- I. Ability to be the title sponsor at one (1) home girls flag football game per year with the ability to bring promotional vehicles, display items, gear, giveaways, etc. The game is to be mutually agreed upon.
- J. Ability to be the title sponsor at one (1) home baseball game per year with the ability to bring promotional vehicles, display items, gear, giveaways, etc. The game is to be mutually agreed upon.
- K. Ability to be the title sponsor at one (1) home softball game per year with the ability to bring promotional vehicles, display items, gear, giveaways, etc. The game is to be mutually agreed upon.
- L. One (1) ICCU banner at every athletic facility, provided by ICCU (football, basketball, soccer, tennis, etc.). Signage to be mutually agreed upon by the School(s) and ICCU – school shall give best effort to allow ICCU to have most appropriate size and location.
- M. Two (2) 4' x 8' ICCU logos on each School's gym floor for the duration of the agreement. Stickers to be paid for and updated by ICCU.

5. Publicity: Unless otherwise provided herein, neither party will use the name(s), trademark(s) or trade names, whether registered or not, of the other party in publicity press releases, advertising or in any other manner without that party's prior written consent.

6. ICCU's Expectations of Schools with Videoboards:

- A. Revenue Generation: Schools(s) shall use videoboards to generate revenue for the school's athletic department**

B. Education: School(s) shall provide academic curriculum opportunities to engage students with videoboard(s), player profiles, hype videos, broadcasting, etc.

7. **Conflicts of Interest.** This Agreement may be cancelled if a conflict of interest is present as set out in A.R.S. § 38-511, the terms of which statute are deemed incorporated herein.
8. **Compliance with Immigration Laws.** To the extent applicable under A.R.S. § 41-4401, each party warrants compliance with all federal immigration laws and regulations that relate to its Arizona-based employees and, with regard to such employees, agrees to comply with the E-Verify requirements pursuant to A.R.S. § 23-214(A). A party's breach of the above-referenced warranty shall be deemed a material breach of this Agreement. To the extent required by Arizona law, the parties each retain the legal right to inspect the papers and records of the other party to ensure compliance with this paragraph.
9. **Use of Uyghur Labor.** To the extent applicable under A.R.S. § 35-394, ICCU certifies that it does not currently, and agrees for the duration of the Agreement that it will not, use: (1) the forced labor of ethnic Uyghurs in the People's Republic of China; (2) any goods or services produced by the forced labor of ethnic Uyghurs in the People's Republic of China; or (3) any contractors, subcontractors or suppliers that use the forced labor of ethnic Uyghurs in the People's Republic of China. If ICCU becomes aware during the term of the Agreement that it is not in compliance with this written certification, ICCU shall notify the District within five (5) business days after becoming aware of the noncompliance. If ICCU does not provide the District with a written certification that it has remedied the noncompliance within 180 days after notifying the District of the noncompliance, the Agreement will terminate, except that if the Agreement termination date occurs before the end of the remedy period the Agreement terminates on the Agreement termination date.

C. E-Verify Contract Language

10. ICCU hereby warrants that it, at all times during the term of this Contract, will comply with all federal immigration laws applicable to ICCU'S employment of its employees, and with the requirements of A.R.S. § 23-214 (A) (collectively, "the State and Federal Immigration Laws"). VENDOR shall further ensure that each SubVendor who performs any work for ICCU under this contract also complies with the State and Federal Immigration Laws.
11. Any breach of ICCU'S or any SubVendor's warranty of compliance with the State and Federal Immigration Laws, or of any other provision of this section, shall be deemed to be a material breach of this Contract subjecting ICCU to penalties up to and including suspension or termination of this Contract. If the breach is by a SubVendor, and the subcontract is suspended or terminated as a result, ICCU shall be required to take such steps as may be necessary to either self-perform the services that would have been provided under the subcontract or retain a replacement SubVendor, (subject to DISTRICT approval) as soon as possible so as not to delay project completion.

D. REGISTERED SEX OFFENDER RESTRICTION

Pursuant to this order, **ICCU** agrees by acceptance of this order that no employee of the **ICCU** or a SubVendor of the **ICCU**, who has been adjudicated to be a registered sex offender, will perform work on District premises or equipment at any time when District students are, or are reasonably expected to be present. The **ICCU** further agrees by acceptance of this order that a violation of this condition shall be considered a material breach and may result in a cancellation of this contract at the District's discretion.

E. APPLICABLE LAW AND INTERPRETATION

The awarded contract (Agreement) shall be interpreted, construed, and given effect in all respects according to the laws of the State of Arizona. An Arizona court is the only venue where interpretations can be resolved.

F. TERRORISM COUNTRY DIVESTMENTS

The District is prohibited from agreements with a company that is in violation of the Export Administration Act. **ICCU and its subcontractors** certifies that it is not engaged in and for the duration of the contract will not engage in a boycott of Israel.

G. SUSPENSIONS/DEBARMENT CERTIFICATION

The Offeror certifies that they do not have any debarment, suspension, or other lawful action taken by any federal, state, or local government within the last five years that precludes the offeror or its employees from participating in any public procurement activity.

H. LIENS

Bid is for labor, professional services, materials, machinery, fixtures and/or tools for publicly-owned District property. No lien rights are provided through this Contract so Contractor need not give the 20-day Preliminary Lien Notice identified in A.R.S. § 33-992.01 to the District. Instead, Contractor acknowledges and affirms that this bid is subject to the requirements of A.R.S. Title 34, Chapter 2 for employment of contractors for public buildings and improvements.

I. SUBCONTRACTORS

A list of the Subcontractors planned to be utilized on the project including company name, scope of work planned for the project and the appropriate license number for that scope of work shall be provided with the general contractors bid response. The District reserves the right to refuse a Subcontractor if determined to be in the Districts best interest. All Subcontractors are to be carried under general contractor's liability insurance coverage. General contractor to assume responsibility for all Subcontractors utilized, including their compliance with all safety requirements, governing law, and other appropriate policies/procedures.

J. PERSONAL CONDUCT AND EXPECTATIONS

The Contractor shall remember and remind its Subcontractors that school may be in session and the School Administration staff will be conducting regular business during the installation period and proper behavior by all personnel is required. This shall include but not be limited to the following:

The District campuses maintain a “No Tobacco” policy. This includes all tobacco product types including e-cigarettes.

Inappropriate language is not tolerated at any time.

Staring at students or staff is considered inappropriate and shall be avoided. The District adheres to the “Two Second Rule” which means, no Contractors will look at (stare at) a student or staff member for more than two seconds.

Use of any facilities including toilets, break areas, phones, computers, copiers/printers, offices, etc. are not allowed at any time.

Contractor is responsible for protection of all furniture and equipment in occupied campus areas.

Any furniture that is moved or altered to perform work is to be replaced at the end of the daily work shift to its original position and condition.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date written below.

AGREED TO AND ACCEPTED:
ICCU

Signature: _____

Name: _____

Date: _____

AGREED TO AND ACCEPTED:
Amphitheater Public Schools

Signature: _____

Name: _____

Date: _____

Exhibit A

Amphitheater High School

Exhibit B

Canyon Del Oro High School

Exhibit C

Ironwood Ridge High School

DRAFT



- Domed Panel (NBacklit)
DA-1202
2.67' high x 8.83' wide

ID Panel (NBacklit)
1' high x 14' wide

- Scoreboard
BA-2017-W
6' high x 14' wide

- Sponsor Panel (NBacklit)
2' high x 14' wide

- Scoreboard
BB-2103-W
6' high x 8' wide
- Statistic Displays
SD-2102-W
6' high x 3.5' wide @2
- Sponsor Panel (NBacklit)
2' high x 15' wide



- Scoreboard
BB-2103-W
6' high x 8' wide
- Sponsor Panel (NBacklit)
2' high x 8' wide





- Domed Panel (NBacklit)
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ID Panel (NBacklit)
1' high x 14' wide

- Scoreboard
BA-2017-W
6' high x 14' wide

- Sponsor Panel (NBacklit)
2' high x 14' wide



- Sound System
SS-1500HD w/ Copy
6' high x 8' wide

Diagonal Truss
DA-1005-25
4' high x 8.5' wide @2

- ID Panel (NBacklit)
32' high x 25' wide
- LED Display (Go Digital)
LVX-16MT-216x456
11.82' high x 25' wide

- Scoreboard
FB-2036-W
4' high x 25' wide

- Sponsor Panel (NBacklit)
3' high x 25' wide

- Delay-of-Game Timer
TI-2003-R
3' high x 4' wide





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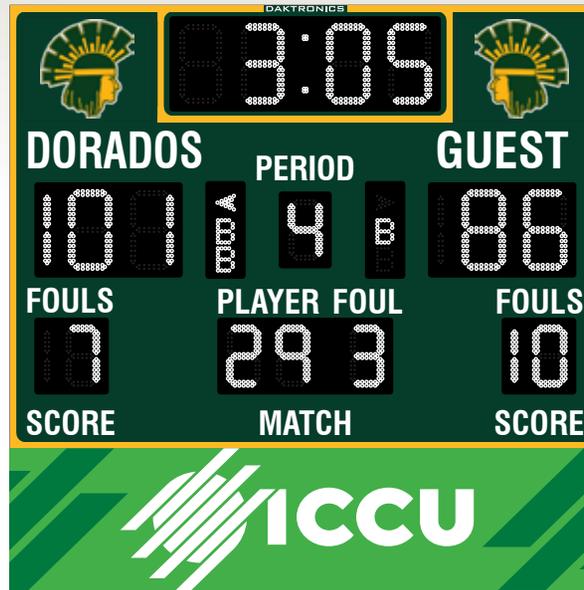
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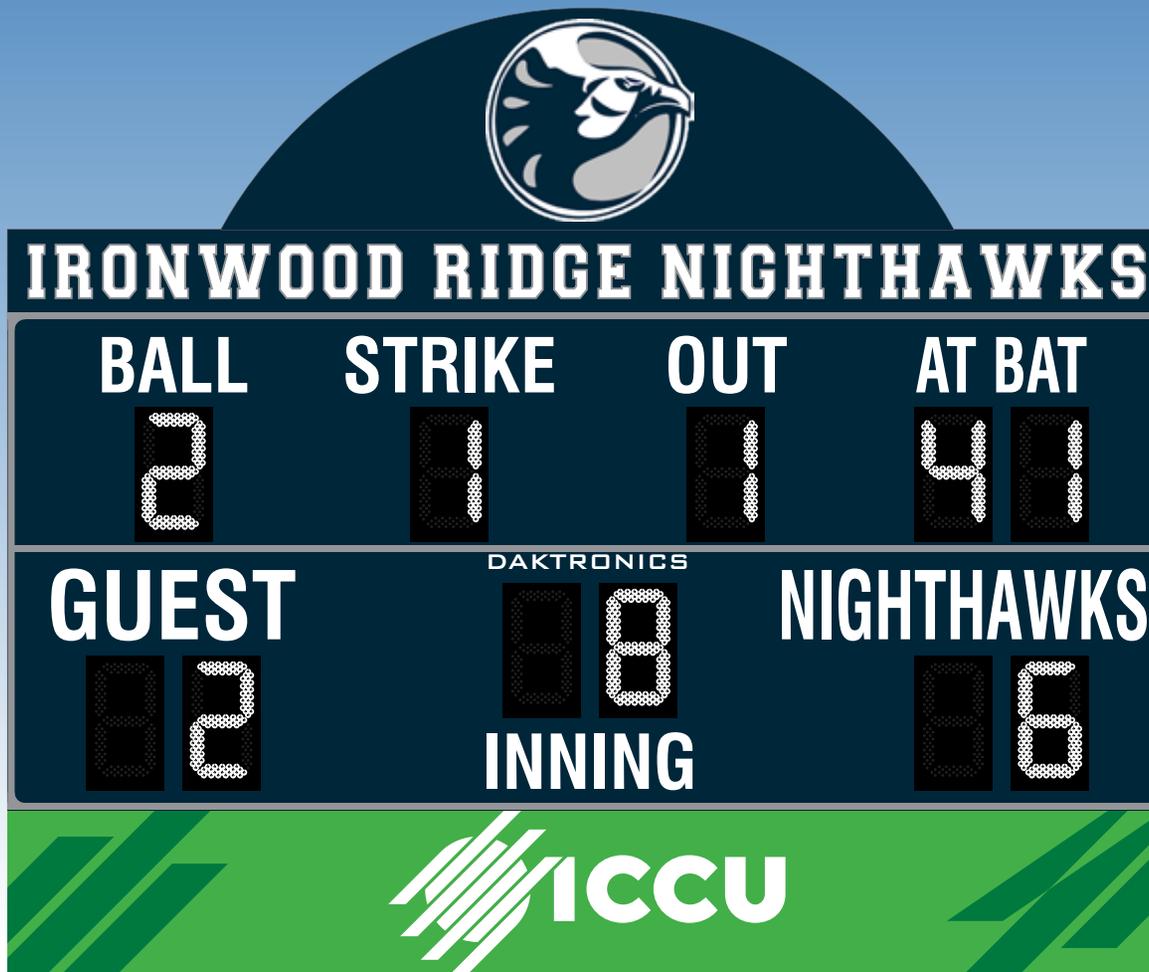
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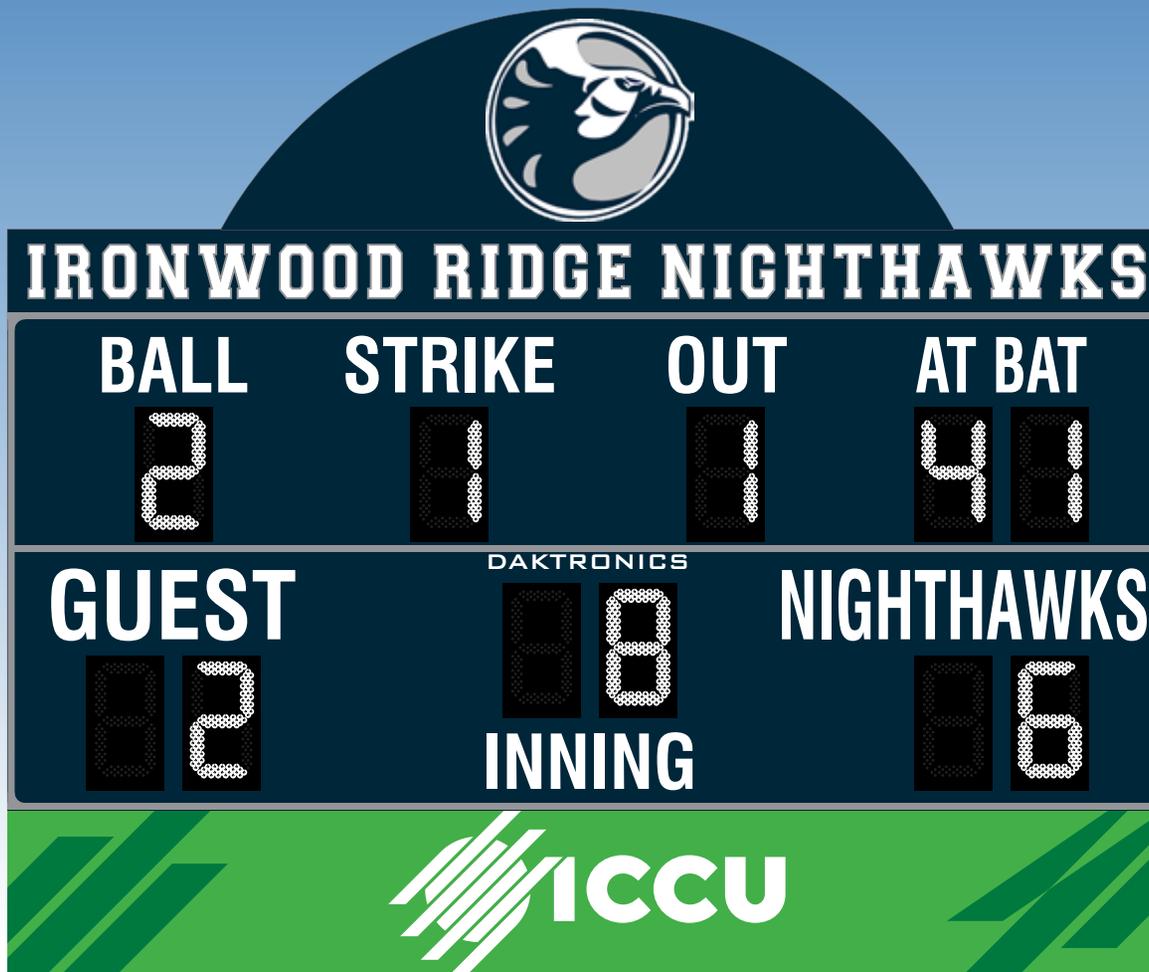
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**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **March 24, 2026**

TITLE: **Approval of Out of State Travel**

BACKGROUND:

STUDENTS

Chris Yetman and Alexandria Vaughn request permission to take 13 students to the Academic Decathlon National Finals April 21-26, 2026 in Garden Grove, CA. Approximate cost of travel is \$12,850.00 and will be paid using Student Activities and Tax Credit funds. Four school days will be missed and substitutes are required.

BUDGET CODE KEY		
850.00.610.1001.6892.282.0000	Student Activities	Classroom Instruction, Student Expenses, CDO
850.00.410.2710.6519.282.0000	Student Activities	Student Transportation, Student Travel, CDO
850.00.100.1001.6892.282.00	Student Activities	Classroom Instruction, Student Expenses, CDO
850.00.100.1001.6105.282.0000	Student Activities	Classroom Instruction, Substitutes, CDO
526.00.410.2710.6519.282.0000	Tax Credit	Student Transportation, Student Travel, CDO
526.00.610.2190.6892.282.0000	Tax Credit	Other Student Support Services, Student Expenses, CDO

RECOMMENDATION:

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

INITIATED BY:

Matthew Munger
Associate Superintendent for Secondary Education

Date: March 23, 2026

Todd A. Jaeger, J.D., Superintendent

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: CDO

ESTIMATED NUMBER OF STUDENTS: 13

NAME OF SCHOOL GROUP/CLUB/ENTITY: CDO Academic Decathlon Team

STAFF ADVISOR(S)/CHAPERONES: Chris Yetman and Alexandria Vaughn

ABSENCE: # Days 6 Sub Required: Yes No # of School Days Missed 4

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Academic Decathlon National Finals

DESTINATION OF TRAVEL: Hyatt Regency Orange County, Garden Grove, CA

DATES OF TRAVEL: April 21 – 26, 2026

ACADEMIC BENEFITS TO STUDENTS: Academic Competition, Time Management, etc.

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 **Rental Vans**

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

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	<u>\$750.00</u>	<u>850.00.610.1001.6892.282.0000</u>
Transportation	<u>\$1500.00</u>	<u>850-00-410-2710-6519-282-0000</u> <u>526.00.410.2710.6519.282.0000</u>
Meals	<u>\$3000.00</u>	<u>850-00-100-1001-6892-282-0000</u>
Lodging	<u>\$6000.00</u>	<u>850-00-610-2190-6892-282-0000</u> <u>526.00.610.2190.6892.282.0000</u>
Substitutes	<u>\$1600.00</u>	<u>850-00-100-1001-6105-282-0000</u>
TOTAL	<u>\$12,850.00</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? Club Funds

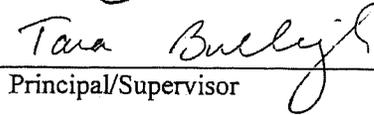
COST TO EACH STUDENT \$ \$500

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? Club and Tax Credit Funds

FUNDING SOURCE(S): Cub Funds and Tax Credit donations

FUNDRAISING ACTIVITIES PLANNED (If applicable):

SUBMITTED BY:  3/9/26
Signature Date

APPROVED BY:  3/10/26
Principal/Supervisor Date

Associate Superintendent/Superintendent Date



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

DATE OF MEETING: **March 24, 2026**

TITLE: **Study of Proposed 2026-2027 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 2025-2026 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 2026-2027 Code of Conduct.

INITIATED BY:

Tassi Call
Associate Superintendent for Elementary Education

Matthew Munger
Associate Superintendent for Secondary Education

Date: March 16, 2026

Todd A. Jaeger, J.D., Superintendent

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PARENT INFORMATION

Student Rights

Due Process For Students

Any student whose behavior may warrant suspension or expulsion under the Student Code of Conduct will be provided due process prior to the implementation of the suspension or expulsion. This is a legal safeguard that protects the rights of students and their parents and is constitutionally guaranteed.

Due process steps include:

- Oral or written notice of the charges presented to the student;
- An opportunity for the student to present the student's side of the story in an informal or formal hearing or meeting, as applicable;
- The right to be represented by legal counsel or other party at the student's or parent's(s') expense;
- The allowance, for safety purposes, for a student to be removed from the school prior to an informal hearing, with that hearing to follow as soon as practical;
- Adequate notification of a hearing to the student and parent;
- An opportunity for a fair hearing;
- Notification to parents about the short-term suspension of the student;
- More formal due process in long-term suspension and expulsion proceedings;
- Right to appeal the decision of a hearing officer regarding long-term suspensions or expulsions to the Governing Board.

More information regarding student disciplinary action may be found in the ***Code of Conduct***.

Equal Opportunity Statement

Amphitheater Unified School District is an Equal Opportunity employer and educational institution. The District does not discriminate on the basis of race, color, national origin, sexual orientation, age, religion/religious beliefs, gender, creed, citizenship status, marital status, political beliefs/affiliation, home language, disability, family, social or cultural background in admission or access to, or treatment in its educational programs and activities, nor in its employment practices.

Inquiries concerning Title VI, Title VII, Title IX of the Civil Rights Act of 1964, may be referred to the District's Equity and Safety Compliance Officer and Title IX Coordinator, 701 W. Wetmore Road, Tucson, Arizona 85705, (520) 696-5164, TitleIXCoordinator@amphi.com.

Student Records

Family Educational Rights and Privacy Act of 1974

“Student records” includes all student information that is required by a governing body to be recorded and retained by the school or District.

Student records do *not* include the work notes of a teacher, administrator, or other professional unless such notes are used or expected to be used by anyone other than the professional.

Student records are considered professional and confidential and shall be available under the following circumstances:

1. To the parents/guardian of the student, unless a parent’s parental rights have been severed by a court.
2. To the professional staff of the school District in which the information was obtained.
3. In accordance with written instructions of a parent/guardian to transfer the records to another school, institution, or agency.
4. To any state or federal agency, as long as such records do not identify the student and upon the approval of the local school District board.
5. With respect to grade transcripts, to any other school or educational institution to which the student is attending or has applied for admittance.
6. To a student or person over the age of eighteen (18) or emancipated minor whose records are maintained by the school.
7. To the District’s agents acting on behalf of the District, those records, files, documents, and other materials, which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution.
8. In response to a judicial order or lawful subpoena.
9. To comply with the request of authorized law enforcement officials conducting an investigation of acts of terrorism, which disclosure is required by law.
10. To recruitment officers of the United States Armed Forces, unless parents/guardians or eligible students prohibit such release.

Upon confirming a parent/guardian’s identity, the authorized personnel of a school district shall, upon request, make available to the parent or guardian of a student the content of the student’s records.

The parent or guardian shall be permitted to be accompanied by one other person of his/her choosing at such time as the parent or guardian reviews the content of the student’s record, in the presence of a school official.

As a parent/guardian, you have the right to challenge the accuracy of your child's records and are entitled to a hearing with respect to that challenge, to ensure that the records are not inaccurate, misleading, or otherwise in violation of privacy or other rights of the student.

Viewing of student records upon request of parents/guardians must be granted within 45 days.

A parent/guardian shall have the right to insert a personal statement into their student's permanent record. They shall also have the right to request amendment to said records. They shall receive notification of the procedure to be followed should they wish to challenge the records and have statements amended, upon request.

A parent/guardian shall have the right to request copies of certain documents in the student's file. The District will charge up to thirty-five cents (35¢) per document page for this service.

Hatch Amendment: In addition to the rights of review pertaining to pupil records as set forth above, the parents/guardians of a student may inspect all instructional materials, including teachers' manuals, films, tapes or other supplementary instructional material which will be used in connection with any research or experimentation program or project, i.e., any program or project designed to explore or develop new or unproven teaching methods or techniques.

A student, eighteen (18) years of age or older or emancipated, shall have access to his or her own records, but may not view anything in the record pertaining to the financial statement of his/her parent(s)/guardian(s).

Parents/guardians and/or eligible students have the right to deny public release of "Directory Information". Notification must be given to the institution within thirty (30) days of enrollment if the parent, guardian, and/or student wish to deny the institution the right to give out directory information.

To prohibit the release of student information, please complete and return to the school the "Non-Release of Information" form available at the school.

Rights Of The Disabled Under Section 504 Of The Rehabilitation Act

This notification will serve to advise you of the rights of students as they are set forth in SECTION 504 OF THE REHABILITATION ACT OF 1962 and THE AMERICANS WITH DISABILITIES ACT OF 1990.

1. All new facilities must be barrier-free, i.e., readily accessible to and usable by individuals with disabilities.
2. Programs or activities in existing facilities will be made accessible to the disabled within 60 days.
3. Every disabled child will be entitled to a free public education appropriate to his or her individual needs, regardless of the nature or severity of the disability. In those unusual cases where placement in a special residential setting is necessary, public authorities will be financially responsible for tuition, room and board.

4. Disabled children must not be segregated in the public schools but must be educated with the non-disabled in regular classrooms to the maximum extent possible.
5. Educational institutions must undertake each year to identify and locate disabled children needing services.
6. Colleges and universities must make reasonable modifications in academic requirements, where necessary, to ensure full educational opportunity for disabled students.
7. Educational institutions and other social service programs must provide auxiliary aids, such as readers in school libraries or interpreters for the deaf to ensure full participation of disabled persons.
8. Qualified students with a disability may not be discriminated against solely by reason of his/her disability, in admission or access to, treatment, or employment in any program, activity or service sponsored by the District.

Title IX of The Education Amendment Act of 1972

1. No person, on the basis of sex, may be denied admission or be subject to discrimination in admission by any school District.
2. The school District shall not provide any course or otherwise carry out any of its education programs or activities separately on the basis of sex, require or refuse participation therein by any of its students on such basis, including health, physical education, industries, business, vocational, technical, home economics, music and adult education courses.
3. School Districts may not discriminate against any person on the basis of sex in the counseling or guidance of student or applicants.
4. No student shall, on the basis of sex, be treated any differently from any other student in the provision of educational opportunities such as: programs and activities (curricular and extra-curricular), benefits and services, aid and employment, and in the establishment of the rules and regulations and the enforcement of discipline.
5. Sexual discrimination includes sexual harassment. Unwelcome sexual advances; requests for sexual favors; or verbal or physical conduct of a sexual nature where (a) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's educational achievement; or (b) submission to or rejection of such conduct by an individual is used as a basis for educational decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an offensive environment, is prohibited by the school District.

6. The school District shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
7. Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions based on gender.
8. In accordance with the rules of the Arizona Interscholastic Association, participation on interscholastic teams shall be open to all students in all sports, except that the school shall not offer the following sports on a mixed sex team basis: Archery, Badminton, Gymnastics, Softball, and Beach Volleyball.

Our schools are in compliance with the Amendment. The Physical Education programs being offered are co-educational with the exception of those sports excepted by the law and termed "body contact" sports, the purpose or major activity of which involves bodily contact.

Separate teams may be provided, or a single team open to both sexes may be provided. If by opening a team to both sexes in a contact sport the interests and abilities of both sexes are not accommodated, separate teams in that sport will be required. For example: an institution would not be effectively accommodating the interests and abilities of women if it abolished all its women's teams and opened up its men's teams to women, but only a few women were able to qualify for the men's teams. If baseball is limited to boys on a team, the equivalent – softball, must be provided for the girls.

A school may preclude men or women from participating on teams for the other sex if athletic opportunities have not been limited in the past for them regardless of whether the sport is contact or non-contact. Example: If both boys' and girls' tennis teams exist at that school, one may not try out for the opposite sex team. Boys may not try out for the girls' badminton team if the boys have not been limited in opportunity overall even if a badminton team is not offered for them.

9. No person shall on the basis of sex be excluded from participation in, be denied the benefit of, or be subjected to discrimination in employment or recruitment consideration, or selection therefore, whether full-time or part-time, under any education program or activity operated by the local school District.

Protection Of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment ([PPRA](#), [20 U.S.C. § 1222h](#)), requires Amphitheater School District and each of its schools to notify you and to obtain your consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. Your school will provide you with notice of any activities requiring parental notice and consent or opt-out for the upcoming school year. For all surveys and activities, your school will provide parents reasonable notice and a reasonable period of time to opt their child out prior to the administration of the surveys and activities. In addition, parents have the right to review any protected information survey.

(Please note that this notice and consent/opt-out right does not apply to parents whose student is 19 years old or is an emancipated minor under State law; in that case, the notice and opt out right transfers to the student.)

Parents or students who believe their rights under PPRA may have been violated may file a complaint with the District’s Legal Department or by writing the Family Policy Compliance Office of the U.S. Department of Education. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

DISTRICT INFORMATION

AASA, ACT, and AzSCI

1. Elementary and middle school students will take the Arizona's Academic Standards Assessment (**AASA**), the new statewide achievement test for English Language Arts and Mathematics. It is administered to students in Grades 3-8. Information about this new assessment can be found at the [ADE website](#). (*The AASA replaces the AzMERIT and AzM2 tests.*)
2. High school students will take the ACT test for their cohort/grade level: Grade 9 (Sophomore cohort) will take the **ACT Aspire** and Grade 11 (Junior cohort) will take the college-reportable **ACT**. **ACT Aspire and ACT test scores are reported on student transcripts.** Information about these tests can be found at the [ACT website](#). (*The ACT and ACT Aspire replaces the high school AzMERIT and AzM2 tests.*)

3. Students in Grades 5, 8, and 11 will also take the **AzSCI**, the new Arizona science test. More information can be found on [AzSCI webpage](#). (*The AzSCI replaces the AIMS Science test.*)

Absences and Attendance **“Every Day Matters!”**

Regular school attendance is essential for success in school. Students with 95% attendance rates or better are more than twice as likely to pass standardized achievement tests as students who attend only 85% of the time. Students who are frequently absent may be putting their futures in jeopardy; studies have shown that chronic absenteeism, especially truancy, is highly associated with dropping out of school and has a direct and negative result on student achievement.

Dropouts typically earn \$260,000 *less* than high school graduates do over a lifetime. Please strive to have your children in attendance every school day unless they are sick. We urge you to ensure your child’s best opportunity for educational success by scheduling medical and dental appointments after school hours except in cases of emergency and by scheduling family vacations during school vacation and recess periods.

State law requires that you authorize your child’s absence from school and notify us in advance or at the time of the absence. Your call to us will also help protect your child. If your child is absent and we do not hear from you, we will do our best to contact you by phone the same day that class is missed. Accordingly, it is vital that we have one or more telephone numbers to contact you. If your numbers change, let us know right away. Due to the number of students enrolled in our District, calls may be made by an automated system to ensure we can contact all parents on a timely basis.

State law also mandates that the school record a reason for a child’s absence. Absences are excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of religious holidays of the family's faith.

When a student is or will be absent, the parent must call the school on or before the day of the absence in order to advise the school of the absence and the reason for the absence. If no authorization is received by the end of the missed school day, the absence will be considered unexcused. For absences greater than one (1) day in length, the school should be notified in advance or on each day of the absence. If a parent does not have access to a phone, either at home or at work, a note will be accepted for verification purposes.

If your child is absent on an unexcused basis for ten (10) consecutive school days: state law mandates that your child be automatically withdrawn from enrollment in order to stop state funding. You may then be required to fill out new enrollment documentation upon returning from an absence of such length.

Excessive absences may also affect a student’s eligibility to participate in field trips, extracurricular activities, ~~and sports~~, [and may result in loss of academic credit](#). In addition, absences can result in discipline and may be considered by a teacher in determining a student’s grade or promoting a student; a student can fail a class or be retained in a grade level due to excessive absences.

Parents are responsible for ensuring that their children attend school. If a student is habitually truant, the parents and student may be cited by the court for truancy. By law, a student is considered habitually truant if absent without excuse for five (5) or more days or if absent, with or without excuse, for 18 or more days.

Chronic Illnesses: In cases where medical documentation can be provided regarding a long-term illness or an ongoing medical condition, parents should contact their school administration regarding the chronic health program.

“Take Your Child to Work Day”: Certain groups promote “Take Your Daughters and Sons to Work” events, usually on a school day in April of each year. In past years, significant numbers of students went to work with their parents on these days, making it very difficult for teachers to provide meaningful activities and negatively impacting instructional benefits for those students absent. As a result, many school Districts and employers in Arizona have been encouraging an alternate day in the summer for these events. By choosing a non-school day for this activity, you will provide your student with two important messages – the value of the workplace and the importance of education in order to succeed in the work place.

Open enrollment students: Those who are frequently absent may lose, at any point in the school year, their open enrollment status. A student will benefit more from attending school regularly somewhere else rather than attending school in our District on an inconsistent basis.

Compulsory Attendance: According to Arizona law, students must be in school until they reach the age of 16 or they successfully complete the 10th grade.

Career and Technical Education

In accordance with SECTION 504 OF THE VOCATIONAL REHABILITATION ACT OF 1973, Amphitheater Public Schools wishes to inform students, parents, employees and the public that it provides an equal opportunity **CAREER AND TECHNICAL EDUCATION** for the high school students of the District. All courses, services, and activities are offered without regard to race, color, religion/religious beliefs, gender, age, national origin, veteran status, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background.

Program areas currently offered include:

Agriscience	Architectural Drafting and Design
Automotive Diesel Technologies	Automotive Technologies
Bioscience	Business Management
Construction Technology	Culinary Arts
Culinary Arts Cyber Security	Digital Photography
Early Childhood Education	Engineering
Film and TV Production	Graphic Design
Music and Audio Production	Nursing Services and Healthcare Foundations
Photo Design	Software and App Design
Sports Medicine	Technical Theatre
Welding	

Limited English-speaking skills will not be a barrier to admission or participation in Career and Technical Education. The primary requirements for admission are an established interest in pursuing a career in the chosen occupational field and the ability to meet the requirements for entry-level employment in that field of work.

Students with disabilities are encouraged to participate in Career and Technical Education programs in our District. In all cases, accommodations can be made to modify the program or the facility to allow for participation.

Pima Joint Technical Education District

The Pima JTED was established in July 2006 to provide students with expanded Career and Technical Education (CTE) options. JTED provides students with additional CTE program offerings outside of their home high school. JTED partners with the District to provide a diverse offering of courses that provide hands on learning along with rigorous academic content creating college and career ready students.

CTE programs offered through Pima County JTED's central sites include: 3D Animation and Game Design, Information Technology, Health Care Foundations, Health Care Pathway Programs, Personal Assistant Caregiver, Licensed Nursing Assistant, Registered Medical Assistant, Advanced Registered Medical Assistant, Medical Records Technology, Physical Therapy Technician, Cosmetology, Culinary Arts, Early Childhood Education, Automotive Technology, Aviation Technology, Construction Technology, Energy Technology, Heavy Equipment Operations, HVAC, Precision Manufacturing and Mechatronics, Advanced Precision Manufacturing, Veterinary Science, Law, Public Safety, and Security, Fire Service, and Welding.

Cell Phones and Other Electronic Devices

Arizona's new law (HB 2484; ARS §15-120.03) now requires all public schools to limit student use of cell phones and personal devices during the school day. Amphitheater students may only use their phones for educational purposes under a teacher's direction, during lunch, in emergencies, or when medically necessary.

To reach your child during the school day, please contact the school's main office. Our schools remain committed to supporting your child's learning in a safe, focused environment.

All cell phones and other electronic devices (i.e. smart watches, smart glasses (META-enabled) must be turned off and placed in the student's backpack, purse, or locker (if available) while at school, with the exception of during lunch.. Schools and teachers may also set additional rules and restrictions on the use of such devices.

Administrators and teachers are authorized to confiscate electronic devices that are used in a classroom or used in any other manner that violates District or school policies. The parent or guardian of a student whose electronic device has been confiscated may recover the item from the school administrator. The District and its schools are not responsible for the loss or theft of personal items and devices.

Child Abuse Reporting

State law pursuant to [A.R.S. §13-3620](#), requires that any school District employee acting in the scope of their employment who develops a reasonable belief that a child is or has been a victim of child abuse to immediately report their belief to Department of Child Safety (DCS) or to the police. “Reasonable belief” requires very little evidence. Although the child abuse reporting law applies most often to an adult physically abusing a child, the law also mandates reports of neglect, sexual abuse, or non-accidental injury, regardless of the age or maturity of the alleged abuser. Thus, a fight between students that results in non-accidental injury to a student will be reported to the police. Likewise, an act of sexual harassment by one student against another that constitutes sexual abuse will be reported to the police for possible criminal charges. On occasions where a school must report possible child abuse, DCS or law enforcement may prohibit the school from informing the parent or guardian of the report for a period of time.

Computer and Internet Use

The use of computers and Internet access by students at school supports the educational mission of the District and enhances our curriculum and learning opportunities for students. All District students may receive instruction via electronic resources.

The paragraphs which follow here are intended to provide students and parents with general guidelines and examples of prohibited uses of District computer equipment. Failure to comply with District rules may result in loss of computer and Internet access privileges, disciplinary action and/or legal action.

The District has implemented technical precautions to restrict student and staff access to controversial or inappropriate materials; however, on a shared network which interacts with the public domain, it is impossible to identify or control all controversial materials. In addition, while efforts are made to supervise student use of the Internet, schools cannot prevent all inappropriate uses, just as it is impossible for parents to do so at home. Student activity in a forum as public and constantly evolving as the internet carries inherent risk of access to objectionable material and communication with persons outside the school. The school also is not responsible for the accuracy or quality of information that students obtain through the Internet.

Student Work Product: Just as student works are often displayed within the school building or at events located off school grounds, student work product may also be posed for display – as an example or to recognize achievement – on a school or the District’s website. Limited information concerning the student (name, age, and grade level) may also be posted with the work. Parents who do not wish a student’s work to be posted on-line, may indicate so through completion of a “Non-Release of Information” form available through the school. A copy of this form is also included in this handbook.

Acceptable Use: In general, a student’s access to the school’s computers, networks, and Internet services should be for educational purposes and research consistent with the school’s educational mission, curriculum, and programs. The same rules governing student conduct, communications, and behavior in the Code of Conduct contained in this handbook also apply

to student use of computers and the Internet. Students are also expected to comply with all directives from the teacher or staff when using computers.

Prohibited Uses: Unacceptable uses that are expressly prohibited include, but are not limited to, the following:

Accessing, submitting, transmitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal.

Using the school's computers, networks, and Internet services for any illegal activity or activity that violates other Governing Board policies, procedures, and/or school rules, attempting to make unauthorized access to any Amphitheater Information System by trying to bypass the firewall and district servers, and/or access proxy accounts.

3. Copying or downloading copyrighted materials without the express authorization of the student's teacher or school administrator.
4. Plagiarism -- Representing as one's own work any materials obtained on the Internet (such as term papers, articles, etc.). When using Internet sources in student work, the author, publisher or web site, such as AI software, must be identified and cited.
5. Downloading or installing software without the permission of the student's teacher or school administrator.
6. Purposefully causing disruption or harm to the school's computers, networks or Internet services, including, but not limited to, hacking and creating or uploading computer viruses.
7. Accessing communication forums methods, such as chat rooms, social networks, instant messaging or e-mail without authorization from a teacher or other staff member.

No Expectation of Privacy. In order to maintain school and student safety, the District retains full control, custody, and supervision of all computers, networks, and Internet services owned or leased by the District. The District and its schools also reserve the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school-owned computers.

Student Security. Students must be instructed and occasionally reminded that they should never reveal their full name, picture, address, or telephone number on the Internet without prior permission -- from a supervising teacher and or their parent. Students should also never meet people they have contacted through the Internet without parental permission. Students should inform their teacher or school administrator if they ever receive e-mails, information, or messages that seem threatening, inappropriate or make them uncomfortable in any way.

Costs and Charges

The District provides a free, appropriate public education to all enrolled students. There are no costs that a parent is required to pay in order to attend District schools. When students seek to enroll in a school, they may receive a list of required and non-required materials and supplies. Parents who are able to provide these materials for their student are urged to do so to maximize the use of school funds for other instructional purposes. No student will be denied an education if the parent is unable to provide those materials and supplies, however.

Basic course materials, identification cards, and some lockers may also be required and are provided free of charge. Some lockers and locks, activity cards, parking permits, yearbooks, and supplemental course materials and services are not required and are therefore not provided free of charge. A reasonable fee may apply.

While textbooks are provided at no cost to students, students and their parents are required to pay for any lost or damaged textbooks and/or other course materials. If students do not pay for lost or damaged materials, they may not be allowed to participate in extracurricular activities or other events such as graduation exercises.

Crisis and Emergency Plans

Every school in the Amphitheater School District has emergency and crisis plans to respond to unforeseen events. The plans include responses to a variety of scenarios along with lockdown and evacuation procedures and provide for cooperation with appropriate emergency responders. To protect against their misuse by individuals with harmful or disruptive intentions, these plans are not released to the public. This helps ensure their effectiveness on the rare and unlikely occasion that they must be implemented.

Where an emergency at a school site occurs, our first priority is to ensure the safety of our students. Given the staff and effort required to supervise what can be more than two thousand students at a school when a crisis develops, immediate communication with parents may not be possible. We strive, however, to communicate with you within one school day when a situation has taken place.

Custody Matters

In cases where custody matters affect a child attending school in the District, the child's school will follow the most recent (complete court and signed) order which is on file with the District. It is the responsibility of the custodial parent, or of parents having joint custody, to provide the District with the most recent court order.

Parents should also be consistent in their direction to school staff regarding custody matters; direction which contradicts court orders or which varies frequently can result in confusion and misunderstanding that often leads to concern and upset for the parties involved.

Parents should understand that school employees do not wish to be and cannot be placed in the middle of custody disputes which are private family matters. If a parent desires a school employee to testify in a family law matter, a subpoena for attendance of the employee will be

required. School employees, as public employees hired to serve students, may not be used as expert witnesses in court matters unless specifically retained for that purpose while they are not on duty for the District.

Visitation: Non-custodial parents are urged to arrange visitation outside of school time to ensure that a student's full attention may be focused on their instructional program and activities.

Dress Code/Grooming

While the District recognizes that student dress and grooming are often matters of personal choice and expression, there is a relationship between student dress and such matters as individual and collective student achievement, school pride, school safety, and the accomplishment of educational objectives. Accordingly, policy and procedures prohibit student dress or grooming that, in the judgment of the school administration:

- presents a hazard to the health, safety or general welfare of students, staff, or others;
- interferes with or disrupts the educational environment or process;
- produces disorder in the educational process;
- creates an atmosphere of threat, intimidation, or undue pressure;
- causes excessive wear or damage to school property;
- represents membership in, or support of, a gang; or
- displays obscene language or symbols, or symbols of sex, drugs, or alcohol.

More detail concerning the District's standards for dress and grooming are found in the Student Dress Code contained in this handbook.

Footwear and Safety Dress: Footwear must be worn at all times. In addition, students must comply with safety dress requirements for specific classes such as vocational courses, life physical education, and chemistry.

Gang-Related Apparel/Grooming: The District desires to keep schools and students free from the threat of harmful influences by any group or illegal gang that advocates drug use, crime, or disruptive behavior. Therefore, the presence of any apparel, jewelry, accessory, tattoos, symbols, or manner of dress or grooming that by virtue of its color, arrangement, trademark, symbol, or any other attribute, denotes or implies membership in or affiliation with such a group is prohibited because of the potential disruption of the educational process or threat to the safety of the other students which the same represents.

Enforcement: In addition to disciplinary action which may be imposed against students who violate the District's dress code, students, or their parents may also be asked to do any of the following:

- Turn inappropriate clothing inside out.
- Change into clothing that may be provided by the school.
- Have other clothing brought to school.
- Remove the accessory.
- Cover the offending markings or symbols.

Clothing Bank: Parents who may be experiencing financial difficulties and may be unable to obtain sufficient clothing for their student may be eligible for free clothing offered by the Amphitheater Foundation Clothing Bank. A referral to the Clothing Bank from your school is required and may be obtained on a confidential basis through your school administrator or Health Office.

Eligibility -- Extra-Curricular Activities

The primary function of this school District is to support student academic achievement. In pursuit of that goal, the District recognizes that a well-rounded educational experience includes extracurricular interests and athletic activities. However, academics must take priority, therefore, the District and its schools have set eligibility requirements for student participation in extracurricular pursuits.

Participation in interscholastic athletics and other activities is a privilege and not a right.

Students who fail to maintain academic qualification for extracurricular participation will be suspended from that activity until academic eligibility is attained.

Students who violate District and/or school rules, particularly where student and school safety may be affected, may be summarily removed from participation in extracurricular programs and activities.

Please refer to your student's school handbook for further information regarding extracurricular activities' academic and behavioral expectations. For students in grades 7-12, very detailed rules apply and are available through your school, coach, or activity sponsor.

Zero Tolerance "24/7" Policy: The District maintains a **zero tolerance "24/7" policy** on the use of tobacco, drugs or alcohol by interscholastic activity participants. Any participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during a season will be immediately removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

Academic Eligibility: Student athletes in grades 7-12 must pass all classes in which they are enrolled in order to participate in extra-curricular activities. Students receiving grades at a nine-week quarter of "I" (incomplete), "F" (failing), "NC" (no credit or no-completion), "NM" (no mark), "U" (unsatisfactory), or students earning a total grade point average of less than 2.0 on the 4.0 scale for the nine week quarter will be ineligible to participate in athletics. Students losing their eligibility at the quarter will be monitored to determine if eligibility can be re-established, which cannot occur for at least four and a half (4.5) weeks. Activities that are part of a credit bearing class are not affected by the eligibility restrictions.

Homeschooled/Empowerment Scholarship: A homeschooled student who was previously enrolled in a public, private, or charter school is ineligible to participate in interscholastic extracurricular activities for the remainder of the school year in which the student was enrolled in a school.

A student enrolled in an online charter school/district is not eligible to participate in interscholastic extracurricular and/or co-curricular activities.

Field Trips

The District values field trips which relate to the curriculum and instructional program of the District. Schools have limited funding for field trips and may charge for extracurricular field trips.

Parental permission is required for field trips which extend beyond the Tucson metropolitan area, or which will involve community service duties, or which will occur outside of normal school hours. Teacher or other certificated personnel supervision is always provided by the District for field trips, but parent chaperones are also sometimes required, as circumstances and space permit. Only students who are approved for a particular activity and their assigned sponsors, teachers, coaches, and District-approved chaperones may participate in field trips. Due to liability and funding factors, friends and family of students are not permitted to participate in field trips unless they are doing so as school-approved chaperones.

Private transportation. Parents who wish to transport their own child on any such school-sponsored trip rather than sending the student on District transportation will be required to make prior arrangements with the school. Before a student will be permitted to participate in a field trip, but travel with a parent privately, the parent will be required to sign an acknowledgement indicating that they will transport the student.

Food in Classrooms

Food brought into the classroom for classroom parties must come from a commercial source and cannot be homemade. Items must provide a list of ingredients and should be individually wrapped to avoid barehand contact with the food. If the items are not individually wrapped, such as cookies or cupcakes from a bakery, an adult wearing disposable gloves must serve the food.

With the exception of classroom parties, food provided to students in grades Kindergarten through 8th, must meet Arizona Nutrition Standards provided by the Arizona Department of Education. Details on the nutrition standards are available from your child's school or at the [AZ Department of Education Health & Nutrition Services website](#).

Free and Reduced Meal Program

The Amphitheater School District offers healthy meals during the school day to all enrolled students. Children who qualify under the U.S. Department of Agriculture guidelines may receive meals free or at a reduced price. All meals served must meet nutrition standards established by the U.S. Department of Agriculture. If a child has a disability, as determined by a doctor or an authorized medical authority, and the disability prevents the child from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is prescribed, there will be no extra charge for the meal. Please note the school is not required to make a substitution for a food allergy, unless it meets the definition of disability. A student whose allergies are determined, as a result of an evaluation, to have a physical or mental impairment that substantially limits one or more major life activity, such as breathing, will qualify for coverage under Section 504 of the Rehabilitation Act. A parent/guardian may obtain a Special Diet Modification Form by sending a request to the school nurse or by emailing the Food Service department at AmphiFoodService@amphi.com.

Your child can get free school meals if you receive benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or from the

Food Distribution Program on Indian Reservations (FDPIR). If your total household income is the same or below the federal income guidelines for the size of your household, your child can either get meals free or at a reduced price. Children participating in a Head Start Program, foster children, and those who meet the definition of homeless, runaway, or migrant are also eligible for free meals.

The following list of frequently asked questions may provide you with information you may need concerning the school meal programs.

How do I get free or reduced price school meals for my child? Families must apply for meal benefits for their children who attend schools that do not participate in The Community Eligibility Provision (CEP).

- 1.If your child(ren) attend a school participating in the CEP program, they will automatically receive free school meals, including breakfast and lunch.
- 2.If your child(ren) attend a school that does not participate in the CEP program, a meal application form must be submitted.

- **The fastest and most accurate method is to apply online at [Parent Portal](#). Online applications can be processed the next day.**
- **If you do not have access to a computer, you may also apply by completing the Meal Benefit Form and return it to your child's school or the Food Service Department. Paper applications can take up to 10 business days to process.**
 - The Meal Benefit Form is available from your child's school cafeteria or from the District's Food Service Department. Please request a meal benefits application by emailing AmphiFoodService@amphi.com or pick up an application at the Food Service office located at 200 E. Roger Road, Tucson, Arizona 85705. For questions, please call (520) 696-5133.

Should I fill out a meal application if my child(ren) attend a CEP participating school?

A meal application is not required. However, we ask that parents fill out a Household Income Form to help schools secure program funding. Instruction on how to complete a Household Income Form will be posted on the [Amphi Food Service Department webpage](#).

How do I know if my child(ren's) school participates in the CEP program?

Schools that have been approved to participate in the CEP program can be found on the [Amphi Food Service Department webpage](#).

Please note:

- **If a family has a student that attends a CEP school and has another student that attends a school that is non-CEP, a meal application must be completed for the student(s) that attends the non-CEP school in order for the student(s) to receive free or reduced-price meals.**
- **When children from schools participating in CEP move to a non-CEP school, their eligibility for free reimbursable meals will carry over for up to 30 days or until a new eligibility determination is made for the current school year, whichever comes first. Parents should fill out an online meal application within the 30day time period.**

Will the form be verified? Your eligibility may be checked at any time during the school year. School officials may ask you to send written evidence of household income to show that your child does qualify for free or reduced price school meals.

What if my household income exceeds the federal guidelines, but I feel my child should receive free or reduced cost meals? The income guidelines are set by the federal government and must be adhered to. The District cannot grant free or reduced meals to households that do not meet the guidelines.

Can I appeal the decision on my application for free or reduced lunch? You may contact District Food Service Department officials by calling (520) 696-5133 if you do not agree with the decision on your form. You also may ask for a hearing by writing to: The Director of Food Services, 200 E. Roger Road, Tucson, Arizona 85705.

Must I report changes in my income or household? Once a child is determined eligible for free or reduced price meals, eligibility remains in effect for the remainder of the school year and for up to 30 operating days into the next school year. For more information, visit the [USDA Food and Nutrition Service webpage](#).

Will the information I provide to the District on my free and reduced meal application form be kept confidential? We will use the information on your form to determine if your child qualifies for free or reduced price meals. We may disclose eligibility information, without prior written consent, to officials connected with programs under the National School Lunch Act or Child Nutrition Act and to other federal or state educational agencies and programs to help determine whether you may also qualify for benefits under those programs. We may also inform other child nutrition, health, and education programs of the information on your form for funding and/or evaluation purposes. Disclosure of confidential eligibility information outside these programs is permitted only with written consent of the participants' parent or legal guardian.

Must I apply now or can I apply later for free and reduced price meals? You may apply for free and reduced price meals at any time during the school year. If you are not eligible now but have a change, like a decrease in household income, an increase in household size, become unemployed, or begin receiving benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or Food Distribution Program on Indian Reservations (FDPIR), you may complete a form then.

All applicants under the plan will receive notice as to whether or not their application is approved.

Homelessness

The McKinney-Vento Act identifies homeless students as "Children who lack a fixed, regular and adequate nighttime residence" due to loss of housing, economic hardship, or a similar reason. This includes preschool students and school-aged children, as well as youth living on their own (unaccompanied youth not in the custody of a parent or guardian).

We are committed to ensuring that students experiencing homelessness in the Amphitheater community have equal access to the same free, appropriate public education as provided to all students in our District, and we will work to eliminate barriers to their enrollment. Homeless

students are never singled out or separated from other students on the basis of their homelessness. Students and their families who are struggling with homelessness and/or who experience any difficulty obtaining access to education or other District services are encouraged to contact the District's McKinney-Vento Liaison at (520) 696-5061. You may also be referred to the Liaison by school personnel.

Immunizations

Arizona law requires documentary proof of immunity against certain childhood diseases for students attending Arizona schools for the first time. Students subject to this requirement who lack documentary proof of immunizations may enroll but cannot be permitted to attend classes until the requisite proof is provided. If required immunizations become due during a student's enrollment in a given school year, failure to promptly provide proof of compliance will result in automatic exclusion from school until compliance occurs, in accordance with state law. Parents are reminded that due to the public health matters involved, the District cannot violate state law by permitting children who are not in compliance to attend school. Requirements for obtaining an exemption from immunization requirements for medical reasons or due to personal beliefs are available from the school nurse or health office. (See, [A.R.S. §15-873](#).) Students who are exempted from compliance will, however, be excluded from school if there is an outbreak of an illness for which they have not been immunized.

Insurance

The District does not maintain insurance for student medical or dental costs if the student is injured during school activities or while on school premises. Parents are responsible for securing insurance coverage for their children.

In the event of an emergency, whether a student has insurance or not, the school may call 911 and emergency services may respond, to include a student's transport by ambulance to a hospital. The school has no responsibility to pay for these services; they are the responsibility of the parent/guardian.

Interpretation and Translation Services

The District will provide interpretation services so that all parents can participate meaningfully in meetings and conferences regarding their children's education. Please contact your child's school to request these services. Parents can also request translations of District documents by contacting their school office.

Law Enforcement

On occasion, law enforcement officers will visit a school site to request an interview with a student regarding a criminal investigation. Where child abuse or abandonment is involved, the officer is permitted to investigate the alleged victim of abuse as well as any sibling of the victim or other child residing with the victim. See "Child Abuse Reporting" above.

Non-School Related Matters. If a police officer enters the campus requesting to interview a student attending the school on an issue that is not school related, the interview will generally not be permitted at school unless the parent provides consent. If the officer directs that parents are not to be contacted because the interview is related to criminal activity of the parent(s)/guardian, the school official will allow the interview. Otherwise, the parent will be

contacted and will be asked if he/she agrees to the student being interviewed. If the parent consents, the parent will be requested to be present or to authorize the interview in their absence. Where an attempt was made and the parent(s) cannot be reached, the peace officer will be requested to contact the parent(s) and arrange to question the student at another time and place.

School Related & Student Safety Matters. The safety of the student population is of paramount concern. When a police officer is present on the campus to interview students at the request of school authorities or due to concerns for the safety of the students in the school population, parental contact is required only if the student is taken into custody or following the determination that the student may be subject to discipline for a serious offense. School Resource Officers (SRO's) present at the request of the school for the continued maintenance of school safety and order, may also interview students as necessary regarding school related issues as determined by school officials; again, parents need only be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Media

The news media frequently cover the positive events, people, and activities at our schools. Your child may be interviewed, recorded, photographed, or videotaped by the media or District staff for a story in the newspaper, radio, or television. In some cases, photos and videos may be placed on the Internet for public access by the media. As described in greater detail in this handbook above, you can choose to prohibit District/media coverage of your child in advance by completing a "Non-Release of Information" form and submitting it to the school office. The form is available from your school and must be submitted each year. A copy of this form is included in this handbook.

Medications

The presence of medications in the schools can present a risk to student safety. Students have been injured or have become ill when other student inappropriately shared their medication with them. Consequently, the District must impose restrictions on the presence of prescription and over the counter medications in schools. Students who do not follow school District rules on concerning the possession and use of legal medications at school are subject to discipline which can include long term suspension or expulsion. Parents are urged, for the safety of their children and others, to ensure compliance with these rules as well.

When it is necessary for a student to take medication during school hours, school personnel may assist if the following conditions are met:

- The medication must be prescribed by a physician.
- The parent or guardian must provide written permission for school personnel to administer the medicine to the student. *Appropriate forms are available from the school office.*
- The medication must come to the school office in the prescription container provided by the pharmacist. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given and must match the prescription container.
- An administrator may designate a school employee to administer the medication.
- Each administration of prescription drugs will be documented, recording that the student received the medication.
- Drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration of prescription medication: When a physician feels it is necessary for the student to carry and self-administer medication, the physician shall provide written recommendations to be attached to the signed parent permission form. In the case of medication for diagnosed anaphylaxis (for example, Epi-Sticks), insulin/glycogen and handheld inhaler devices for breathing disorders, a physician's written recommendations are not required. In these cases, the student's name on the prescription label is sufficient proof of the physician's recommendation; however, the parent or guardian must provide written permission for a student to self-administer and carry the medication. *Appropriate forms are available from the school office.*

Over-the-counter medication: When it is necessary for a student to receive medicine at school that is sold, offered, promoted, and advertised to the general public without a prescription, the following procedure has been established to ensure the protection of the school and the student:

- The parent or guardian must provide written permission for the administration of specific over-the-counter drugs.
- Over-the-counter medicine must be provided by the parent to the school office in the original manufacturer's packaging with all directions, dosages, compound contents, and proportions clearly marked. An administrator may designate a school employee to administer a specific over-the-counter drug.
- Each instance of the administration of an over-the-counter drug will be documented.
- Over-the-counter drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration of over-the-counter medication: With the exception of cough drops and sunscreen, a student's possession of over-the-counter medication at school is prohibited and is grounds for discipline. Students should instead leave all medications with the school office as described above. The school principal is authorized to make exceptions to this rule on a very limited basis. In these cases, all of the following rules apply:

- A signed and verified physician's statement must document the necessity for a student to self-administer the over-the-counter medicine and must be attached to the parent or guardian permission form, indicating the specific drug or medicine.
- The parent or guardian must provide written permission to the school office for the student to self-administer a specific over-the-counter drug ("pain reliever" is insufficient; specificity such as "200 mg. ibuprofen" or "400 mg Tylenol" is required). *Appropriate forms are available from the school office.*
- The student and parent must receive written permission from the principal or other administrator to be in possession of and self-administer the medication.
- The over-the-counter medicine sent by the parent must be kept by the student in the original manufacturer's packaging, with all directions, dosages, compound contents, and proportions clearly marked.
- The student must take extraordinary precautions to keep the medication secure and under no circumstances shall make it available or provide it to another person. The student must also *immediately* report the loss or theft of any medication brought onto school campus. Violation of this procedure may subject the student to disciplinary action.

Online Blended Learning Opportunities

Amphitheater School District recognizes that the traditional school program may not meet the needs, expectations, or desires of some families and that both students and their parents may be looking for a new or different learning option.

Amphi Academy Online is an online learning opportunity for students who prefer to attend classes online and an alternative for students who are long-term suspended. Parents will have the option to checkout a loaner Chromebook. Parents will be responsible for having reliable internet access for their students to access the online curriculum.

Students in the Amphi Academy Online complete their coursework online. Amphi Academy faculty and staff monitor student progress through the learning management system. If students are not making adequate progress or are struggling with assignments, tests and grades, they may also participate in scheduled online tutorial sessions. Students may be required to participate in tutorial sessions if they are not making satisfactory academic progress or are not maintaining grades of “C” or better. This requirement is set in place to ensure that students are working the required number of hours per day, meeting established timelines, and fulfilling all course requirements. Amphi Academy staff may contact students and parents via computer, email, or phone. If you have questions about this option, please speak with your Principal or send an email to answers@amphi.com to be connected with a District staff member who can assist you.

Open Enrollment

The Amphitheater Unified School District has an open enrollment policy consistent with Arizona state law. Information about open enrollment is available on the “Open Enrollment” page of the District website at www.amphi.com or at each school site. Parents may pick up open enrollment applications at each school at any time. Opportunity for open enrollment at any school site is dependent upon capacity to accept students from other Districts or in-District attendance areas only after ensuring enrollment from within the school’s own attendance area can be served. Approval remains in effect for as long as the student remains, without a break in school attendance, at that school’s feeder pattern.

By signing the Open Enrollment application, the student and parent agree to comply with all the policies and procedures of the District and rules of the receiving school, including standards for academic effort, conduct, and attendance. Transfers may be revoked by the school principal if policies and procedures for discipline and attendance are violated.

Pesticides

Schools periodically apply pesticides, after providing both oral and written notice of the intent to do so. All oral and written notifications will contain, at a minimum, the date, time, general areas to be treated, and brand name of the pesticide to be applied. While school is in session, notice will be provided at least 48 hours in advance. Oral notice to students will be provided by means of school public address system announcements, assembly or classroom announcements. Written notice to parents will be provided by means of school lunch menus, special communications, newsletters, or similar means. Notice will also be posted at least 48 hours in advance of application at the main entrance to all buildings where pesticide is to be applied or on playing fields where pesticide is to be applied. Posted signs may not be removed

earlier than 48 hours after the pesticide is applied. Specific information concerning the treatments which are applied may be obtained by calling your school office.

Policies

Interested persons may review District policies and procedures in their entirety at each school within the District. They are available in the office of each school principal and are also in each school's library. You may also review District Policies and Procedures through the "[Policy Manual](#)" on the District's website.

Product Sales

Because students and staff are at school for the purposes of learning and working, respectively, the District generally prohibits their solicitation by third parties seeking to sell products or services. Groups permitted to sell products on campus must be an officially recognized school organization and must have the sale approved by the principal and/or student council. Where a student group conducts such a sale, all funds collected must be deposited in the school's student funds account for the student club involved. Where a parent-teacher organization or booster group conducts a sale, prior authorization, and compliance with District financial procedures is also required. Under state law, when students participate in fund-raising efforts conducted by school support organizations, resulting revenues must be shared with student groups in proportion to their level of effort and support.

Skateboards, Skates, and Rollerblades

For the safety and well-being of students, faculty and others, students are prohibited from using scooters, skateboards, roller blades/shoes, or similar devices on campus at any time, unless as part of an established and supervised classroom activity. Violation of this rule will subject the student to discipline, and the unauthorized use of District premises by students for these purposes may also be considered trespassing.

Search and Seizure

School administrators have the right to search students and seize property, when they have a reasonable suspicion that the search will produce evidence that the student has violated the law or the rules of the school/District, or when they have reasonable suspicion that the student may have material harmful or detrimental to the health, safety and/or welfare of students. Any search conducted on this basis will be reasonable in scope and not excessively intrusive on the student, given the student's age, sex, and other factors, including the nature of the infraction.

School-Provided Storage Space: Storage areas provided to students by a school such as lockers, desks, cabinets or "cubbies", are provided only as a convenience to students, and always remain the property of the school. These storage areas are subject to school control and supervision. Students have no reasonable expectation of privacy in these spaces. School officials may therefore randomly inspect these spaces at any time, with or without reason, without notice, without student consent, and without a search warrant. Students who accept lockers or desks assume full responsibility for the security of their lockers, desks, etc. Whenever a student is required to or exercises an option of providing his or her own lock to secure a school-provided storage space, the student must provide the combination or key to

the school authority that issued the storage space when requested. Failure to do so will result in the lock being cut.

Student's Person and Personal Belongings: Students have a reasonable expectation of privacy in the personal belongings they carry with them or in items such as backpacks and purses. However, the search of a backpack, purse, or similar item at school is permissible when school authorities have a reasonable suspicion that the search will produce evidence that the student has violated or is violating the law or the rules of the school/District. Searches of a student's person are also permitted, based upon reasonable suspicion. Such searches may include a request to empty one's pockets or a request to remove outer garments, such as jackets or sweaters, but such a search will not include removal of other clothing by school officials. Strip searches are prohibited.

Seclusion/Restraint

The seclusion or physical restraint of students is discouraged by Governing Board policy. In the extremely rare circumstance where seclusion or physical restraint of a student is an appropriate method for addressing an individual student's behavioral issues, advance parental permission will be required, absent an imminent risk of harm to the student or others. Parental notification will occur after the event.

Staff Qualification Information

The District is proud of its high caliber staff. Résumés describing educational background and teaching experience are maintained for all teachers and other instructional personnel. If you wish to review the résumés for your child's teachers or obtain any of the information described above, contact the school office where your child is enrolled.

Telephone Messages

Due to the limited staff available at a school, as well as the disruptive impact on staff, instruction and school operations, the delivery of telephone messages to students cannot be assured and should be minimized, except in emergencies.

Travel Reduction

The Amphitheater School District supports alternative modes of transportation such as carpooling, bicycling, and riding Sun Tran to minimize vehicle congestion on our streets and school campuses. For more information, call (520) 792-1093.

Universal Precautions (Communicable/Infectious Diseases)

Due to communicable diseases such as HIV and hepatitis, the District has instituted "universal precautions" which are recommended by the Center for Disease Control. To safeguard students and staff, school-based employees regard all body fluids as potentially infectious. They are trained to avoid direct contact, if possible, to wear gloves if necessary, to wash hands thoroughly, and to report injuries to the nurse immediately. Students are not to touch blood or body fluids and should seek adults for assistance.

Vandalism & Parental Liability

Students are expected to treat their school with respect. Vandalism and defacement of school property disrupts the orderly operations of the school and can negatively impact school climate and student body access to and use of facilities. We want all students to be able to enjoy the buildings, grounds, and equipment which our taxpayers provide.

Under Arizona law, parents of minors who cut, deface, or otherwise damage any school property shall be liable for all damages caused by their children. See, [A.R.S. §12-661](#).

Visitors to Schools

We encourage you to visit your child's school. For the safety of all our students and staff, however, we do require that you and all other visitors report to the school office upon arrival on campus if you visit during the school day. Visitors are generally expected to sign in and wear a visitor's badge. Visitors who fail to comply with the requirement to register and obtain a visitor badge may be in violation of criminal trespass laws, student behavioral expectations, or both. See [A.R.S. §13-1502\(A\)\(1\)](#). Parents and others must comply with directions from the principal and teachers when visiting. If you wish to meet with your child's teacher or school administrator, please make prior arrangements to avoid conflicts with school activities and instructional program schedules.

Third Party Visitors: Students from other schools are not allowed to visit other school campuses during the school day unless they are participating in an official school or District event.

We understand that students may require social services. However, given the limited resources and instructional time available to our schools, schools should be preserved as places of student learning. Therefore, external social service providers seeking to visit and provide services or treatment to students are better met in other settings outside our schools. Those services are more properly provided in the third party's own facilities, under the supervision and direction of the parent or guardian. Where appropriate, necessary, and properly authorized by the school principal, a third party may simply observe a student from a suitable distance so as not to interrupt the instruction of that student or others. Please review Governing Board Policy 3-203 on the next page.

Volunteers

The District is fortunate to be supported by the invaluable assistance of volunteers throughout the District and from every walk of life. Under Arizona law, all volunteers must be fingerprinted and cleared to work with students. Exceptions apply for student volunteers and parents of children in the District. Costs for fingerprinting of volunteers are paid by the District.

© 3-203 Visitors

The Superintendent may establish controls and procedures to monitor who is visiting District property, including use of sign in procedures, name tags, and other control mechanisms. The Superintendent may limit both the number of visitors and the times at which visitors are permitted at District facilities.

Classroom Visits by Parents/Legal Guardians

Parents/legal guardians of students who are enrolled in the District or who wish to enroll their student in a District school or program may schedule a visit, tour and/or observation of the classroom and of the school. Parents may schedule a tour by contacting the building principal of the school that they would like to visit. The District administration shall permit a visit, tour and/or observation unless doing so threatens the health and safety of students or District staff.

The building principal may schedule the time and duration of a visit, tour and/or observation so as to minimize disruption on instruction.

Public Conduct on School Property

The following constitutes interference with or disruption of an educational institution under Arizona's criminal code and under this Policy:

1. Threatening to cause physical injury to any staff or student of the District or any person on the property of the District.
2. Threatening to cause damage to any District property or the property of any employee or student at the District. The threat does not need to be directed at any specific property of the District to be a violation.
3. Intentionally or knowingly refusing to leave the property after being ordered to do so by the Superintendent, building administrator or District employee designated by the Superintendent or building administrator to maintain order.

Interference with or disruption of an educational institution is a criminal act under Arizona law.

Visitors on District property must adhere to all legal requirements and use obligations established by the District, including but not limited to prohibitions against bringing alcohol, weapons or drugs onto District property, or use of tobacco or tobacco products, including e-cigarettes, on District property.

Adopted: August 13, 2024

Legal Authority:

[A.R.S. § 13-2911](#)

[A.R.S. § 15-341](#)

We are very excited to have a wide range of technologies available for our students. The internet and any devices (personal or school owned) utilizing our network are intended to support the educational objectives of Amphitheater Public Schools. Use of these technologies is a privilege, not a right. You need to know there are some important rules and guidelines to follow.

Amphitheater Public Schools Technology Values

We value Communication

Therefore, I will:

- make appropriate decisions when communicating.
- participate in collaboration.
- think before I post.

We value Privacy & Safety

Therefore, I will:

- secure my personal information.
- be aware that anything I do electronically is not private and can be monitored.
- report any cyberbullying.

We value Learning

Therefore, I will:

- do my best.
- have a positive attitude.
- explore using appropriate resources. I will not use nonacademic search words.

We value Respect

Therefore, I will:

- follow copyright rules.
- respond thoughtfully to other people's ideas.
- take proper care of all equipment.

Parent Resources

ACT Aspire and ACT ACT Aspire (Grade 9)	Arizona's Academic Standards Assessments (AASA)
--	--

ACT (Grade 11) Sample Tests and Resources	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 students. The internet and any devices (personal or school owned) utilizing our network are intended to support the educational objectives of Amphitheater Public Schools. Use of these technologies is a privilege, not a right. You need to know there are important rules and guidelines to follow.

1. Communication

I will make appropriate decisions when communicating and will not send or share mean or inappropriate content. I will participate in collaboration while using effective participation skills. I will be mindful of what I post and not use profanity or any language that is offensive to anyone.

2. Privacy & Safety

I will secure personal information about family, faculty, or myself. This includes passwords, home addresses, phone numbers, ages, and birth dates. I will be aware that anything I do online or electronically is not private and can be monitored. I will seek help if I feel unsafe, bullied, or witness any form of unkind behavior including cyberbullying.

3. Learning

I will do my best. I will have a positive attitude and be willing to explore different technologies. I understand some sites are inappropriate and I will not search for words that are not related to my academics. I will evaluate the validity of information presented as I explore online and understand that not everything online is true.

4. Respect

I will follow all copyright rules and give credit when needed. This includes documenting and properly citing all information acquired through online sources including but not limited to images, videos, and music. I will respond thoughtfully to the opinions, ideas, and values of others. I will take proper care of all equipment including district provided, my personal device, and the personal devices of others. I will report misuse and/or inappropriate content to my teachers and adults.

5. Use of technology – the District’s and personal

The [Children’s Internet Protection Act \(CIPA\)](#) is a federal law which requires the District to “block” inappropriate searches/sites from students. I understand that law and will work effectively within it by searching only for appropriate sites whether using the district’s technology or my own personal device. I will use only my credentials to sign into the internet.

6. Misuse of technology

This section contains significant information related to discipline included in the Code of Conduct.

STUDENTS MUST NOT:

- Attempt to make unauthorized access to any Amphitheater Information System by trying to bypass the firewall and district servers.
- Access proxy accounts.
- Set up vpn.
- Conduct criminal, illegal, or gang related activities or searches.
- Cyberbully or to send threatening or harassing messages.
- Search for or post obscene, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or pictures.
- Post false or defamatory information about a person or organization.
- Attempt to disrupt or modify the Amphitheater Information System or data by spreading viruses or by any other means.
- Create a disruption in class, on the campus, or at any school related activity.

**THE FOLLOWING FORMS ARE
PROVIDED FOR YOUR CONVENIENCE**

**COPIES ARE AVAILABLE
AT YOUR SCHOOL**

Non-Release of Information Designation of Directory Information

During the school year, District staff members may compile non-confidential student directory information such as:

- The student's name.
- The student's date and place of birth.
- The student's class designation (i.e., first grade, eighth grade, etc.).
- The student's extracurricular participation, i.e. sports, band, clubs.
- The student's achievement awards and honors.
- The student's major field of study, if any.
- The student's weight and height, if a member of an athletic team.
- The student's photograph (such as may be provided for yearbook use).
- The school/school District the student attended before enrollment in the District.

According to state and federal law, this directory information identified above may be publicly released without permission of parents or students who have reached majority age (19). This is often the case in yearbooks and school programs. If you do not wish any or all of the above information about your child/you released, you must check the appropriate boxes above, the box below, complete this form, **and** return it to your school principal within ten (10) school days.

I have checked boxes (above) for the information that I do **not** want released concerning my student/me. I understand that this will preclude the use of this information for many purposes, including yearbooks, activity programs, school and class rosters and other publications or documents.

Posting or Publication of Student Works. The District frequently celebrates and highlights student achievements and projects by displaying them in schools, at public events, in public locations, and on the District or school websites. Students are generally proud when their accomplishments are celebrated in this manner. If you do not wish any of your student's works or accomplishments displayed, please check the box below:

I do **not** want my child's works posted, displayed or published in any way.

Special Rule on Address and Phone Number: Normally, the District does not release a student's address and/or telephone number publicly: Exceptions to this rule are made where required by law or in the event of an emergency. In addition, the District will release student and parent addresses and phone numbers to college and university recruitment officials. Finally, federal law requires the District to release student names, addresses, and telephone numbers to U.S. Armed Forces recruitment officers, unless you specifically prohibit the same below.

I wish to prohibit the release of my student's/my name, address and telephone number to college and university recruitment officials.

I wish to prohibit the release of my student's/my name, address and telephone number to U.S. Armed Forces recruitment officers.

(Please print student's name)

(Parent/Guardian/Student of 19 yrs or more signature)

(Date)

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

Please note: this is a copy of a form available from your child's school office.

© 1-201.A Form - Equal Educational Opportunity and Non-Discrimination for Students – Complaint Form

(To be filed with the compliance officer)

If you feel you have been treated unfairly because of your gender, race, color, religion, age, disability, political affiliation, marital status, veteran status national origin, or as a result of retaliation, you should complete this form and return it to the Equal Opportunity office. If you need further clarification, please contact the Equal Opportunity specialist

Please print:

Name: _____ Date: _____

Address: _____

Telephone: _____

Another phone where you can be reached: _____

During the hours of: _____

E-mail address: _____

I wish to complain against:

Name of person, school (department), program, or activity:

Address: _____

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

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

Name: _____

Address: _____

Telephone Number: _____

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

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

Signature of Complainant

The compliance officer shall give one (1) copy to the complainant and shall retain one (1) copy for the file.

REVERSE THIS BOOKLET
FOR THE
STUDENT CODE OF CONDUCT

Parent and Student Advisory:

This Code of Conduct complies with State of Arizona Department of Education requirements to use specific language to define certain prohibited acts and behaviors. This language may not be suitable for all children. Parental guidance and discretion is suggested.

Amphitheater Unified School District is an Equal Opportunity employer and educational institution. The District does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Scouts USA, other designated youth groups or in its hiring or employment practices.

Amphitheater School District Career and Technical Education department does not discriminate in enrollment or access to any of the programs available, such as business, arts & design, computers & media, health science, hospitality education & human services, industrial technologies, public service, and science & engineering. The lack of English language skills shall not be a barrier to admission or participation in the District's activities and programs.

Inquiries concerning Title VI, Title VII, Title IX of the Civil Rights Act of 1964, may be referred to the District's Equity and Safety Compliance Officer and Title IX Coordinator, 701 W. Wetmore Road, Tucson, Arizona 85705, (520) 696-5164, TitleIXCoordinator@amphi.com.

Inquiries concerning Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA) and the Americans With Disabilities Act (ADA) may be referred to the Executive Director of Student Services, 701 W. Wetmore Road, Tucson, Arizona 85705, (520) 696-5230, studentservices@amphi.com or to the Arizona Department of Education, Exceptional Student Services, 1535 West Jefferson Street, Phoenix, Arizona 85007, or the Regional Manager of the Office of Civil Rights, U.S. Department of Health and Human Services, 90 7th Street, Suite 4-100, San Francisco, CA 94103.

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Our Vision

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

Our Mission

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

We Value

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

We Believe

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

[INSERT GOVERNING BOARD INFORMATION PAGE HERE]

A LETTER FROM THE SUPERINTENDENT



Yours sincerely,

A handwritten signature in black ink that reads "Todd A. Jaeger". The signature is written in a cursive, flowing style.

Todd A. Jaeger, J.D.
Superintendent



Introduction to the Student Code of Conduct

A clear and specific Student Code of Conduct is an essential element in developing and maintaining a successful academic environment. As the expectations for student achievement increase, a Student Code of Conduct becomes increasingly important as a central element in the creation of the safe and caring environment necessary for student success. To be effective, a Code must explain expectations for behavior so that all members of the school community can fully understand them; it must also provide fair and consistent guidelines for consequences to be applied when behavioral incidents do occur to help ensure schools are safe places for students, staff, and the public.

This Code has been drafted to be as conversational as possible, but it is important to recognize that any code of conduct must comply with certain legal mandates for public schools and must be very clear about expectations, to include precise definitions where required. Therefore, this Code provides both “plain language” definitions for behavioral incidents as well as more technical definitions established by the State of Arizona Department of Education.

This Code of Conduct includes the following elements:

- Prohibited behaviors are organized into categories to help students understand the related nature of certain behaviors and their relative impacts upon the learning environment.
- Behavioral rules and potential consequences for violations of the rules are combined together in tables to improve understanding and for ease of reference.
- Because technology has become increasingly important for students both within the school setting and in society at large, this Code incorporates rules on the use and consequences for misuse of technology, including computers and the Internet.

The District Values: Basic Expectations for Positive Student Conduct

The following pages outline eleven positive conduct standards for our student community. Examples are given for each standard; however, they are not intended to be a complete or exhaustive list of examples.

1. DIVERSITY

- Be your own person and be proud of who you are.
- Recognize that you are different from others and that others will be different from you.
- Respect the differences in others.
- Try to understand the feelings of others.
- Enjoy the differences in people and learn from them.

2. CREATIVITY

- Think.
- Imagine.
- Try new ways to do things.
- Have your own ideas. Give credit to others for theirs.
- Enjoy new ideas from others.
- Explore ideas in a thoughtful and positive manner.
- Be flexible and adaptable to meet changing demands.

3. CURIOSITY

- Use technology appropriately and for school purposes.
- When you do not understand words, directions, information, or questions, always ask someone to explain their meaning. Ask the teacher, ask friends, or ask your parents.
- When you ask a question in class, other students probably are asking the same question in their heads. When you ask a question, you may be helping other students who are too shy to ask that question.
- Enjoy wondering about everything. Then, ask someone to help you find out more about what you are wondering about. Good helpers are your teacher, the librarian, your parents, and the Internet.
- Be an explorer. Think of new ideas. Think of new ways to understand yourself, others, and the world around you.

4. DILIGENCE

- Attend school daily and be on time.
- When you have a job to do, do it until it is done.
- When you make a promise, keep it.
- When you are supposed to be somewhere at a certain time, be on time.
- Complete tasks on time.
- Make up all missed work, as permitted by your teacher.
- Keep commitments.

- Keep track of your schoolwork. Be responsible for doing classwork and homework. Always do your best.

5. ACHIEVEMENT

- Always try to do your very best at whatever you do.
- Set challenging goals for yourself and go after them.
- Create plans and strategies you will need to achieve your goals.
- If you believe in a goal, stick to it.
- Seek help and assistance when you need it.
- Learn from mistakes. Try not to repeat them.
- Be proud when you improve.
- Be proud of what you can do at school, at home, and with your friends.

6. HONESTY:

- Tell the truth.
- Respect and praise others who tell the truth.
- Do your own work.
- Take pride in admitting when you have made a mistake. Wise people learn from their mistakes.
- Give credit to others for their work and thoughts.

7. CARING AND RESPONSIBILITY:

- Report bullying to a teacher or someone in the office.
- Keep your school safe; tell a teacher or someone in the office when you learn of something that threatens your safety or your school's safety, such as drugs, weapons, or scary behavior.

8. KINDNESS

- Use kind, friendly words toward others.
- Do you like having friends? So do others. Be a friend to someone.
- Do you sometimes need help? So do others. Help someone.
- Do you appreciate someone sharing something with you? So do others. Share with others.
- Encourage others. See the good in them and praise them for it.

9. FAIRNESS

- First, ask yourself, "Is this fair?" Then, ask yourself, "Am I being fair?"
- Expect fairness from others and be fair to them.
- Fairness usually feels right; unfairness never does.

10. RESPECTFULNESS:

- Ask yourself, "How do I want to be treated?" Then, treat others the way you want to be treated.
- Show respect for yourself and others through your actions and what you say.
- Respectful words and actions help when you are part of a group or team.
- You show respect for yourself and others by never using bad language and hand signals at school.

- You show respect when you get over conflicts without getting physical. Ask a grownup for help if you need it.
- You show respect when you take turns and allow others to do their work.
- You show respect when you follow the rules at sports and when you help others, rather than putting them down when they make a mistake.
- You show respect when you follow school dress rules.

11. SERVICE TO THE COMMUNITY:

- Your community is the people around you at school and at home.
- Follow the rules of your community.
- Keep your school clean. Clean up after yourself.
- Recycle whenever possible.
- Be a leader when it helps the group.
- Be a follower when it helps the group.
- Share ideas that will help the group.
- Be a person who can be counted on by others.
- Participate in community projects.
- Help without being asked.

Shared Responsibilities for Student Behavior

In order for our community's children to maximize the benefits of a public education, everyone must share in the collective responsibility of promoting behavior that provides an environment in which all children can feel safe and learn. Certainly, all members of our community have a role to play as positive models for respectful behavior. The following paragraphs discuss basic responsibilities for students, parents, staff, and the community for ensuring a successful education for every child.

Students' Responsibilities

Students, you must take an active role in monitoring your own behavior and modeling appropriate behavior for your fellow students. In order to accomplish this, you must:

1. Become familiar with the conduct standards;
2. Strive to follow the conduct standards;
3. Accept and use feedback and/or discipline as resources to improve yourself; and
4. Set goals for improvement.

Parents' and Guardians' Responsibilities

No role model is more powerful than a parent or guardian. Parents are "first and forever teachers" who set much of the direction for their child. Thus, parents and guardians must:

1. Become familiar with the conduct standards and discuss them with their children;
2. Support and reinforce behavior expectations and disciplinary policies of the school by assuming the primary responsibility for the discipline of their children;
3. Cooperate with and support teachers and staff;

4. Maintain regular communication with teachers regarding their children's schoolwork and behavior;
5. Ensure that children attend school every day, unless ill, and that they arrive on time;
6. Teach their children to seek positive resolution to problems and to handle confrontation non-violently; and
7. Provide their children with a nurturing and healthy environment.

School Staff Responsibilities

Each member of the school staff has the primary responsibility of providing for the educational needs of all students and for the safety of the school environment. The school staff members are responsible for:

1. Maintaining a positive atmosphere conducive to learning and good behavior;
2. Teaching and modeling the conduct standards;
3. Building close and productive relationships with students and their families by demonstrating respect, caring and effective communication;
4. Utilizing informal strategies to intervene with behavior when appropriate; and
5. Administering discipline in a fair and impartial manner to teach by example the principles of justice and citizenship by example.

Community and Family Service Organizations' Responsibilities

Public, private, religious, secular organizations, and businesses can support the prevention, intervention, and remediation of issues associated with student discipline when they:

1. Serve as mentors to help students develop positive social skills that foster safe school environments.
2. Assist in violence prevention, substance abuse education, and character development.
3. Serve as a resource for families of students unable to meet the behavioral expectations of the school and community;
4. Assist students and parents when students re-enter school following disciplinary exclusions; and
5. Become partners with schools to coordinate services which support the school system's disciplinary policies.

Understanding the Code of Conduct - Q & A

Why does the District have a Student Code of Conduct?

Preserving the safety and protecting the health and general welfare of students, District employees, visitors, and volunteers on school property and at school activities are the legal and moral responsibilities of the Governing Board and its Administration.

The Amphitheater Governing Board and Administration recognize that students should have and need a certain degree of freedom to express their individuality in school, but any such expression should never intrude upon or endanger the freedoms of others. The Governing Board has therefore established policies and directed the Superintendent to establish procedures for student conduct which will strike an appropriate balance between individual freedoms and safe schools.

While the District and its parents, students, and public have expectations for what student behavior should be like, and while we hope every student will strive to meet those expectations, we know that some students will violate those expectations and need some action to help ensure that the violation does not re-occur. The severity of these violations will vary, but many violations will warrant correction – some action to help ensure the violation does not recur. As a consequence, state law mandates that each school district governing board establish rules for student behavior and include the range of consequences the District thinks will encourage more appropriate behavior in the future.

Do schools have their own rules for student conduct as well?

The principal and faculty of each school may have established school-specific rules and/or procedures for student behavior and conduct. School-based rules are in addition to those contained in this Code of Conduct, provided they are consistent with this Code of Conduct, the policies of the Governing Board, and applicable law.

Students must comply with both this District-wide Student Code of Conduct and with all rules established by the principal and faculty of the school they attend. A student's failure or refusal to comply with the rules of his or her school will subject the student to disciplinary action.

The principal of each school is required to ensure that copies of District and school rules pertaining to discipline, suspension, and expulsion of students are distributed to parents and students.

How does one interpret the Code of Conduct?

Generally, words will be given their ordinary meaning, unless those terms are otherwise specifically defined. In the event of any conflict in interpretation, the determination of the

Associate to the Superintendent shall be final. The interests of safety, and student and staff welfare, shall be paramount considerations in the interpretation of disciplinary rules.

What happens under the Code if a student only attempts to commit a prohibited act, or helps someone else to attempt or actually commit a prohibited act?

When a student attempts to commit a prohibited act or participates in any way to help someone else to attempt a prohibited act, actually commits a prohibited act, or conceals the commission of a prohibited act, that student is subject to disciplinary action as if the student had committed the act. This ensures that students develop a sense of personal responsibility for behaviors they encourage or solicit in others. To be subject to discipline in any circumstance, however, the student must have, at a minimum, actively engaged in some behavior which facilitated, promoted, or protected the underlying behavior.

What does the Code mean by “possession?”

A student will be considered to “possess” or “be in possession of” a substance or object if the student:

- (1) knows of the nature, existence, and location of the substance or object, or
- (2) takes control of the substance or object, regardless of the length of time of that control or their intention.

Students who “hold something for a friend” are responsible for possession.

What is the difference between criminal law and school district rules?

Court proceedings relating to an incident at school are separate from the school’s disciplinary procedures. Courts take actions for violations of laws – usually criminal laws. Schools take disciplinary action for violations of school and District rules. Behavior which violates school rules may not violate criminal law. So, discipline may be imposed even if a court decides not to impose criminal penalties. The school administration may, however, be *required* to report certain kinds of student conduct to appropriate law enforcement officials if that conduct also constitutes a crime.

Student conduct matters are governed by District rules and policies, rather than criminal law or court procedures. Juvenile or criminal court matters are not controlled by school district rules or procedures. Schools may use different definitions of violations than used in criminal law. When making decisions, schools do apply a different burden of proof than the courts. To convict, the courts require evidence “beyond a reasonable doubt.” School decisions are based on the “preponderance of evidence.” A preponderance of evidence exists where there is a greater weight of evidence than the evidence offered in opposition to it (e.g. 50.1% vs. 49.9%).

Where and when does the Code of Conduct apply?

This Code applies to students:

- During regular school hours;
- Whenever the student is being transported on a school bus or by other transportation arranged by the school District;
- When the student is traveling to and from school by any other means, including walking or personal travel;
- During school events, including off-campus events and activities such as field trips, dances, and athletic competitions;
- At other times where a school employee has jurisdiction or authority over students, including summer activities;
- During other activities associated with or supported by the school in any way; and
- On school or District grounds at any time, regardless of whether school is in session.

Additionally, the principal may take disciplinary action when a student's misconduct away from school has a detrimental effect on other students at school or on the orderly educational process of the District. Also, the principal may take disciplinary action if the violation is directly connected to prior violations at school or threatens to produce further violations or a risk of harm or injury at school.

What specific behaviors does this Code of Conduct prohibit?

The tables which follow in the next section of this Code of Conduct list rules for student conduct (prohibited behaviors). Prohibited behaviors are classified by the following categories in the tables:

- Aggression and Hostility
- Alcohol, Tobacco, Medications, and Other Drugs
- Arson and Combustibles
- Attendance Violations
- Harassment, Threats, Bullying, and Intimidation
- Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)
- Disruptions to the Academic Process
- Threatening the School Environment
- Sexual Behaviors
- Technology Abuses
- Theft
- Trespassing
- Vandalism and Damage
- Weapons and Dangerous Items

What specific consequences can be imposed for violations of this Code of Conduct?

The tables which follow in the next section of this Code of Conduct list consequences for violations of the Code - the types of discipline which school District personnel are permitted or – in some situations – are required to impose.

The school principal or designee may determine the consequences from those listed. Multiple consequences may be selected by the principal. Principals can consider the age and developmental level of the student in setting disciplinary consequences.

Where a long-term suspension consequence is stated as “(Mandatory),” a principal must present the matter to a long-term suspension hearing officer appointed by the Governing Board for a formal hearing unless the principal requests and obtains a written waiver approved by the Superintendent or his designee. If granted, a mandatory expulsion consequence for the same violation may be waived at the same time.

If not waived as noted above, a “(Mandatory)” expulsion consequence likewise requires that the matter be presented to a hearing officer appointed by the Governing Board to hear the matter and make a recommendation to the Governing Board about expulsion. This expulsion consequence may be waived by the Superintendent (or his designee) upon the student providing proof that he/she has met any terms and conditions set forth by the Long-term Suspension Hearing Officer.

The disciplinary consequences include the following school level and District level actions:

School Level Disciplinary Actions:

Where appropriate or required, school personnel may implement the following disciplinary actions:

- **Activity Restriction** – Restricting a student from participating in or attending school activities such as dances, performances, athletic contests, team practices, club meetings, events, parties, etc.
- **Bus Probation** – Establishing conditions with which the student must comply in order to continue riding the school bus.
- **Bus Suspension** – Denying the student the privilege of riding a school bus for violations of the Student Code of Conduct, even if the student is not denied the right to attend school.
- **Conference** – Meeting or contacting two or more of the following: the student, parent, counselor, principal, and other District staff members.
- **Detention** – Requiring that a student report to a specified location at certain times during school and before or after school, including "Saturday school."

- **In-Class/School Discipline** – Imposing consequences, which do not require suspension from school, such as loss of privileges, additional work assignments, temporary removal from class, and/or other classroom or school-based consequences.
- **In-School Suspension** – Assigning a student to attend a location in the school that is in an area removed from the regular education setting.
- **Probationary Contract** – Executing a written document setting out academic and/or behavioral stipulations for the student. Violation of the contract will result in additional, usually more severe, disciplinary action.
- **Reprimand** – Reprimanding the student, verbally or in writing, by a principal or other staff member.
- **Removal From Class** – Excluding the student from a classroom. The teacher is responsible for maintaining an appropriate learning environment in the classroom. Arizona law, therefore, permits a teacher to temporarily exclude a student from the teacher’s class for serious disruption of the educational process within the teacher’s classroom or for exhibiting persistent disobedient behavior. The teacher may also refuse to readmit the student to the classroom under certain circumstances. In the event of such a removal from class, the student will report to a location at school determined by the school principal. School-based procedures which determine whether the student may return to the class are then implemented.
- **Requests for District-Level Disciplinary Actions** (listed below).
- **Revocation of Automobile Privileges** – Revoking automobile privileges.
- **Revocation of Off-Campus Privileges** – Revoking off-campus privileges.
- **Revocation of Technology Privileges** – Revoking use of District technology resources.
- **Short-Term Suspension** – Suspending a student from school for up to nine (9) school days. During the term of a short-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a short-term suspension, the student must make prior arrangements with the principal to do so. A short-term suspension imposed by the principal’s designee may be appealed to the principal. A short-term suspension, which was imposed or approved by the actual school principal, is not subject to appeal.
- **Student Schedule or Curriculum Adjustment** – Changing the student’s class schedule, teacher, courses, instruction, or access to components of curriculum.
- **Time Out** – Removing a student from instruction in the classroom or from other school activities for a period not to exceed three hours. During time out, the student

is reassigned to a supervised area such as the principal's office, alternative or in-school suspension programs, or responsibility rooms.

- **Work Assignments/Community Service** – Providing the student, at the District's discretion, an opportunity to perform supervised activities related to the assistance of District personnel, or to the upkeep and maintenance of school facilities or other public properties, instead of serving or while serving a suspension or expulsion. The student and parent(s) may also request this alternative; however, the final decision rests with the principal. Supervision by parents may be required for this alternative.

Note: Students who are absent during an assigned disciplinary action, will be required to complete the assigned discipline upon return. Students who refuse to complete an assigned discipline will face additional disciplinary consequences.

District-Level Disciplinary Actions:

Where appropriate or required, District-level personnel may implement the following disciplinary actions:

- **Any of the School Level Disciplinary Actions (listed above)**
- **Long-Term Suspension** – Suspending a student from school for a term not to exceed the total number of school days in one school year (presently 178 school days). A long-term suspension may carry over from one school year into the next. The suspension hearing officer may provide an opportunity for the student to return early from suspension by meeting certain terms and conditions. During the term of a long-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a long-term suspension, the student must make prior arrangements with the principal to do so. A long-term suspension may only be imposed following a hearing held by a District-level hearing officer. A student or parent has a right to appeal the decision of the District hearing officer to the Governing Board in accordance with District policy and procedure. Suspensions remain in effect pending the Board's review of any appeal.
- **Expulsion** – Expelling a student from school until specifically permitted to return to school by the Governing Board, usually based upon the student's and the parent's compliance with certain terms and conditions. Expulsion can be permanent as well. During the term of an expulsion, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during an expulsion, the student must make prior arrangements with the principal *and the hearing officer* to do so.

Following a long-term suspension hearing, the hearing officer may provide an opportunity for the student to avoid an expulsion hearing by meeting certain terms and conditions. If this action is not appropriate based on the circumstances surrounding the student's Code violation(s), or the terms and conditions are not met, whether or not the student should be expelled, and if so, under what conditions (if any) the student might be able to re-apply for admission to the District. **Only the Governing Board can make the final determination of whether a student**

should be expelled and under what conditions the student might be able to re-apply for admission to the District. Before making its decision, the Board will consider the reports of both hearing officers and the statements of the student, his/her family, and their lawyer if any are present and choose to speak in accordance with District policy and procedure.

Are educational services provided to suspended and expelled students?

In some circumstances, the District will offer ongoing educational services to students who are suspended or expelled. Whether the District does so depends upon the length of the exclusion from school, the student's status as a disabled student, and the nature of the student's offense.

Where students are eligible for and are offered continuing services by the District, the student's active participation in the alternative education services offered may be considered as a factor in reducing the level of discipline normally appropriate for the offense involved. For example, if a student is suspended for possession of illegal drugs and is being considered for expulsion as well, the fact that the student has enrolled in and is actively pursuing his/her education in the alternative program offered by the District may result in waiver of the requirement under this Code for expulsion or may even serve to reduce the term of the long-term suspension.

Are there special considerations for athletes and extracurricular participants?

Students participating in interscholastic activities for their schools do so as representatives of their school community and as role models for other students. Their involvement with tobacco, drugs, and alcohol at any time can therefore negatively reflect upon their community and convey a poor example to their peers. In addition, the use of tobacco, drugs or alcohol by athletic or activity participants can lead to an increased risk of harm or severe injury to themselves or others during those activities.

The Amphitheater District therefore maintains a zero tolerance "24/7" policy on the use of tobacco, drugs, or alcohol by interscholastic participants. Any interscholastic participant who uses, possesses, or transfers tobacco, alcohol or drugs at any time during their active season of competition will be immediately removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

Similarly, other behaviors by student representatives can reflect upon their team, school, and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior, and etiquette when acting in any way that is connected to the school or team.

How does this Code of Conduct apply to students of different ages and developmental factors?

The rules and procedures outlined in this Student Code of Conduct apply to all District students. The age, maturity, and developmental factors of students may be considered in determining the type of disciplinary action to be taken in the event of violations. Generally speaking, the older and more mature a student is and/or the more serious the infraction, the more personal responsibility the student will carry for his or her actions.

District personnel who administer student discipline will follow appropriate disciplinary procedures for disabled students when dealing with students in special education programs, with those receiving Section 504 accommodations, and with those who are pending evaluation.

Conduct Rules and Consequences

School-Level Actions

Code of Conduct Rule violations may result in one or more of the following School-Level Actions:

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

Each School Level Action involves a conference with the student to review appropriate conduct.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Aggression and Hostility		
1A. Provocation Use of any form of communication (verbal or written) or gestures, including exhibiting gang signs, that may cause others to fight or engage in other hostilities; challenging someone to fight.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
1B. Minor Aggressive Act Inappropriate physical contact (non-sexual) which does not cause serious injury.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
1C. Fighting Mutual participation by two or more students in an incident involving physical violence, where there is no major injury.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion

Examples of **MINOR AGGRESSIVE ACT** include, but are not limited to, spitting, tripping, hitting, poking, pulling, or pushing.

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 **during an altercation to defend**.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p align="center">Aggression and Hostility</p> <p>1D. Assault</p> <p>Causing any physical injury to another person; Making another person reasonably fearful of physical injury; knowingly touching another person with the intent to hurt, knowingly insulting another person with the intent to provoke that person.</p> <p 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
<p>1E. Assault w/ Injury</p> <p>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> <p 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
<p>1EF. Aggravated Assault</p> <p>Committing assault which:</p> <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 align="center">Must be Reported to Law Enforcement</p>	School Level Actions Long-term Suspension (Mandatory)	School Level Actions Long-term Suspension (Mandatory) Expulsion
<p>1FG. Aggravated Assault w/ Serious Bodily Injury</p> <p>Committing assault which:</p> <ul style="list-style-type: none"> • Causes serious physical bodily 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 align="center">Must be Reported to Law Enforcement</p>	School Level Actions Long-term Suspension (Mandatory)	School Level Actions Long-term Suspension (Mandatory) Expulsion

Example of Serious Bodily Injury: A bodily injury that involves a substantial risk of death, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or faculty (18 U.S.C. Section 1365(h)(3)).

<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>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<p align="center">Alcohol, Tobacco, Medications and Other Drugs</p>		
<p>2C. Drug Use or Possession</p> <p>Use or possession of any drug or narcotic substance;</p> <p>Being under the influence of any drug at school or at any school-related event.</p> <p align="center">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 align="center">Must be Reported to Law Enforcement</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>

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>Use or possession of tobacco and related products.</p>	<p>School Level Actions Short-term Suspension (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>2G. Tobacco Distribution</p> <p>Use, possession, or Sharing, sale, or distribution of tobacco and related products other than liquid nicotine*.</p> <p>* Liquid nicotine is addressed under Rule 2I as Vaping.</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>*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.</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, or distribution of an inhalant product from a vapor-releasing device.</p> <p><i>Inhalant</i> includes liquid nicotine or other liquid substances for inhaling in a vapor form through an electronic cigarette or similar device.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>2J. Distribution of Vape/Vape-Related Products</p> <p>Use, possession, or Sharing, sale, or distribution of an inhalant product from a vapor-releasing device.</p> <p>Inhalant 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		
<p>3A. Arson</p> <p>Deliberately igniting or lighting an item on fire, or starting a fire; Damaging a structure or property by knowingly causing a fire or explosion.</p> <p style="text-align: center;">Must be Reported to Law Enforcement</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>
<p>3B. Combustibles</p> <p>Possession or use of something capable of causing bodily harm or property damage if ignited;</p> <p>Possession or use of a smoke bomb or something similar that is capable of causing others to believe a fire is occurring.</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 (Mandatory) <i>in situations of serious risk of harm to persons or property)</i></p>

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 Short-term Suspension	School Level Actions Short-term Suspension
4D. Unexcused Absence Failing to attend school/class without parent or legal guardian permission.	School Level Actions Loss of Credit 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 Loss of Credit	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
5A. Nonsexual Harassment Any form of communication or conduct, including “hate speech”, that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, or harassed due to their race, color, religion/religious beliefs, creed, gender, identity, age, national origin, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
5B. Bullying and/or Cyberbullying Acting toward someone in an unwelcome and unprovoked manner, <u>ongoing</u> /repeated over time, which exerts power over that person on or off District property; 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.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
5C. Threats and Intimidation Threatening or suggesting, by words or conduct, the intention to cause physical injury or serious damage to a person or their property; Associating with or participation in a group which exhibits negative attitudes and actions toward others.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
5D. Hazing Acting against another student, where both of the following apply: The act is in connection with initiation into, affiliation with, or membership in any school organization; and The act poses a risk of or causes injury, mental harm or degradation.	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, homework, 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 / notification to law enforcement personnel.</p>	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
<p>7B. Dress Code Violation</p> <p>Wearing clothing or accessories which do not comply with the dress code guidelines stated by school or District policy.</p>	School Level Actions	School Level Actions Short-term Suspension Long-term Suspension
<p>7C. Insubordination</p> <p>Refusal to follow directions of school personnel;</p> <p>Delivering socially rude comments or conduct toward school personnel.</p>	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
<p>7D. Inappropriate Language or Gestures</p> <p>Verbal swearing, name-calling, making racial, ethnic, religious or gender slurs, exhibiting gang signs, or the use of words, drawings, or images in an offensive or demeaning manner;</p> <p>Making gestures toward others intended to offend or annoy the other person;</p> <p>Making gestures that communicate a hostile or sexual message.</p>	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension

A **DISRUPTION** may include, but is not limited to:

- sustained talk or verbal outbursts; horseplay or roughhousing; being out of your seat repeatedly; or
- an act that occurs off campus, including online or through social media, which has a disruptive impact on the learning environment of a school campus.

<u>Prohibited Behavior</u> Disruptions to the Academic Process (cont.)	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
7E. Parking Violation Parking on school grounds or near school in a manner or location contrary to the school's parking rule; Not displaying proper and required permits as may be issued by the District or the Arizona Department of Motor Vehicles.	School Level Actions	School Level Actions
7F. Gambling Playing games of chance for money or property.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
7G. Pranks Any act of mischief that disrupts or distracts from a class, school activity or school event.	School Level Actions	School Level Actions Short-term Suspension Long-term Suspension
7H. Probation Violation Violation of any term or condition of academic and/or disciplinary probation contract assigned by a school administrator or District hearing officer.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
7I. Safety Violation Acting in a manner that endangers the well-being of yourself or other person(s).	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
7J. Gang-related Clothing or Accessories Wearing or displaying clothing items, images or accessories that represent gang affiliation or membership.	School Level Actions Short-term Suspension (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory)
7K. Student ID The failure to wear or display student identification.	School Level Actions	School Level Actions Short-term Suspension

<u>Prohibited Behavior</u> Threatening the School Environment	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
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)

SEXUAL BEHAVIORS AND HARASSMENT requires notifying the District’s Title IX / EEO officer.

SEXUALLY INAPPROPRIATE MATERIALS includes, but is not limited to, photographs, drawings, recordings, and written language.

SEXUAL HARASSMENT includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, teasing, jokes, and other verbal, nonverbal, or physical conduct of a sexual nature; coercion of a third party to commit harassment towards another person.

SEXUAL ORIENTATION means romantic attraction to a certain gender.

GENDER IDENTITY means a person’s deeply-felt, inherent sense of being male, female or an alternative gender.

GENDER EXPRESSION is how the person shows their gender identity in their mannerisms, dress, or ways of communication.

**Federal law imposes limitations on school district discipline pertaining to allegations of sexual behavior. See Policy 1-203 and Procedure 1-203.A in the appendix.*

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Sexual Behaviors (cont.)		
<p>9E. Indecent Exposure</p> <p>Exposure of a person’s own genitals, buttocks or female areola.</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>	<p>School Level Actions, Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>9F. Inappropriate Public Display of Affection</p> <p>Affectionate behavior between two consenting students that would reasonably offend another person.</p>	<p>School Level Actions Short-term Suspension Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>9G. Public Indecency</p> <p>Displaying one’s private parts or engaging in sexual acts.</p>	<p>School Level Actions Short-term Suspension Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>

INDECENT EXPOSURE requires the presence of another person and disregard about whether that other person would be reasonably offended or alarmed by the act.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Technology Abuses		
<p>10A. Inappropriate Use of Technology</p> <p>Using computers, network or other technology to post, send, or share inappropriate information, on or off District property, about the school, oneself, or about others without prior permission from a teacher and parent to do so</p>	School Level Actions	School Level Actions Short-term Suspension Long-term Suspension Expulsion

INAPPROPRIATE INFORMATION includes but is not limited to: names, pictures, addresses, telephone numbers, , school information, social media, etc.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Technology Abuses (cont.)		
<p>10B. Misuse of Technology</p> <p>Making or attempting unauthorized access to any Amphitheater Information System (AIS):</p> <ul style="list-style-type: none"> • Bypass firewall or access proxy accounts; • Using, accessing, or saving inappropriate content on any District provided resource; • Using or attempting to use the AIS to: • Access any other computer system; • Access District-prohibited website; • Perform any illegal or inappropriate acts; and/or • Disrupting or modifying the AIS or data by spreading viruses or by any other means. 	School Level Actions Short-term Suspension Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
<p>10C. Misuse of Personal Technology</p> <p>Using personal technology, on or off District property, in a manner that has a disruptive impact in class, on a school campus or at school activities.</p>	School Level Actions Short-term Suspension Long-term Suspension Revocation of Authorization to Use a District-issued Electronic Device(s) Off-campus	School Level Actions Short-term Suspension Long-term Suspension Expulsion

MISUSE OF TECHNOLOGY / PERSONAL TECHNOLOGY includes, but is not limited to:

- Other than with the permission of the teacher or during lunch, the use of smartphones, smart watches, smart glasses (such as Meta Ray Ban or Oakley), or other Bluetooth enabled devices during the school day is prohibited;
- using District technology for unapproved, non-school related communication via shared document(s);
- a student logging in through another person's account or accessing their files without their written permission;
- using a cell phone to recording others, in non-public spaces, without permission;
- recording and sharing/posting videos of student fights/altercations on or off campus;
- facilitating drug or alcohol purchase, distribution, or sale;
- facilitating criminal or related gang activities;
- threatening conduct, bullying;
- searching and/or posting obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language, or pictures;
- posting false or defamatory information about a person or organization;
- posting a donation request which inaccurately represents that the District, or any of its schools, clubs, or activities, are a beneficiary of the request;
- posting or sending harassing messages via social media;
- engaging in "spamming" (sending unnecessary messages to a large number of people);
- unauthorized use of a cell phone or other form of technology;
- installation of unauthorized hardware, software or code on any AIS or on any personal device at school.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Theft		
<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:

- Any dangerous or hazardous object or substance intended for use as weapon;
- Brass knuckles;
- Explosive or destructive device intended for use as weapon;
- Knives with locking blades and/or blades 2.5 inches or longer;
- 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,
- box cutters,
- knives with blade length of less than 2.5 inches,
- laser pointers,
- letter openers,
- mace/pepper spray,
- paintball guns,
- razor blades,
- simulated firearms,
- simulated knives,
- tasers or stun guns,
- tear gas, or
- unauthorized use of a drone/UAS/unmanned aerial systems.

Special Disciplinary Rules

Weapons and Drugs

In the case of *weapon* or *drug distribution* violations, long-term suspensions, and expulsion hearings are (MANDATORY), with limited exceptions.

Possession of weapons is a particularly serious matter. Federal and state law require the school District to expel any student – for no less than one school year - who brings a firearm to school or to a school activity. The law provides for very limited exceptions to this strict rule, which can only be determined by the Governing Board of the District on a case-by-case basis.

Special Rule for Athletic and Activity Participants

Students participating in interscholastic activities for their schools do so as representatives for their school community and as role models for other students. When those students engage in drug or alcohol related behavior, it can negatively reflect upon their school community and can jeopardize their safety or that of other participants. Such involvement by these student leaders also sets a poor example for their peers.

As a consequence, the Amphitheater District maintains a “24/7” policy on the use of drugs or alcohol by interscholastic activity participants. Any participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during a season will be immediately removed from the activity for the balance of that season. This rule applies 24 hours a day, seven days a week, regardless of a student’s location.

Other (non-drug or alcohol related) behaviors by student representatives can also reflect upon their team, school and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior, and etiquette when acting in anyway that is connected to the school or team.

Threatening an Educational Institution

Arizona law prohibits any person, including students, from threatening the safety and security of a public school or school district.

In accordance with [A.R.S. § 15-841\(H\)](#), a student who threatens a school must be expelled for a period of no less than one full year. The School District Governing Board may only rarely modify this strict expulsion requirement on a case-by-case basis.

A student subject to this expulsion requirement may also be assigned to an alternative educational program if the student participates in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat. The District may require the student’s parent(s) to participate in such programs with the student as a condition to the student’s reassignment to an alternative educational program.

Behaviors that Must be Reported to Law Enforcement

Regardless of disciplinary action taken (or not taken) by a school, certain student behaviors must be reported to appropriate law enforcement authorities under the law. In accordance with law, school officials will report the following behaviors to law enforcement authorities:

- Aggravated assault
- Arson
- Assault
- Bomb threats
- False fire alarms
- Non-accidental injuries to student.
- Possession of weapons
- Possession, sale, or distribution of drugs; dangerous items, or alcohol
- Sexual assault/misconduct
- Threatening an educational institution

The District will also report any person's involvement in illegally removing a student from the school or other places where the Principal has jurisdiction over the student, such as on school buses, on field trips, at athletic functions, and during school-sponsored events.

Additionally, the Principal may report to the law enforcement agencies other potentially disruptive incidents occurring within the regular operation of the school. Such incidents include, but are not limited to, the following:

- Demonstration by students which could create unsafe conditions
- Extortion
- Theft/possession of stolen property
- Trespassing
- Vandalism

The District may also report any person's disruption or interference with any school function.

The foregoing lists are not exclusive and exhaustive. Other conduct MAY be reported to law enforcement officials if deemed necessary by the Principal or other administration of the District.

District Policies of Importance Regarding Student Behavior

Policies are adopted by the Amphitheater Governing Board for the safety and welfare of the District's students, staff, and community and, in some cases, as required by law.

The following policies and procedures are particularly significant in guiding students and parents as to the conduct and behavior expected while attending school-related activities. Policies may be revised at any time. The most current policies are maintained on, and available through, the District's website.

Amphitheater Information System Electronic User Requirements

All District students are required to abide by the following:

Acceptable Uses

The Amphitheater Unified School District provides students with access to information systems and educational technology resources consisting of: stand-alone computers and peripheral equipment, computer workstations connected to local area networks, server and networked peripheral equipment, a wide area network which includes access to the Internet, voice communication system, and electronic communication systems which include audio and video capability.

The Amphitheater Information System (AIS) may only be used for educational purposes. The term "educational purposes" includes classroom activities, career or professional development, limited high-quality personal research and other work related purposes. Students may not use the system for entertainment purposes, commercial purposes, or political lobbying. Students are expected to follow the rules set forth in the District's disciplinary code and the law. In addition to these Requirements, students' use of the AIS is governed by Governing Board Policy 3-403 copies of which are available at each school office or online.

The AIS has not been established as a public access service or a public forum. Therefore, the District has the right to place reasonable restrictions on the material accessed or posted through the system. Students are expected to follow the rules set forth in the District's Policies and Administrative Regulations and the law and realize that information accessed, created, sent, received, or stored on the network is not private. It is subject to review by network system administrators and system administrators may investigate complaints regarding inappropriate or illegal material.

Unacceptable Uses

To prevent against unacceptable use of the AIS, students must comply with the following:

To ensure their personal safety and that of others, Students shall:

- not post personal contact information about themselves, or others (i.e. names, addresses, telephone numbers, school address, etc.), without prior written permission from a teacher and/or parent to do so.
- not personally meet with someone they contact online without their parent's approval.
- promptly tell their teacher or school principal if they receive any message that is inappropriate or makes them feel uncomfortable.

It is illegal for Students to do the following:

- Attempt to gain unauthorized access to the AIS or any other computer system through the AIS.
- Attempt to log in through another person's account or access their files without their written permission.
- Attempt to disrupt the AIS or destroy data by spreading viruses or by any other means.
- Use the AIS to engage in any other illegal or inappropriate acts (drug or alcohol purchase, distribution or sale, criminal gang activity, threatening conduct, etc.).
- Plagiarize, misuse, or reproduce copyrighted works.

In their use of the AIS, Students shall observe the following language standards:

- No obscene, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- No posting of information that could cause damage or danger of disruption to the educational environment or operations of the District.
- No personal attacks, including prejudicial or discriminatory attacks on individuals or groups. No harassment.
- No sending someone messages if they have told you to stop.
- No knowingly or recklessly posting false or defamatory information about a person or organization.
- No engaging in "spamming" (sending unnecessary messages to a large number of people).

Students must be mindful of the following security matters:

- They are responsible for their email and/or network account. They should not provide their password to another person or use another person's password.
- They should not permit another person to use their account.
- They should immediately notify their teacher if they have identified a possible security problem.
- They should not download software or load software on the network or hard drive of any computer.
- They should not attempt to harm or destroy data of another user or any other agencies or networks connected to the AIS. This includes, but is not limited to, uploading or creating computer viruses.
- They should not move, harm, destroy, or deface any District-owned hardware.

- They should not attempt to repair District-owned equipment without prior written approval.
- They should have all personally-assigned District computer equipment at school during school hours.
- They should notify their teacher if a password is lost or stolen, or if there is a reason to believe that someone has obtained unauthorized access to the system.
- They should not attempt to use any personal electronic devices (i.e. cell phones, etc.) to disrupt or damage the District's network.
- Wireless networks will not be permitted without written authorization of the Executive Director of Technology.
- No personal equipment (i.e., computers, laptops) shall be connected to District network systems without written permission from the Technology Department.

Inappropriate Access to Material

- Students may not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination towards others (i.e. hate literature). A special exception may be made for teachers or high school students who must access hate literature for the purpose of a school assignment. In this situation, a student must obtain written teacher consent.
- If a student mistakenly accesses inappropriate information, they must immediately tell a teacher.
- Students will not use free, web-based mail, instant messaging, and video conferencing or chat services, which are not permitted on school networks unless expressly authorized.
- Development and posting of all web pages must be in a manner specified by the District's Department of Informational Technology. Material placed on web pages must relate to school and career preparation activities and be used to inform, communicate, and educate.

Student Information and Rights

- Use of the District's AIS is not private. Parents can request to see the contents of student files at any time (applies to students under 18 years).
- Routine maintenance and monitoring of the AIS may lead to discovery of violations of District policies or the law.
- An individual search will be conducted if there is a reasonable suspicion that the student has violated this District policy or the law.
- The District will cooperate fully with local, state or federal officials in any investigation related to any illegal activities conducted using the AIS.
- The District reserves the right to restrict or revoke use of the AIS at any time, if deemed within the District's best interest.

© 5-409 Prohibition on Harassment, Intimidation, and Bullying

Harassment, intimidation, and bullying are prohibited on school grounds and property, on school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology and electronic communication on school computers, networks, forums, and mailing lists.

Harassment means any unwelcome conduct by one student toward another student on the basis of race, color, national origin, religion, sex (including sexual orientation and gender identity), or disability and that is sufficiently severe, pervasive, and objectively offensive so as to effectively deny a person equal access to the District's education program or activity.

Intimidation means any behavior by one student toward another student intended to induce fear of physical or emotional harm.

Bullying means any aggressive behavior by one student toward another student that involves an observed or perceived power imbalance and is repeated multiple times. Bullying may inflict physical, psychological, social, or educational harm or distress on a targeted student. It is not bullying when:

- Students of similar age, strength, and size quarrel or fight with each other.
- A student provokes another into a verbal or physical confrontation.
- A student acts aggressively toward another student in the absence of an imbalance of power.

At the beginning of each school year, school officials are to provide all students with a written copy of the rights, protections, and support services available to victims of harassment, intimidation, or bullying.

All schools shall make a written form available for the reporting of incidents of harassment, intimidation, or bullying. Students and parents/legal guardians may make a confidential report to the appropriate school official. District employees are to report suspected incidents of harassment, intimidation, or bullying to the appropriate school official in writing. District employees who fail to do so are subject to disciplinary action, including suspension without pay and termination of employment.

All reported incidents of harassment, intimidation, or bullying are to be documented and the documentation maintained for at least six years. The documentation shall not be used to impose disciplinary action unless an appropriate school official determines that the alleged harassment, intimidation, or bullying occurred. The documentation shall be maintained confidential to the extent possible, and if provided to persons other than school officials or law enforcement, all individually identifiable information shall be redacted.

If an incident of harassment, intimidation, or bullying is reported, school officials will provide an alleged victim with a written copy of the rights, protections, and support services available.

An appropriate school official shall investigate reported and suspected incidents of harassment, intimidation, or bullying and shall notify the alleged victim and alleged victim's parents/guardians of the investigation.

Students who have admitted to or been found to have engaged in harassment, intimidation, or bullying are subject to disciplinary action, including suspension and expulsion. Any student determined to have submitted a false report of harassment, intimidation, or bullying is also subject to disciplinary action, including suspension and expulsion.

Any student physically harmed as the result of harassment, intimidation, or bullying may be referred for emergency medical services, if appropriate. Violations of this Policy shall be reported to the appropriate law enforcement agency whenever a crime is reasonably suspected to have occurred.

Adopted: Legal Authority: [A.R.S. § 15-341](#)

5-212.A Procedure - Student Clubs and Activities - Student Groups

A. Definitions

"Curricular student group" means a student organization that is directly supported and sponsored by the District and through which students may receive academic credit.

"Extracurricular student group" means a student organization that is directly supported and sponsored by the District and whose activities directly relate to classes for which students receive credit toward graduation.

"Noncurricular student group" means any student organization other than a curricular student group or an extracurricular student group or whose activities do not substantially enhance, extend or reinforce the subject matter of an academic course that is currently offered at the school.

"Non-Instructional time" means time set aside by the school before actual classroom instruction begins or after actual instruction ends, including the lunch period or any period during which student attendance is not required.

"Non-School person" means any individual or group whose funding or leadership originates from anywhere other than the District or funds raised by students in the student activity fund.

"Faculty advisor" means an employee of the District who is charged with supervising and ensuring the orderly conduct of a noncurricular student group.

"Faculty sponsor" means an employee of the District who is charged with supervising and leading students in a curricular student group or an extracurricular student group.

B. Student Organizations

The Superintendent may approve the establishment of student organizations appropriate to grade levels within the District.

Student organizations, associations, and clubs have an important place in the educational program. Student organizations will only be recognized by the Governing Board if they:

1. extend, reinforce and support the instructional program;
2. model and allow students to practice democratic self-government;
3. build student morale and a spirit of positive support for the school;
4. honor outstanding student achievement;
5. exemplify diversity; and/or
6. provide wholesome social and recreational activities.

To guide faculty members, staff members, and students in their relationships to school-related and/or noncurricular clubs and organizations, the Board sets forth the following policy:

1. *School clubs and organizations*, including clubs with legal, nondiscriminatory membership restrictions, shall be recognized as authorized, approved activities of the school if they meet all of the criteria for school clubs and organizations as listed in Regulation JJA-R and if they have been approved by the principal of the school.
2. *Noncurricular clubs and organizations* are clubs, organizations, and associations for students that, although not recognized as approved activities of the school, do meet all of the criteria for noncurricular clubs and organizations as listed in Regulation JJA-R and are of a nonsecret nature. Such student groups are not within the jurisdiction of the school and are not responsibilities of the school. However, noncurricular clubs, organizations, and associations may become recognized, school-sponsored organizations by complying with the criteria for school clubs and organizations listed in Regulation JJA-R and receiving approval by the school principal.

3. *Secret organizations* are prohibited in District schools, and membership of students in secret fraternities, sororities, clubs, or associations at any District school is prohibited. The Superintendent is authorized to develop and enforce such disciplinary action as may be appropriate for violation of this policy.

C. Curricular and Extracurricular Student Groups

All curricular student groups must:

1. Permit a participating student to receive academic credit upon meeting the criteria for academic credit;
2. Align with the educational goals of the District;
3. Not engage in any activity that implies the District's endorsement of any political or religious views or beliefs; and
4. Have a faculty sponsor who oversees the activities of the curricular student group.

All extracurricular student groups must:

1. Directly relate to or support a course, class, or subject for which students may receive academic credit;
2. Align with the educational goals of the District;
3. Not engage in any activity that implies the District's endorsement of any political or religious views or beliefs; and
4. Have a faculty sponsor who oversees the activities of the curricular student group.

D. Noncurricular Student Groups

The District permits noncurricular student groups for 7th through 12th grade.

All noncurricular student groups must:

1. be student-led, student-initiated, and subject to voluntary participation;
2. occur during non-instructional time;
3. have a faculty advisor who supervises meetings and activities (see below); and
4. have equal access to school facilities (see below).

E. Faculty Advisor

Faculty advisors attend meetings and activities of noncurricular student groups to ensure the care on proper use of school facilities. The District may not require any employee to serve as a faculty advisor for any noncurricular student group or attend or participate in any meeting or activity whose content is contrary to the employee's beliefs.

Faculty advisors should:

1. Ensure the proper use of school facilities;
2. Ensure that noncurricular student groups follow district policies and procedures and school regulations;
3. Ensure student safety; and
4. Answer questions from student leaders regarding the availability of school facilities and resources.

F. Religious Noncurricular Student Groups

Faculty advisors do not actively participate in or sponsor noncurricular student groups whose meetings and activities are religious in nature.

Faculty advisors for religious noncurricular student groups may not:

1. Recruit students for participation;
2. Recruit guest speakers;
3. Select student leaders;
4. Proactively make announcements (as opposed to relaying announcements per school announcement policies);
5. Participate actively in student discussions, prayer, etc.;
6. Require any person to participate in prayer or any religious activity;
7. Influence the content of any student prayer or religious activity; or
8. Hold themselves out as "sponsors" or "leaders" of the student club.

G. Participation of Outside Groups

Non-school persons may not: (a) direct, conduct, control, or regularly attend meetings or activities of any noncurricular student group; or (b) select the student leadership or faculty advisor for any noncurricular student group. The principal of each school may place reasonable limitations on participation by non-school persons in noncurricular student groups as long as such limitations are applied uniformly to all noncurricular student groups within the school.

H. Access to School Facilities

School facilities must be provided to noncurricular student groups on a uniform and equal basis. A noncurricular student group may not be denied access to announcements, space in school publications, computers, printers, etc., if such access is granted to another noncurricular student group.

I. Prohibited Activities

Notwithstanding any statement in this Procedure to the contrary, the principal may:

1. Place limits on the size of meetings of noncurricular student groups as long as such limits are applied uniformly to all noncurricular student groups;
2. Prohibit any unlawful content associated with a noncurricular student group; and
3. Restrict, cancel, or prohibit the meeting of a noncurricular student group if the meeting would materially and substantially interfere with the orderly conduct of educational or operational activities within the school.

The Board prohibits any student group (including recognized school clubs and organizations, noncurricular clubs and organizations, secret clubs and organizations, or any other student group) from conducting or participating in any activities on school property, or at school-sponsored functions on or off school property, or in off-campus activities that carry over into the school day:

1. that are detrimental to school interests or to the reputation of the school; or
2. that disrupt the school's educational environment; or
3. that could endanger the health and safety of other students; or
4. that violate any law, city or county ordinances, or District policy/regulations.

If any such prohibited activity should occur, the school administrator or the Superintendent shall take such corrective and/or disciplinary action as may be appropriate, which may include suspension or expulsion.

J. Duties of the Principal

The principal shall ensure that all groups classified as curricular student groups and extracurricular student groups meet the criteria set forth in this Procedure. The principal shall also ensure that information regarding other school-sponsored or approved student activities is available to parent/legal guardian upon request.

The principal of each school shall maintain a list of all active student groups that includes the name of the group, the name of the faculty sponsor or faculty advisor, and a general description of the purpose and nature of the

student group. The list shall include the classification of each group as curricular, extracurricular, and noncurricular. In the case of extracurricular student groups, the list shall include the credit-earning courses that directly relate to the extracurricular student group.

The list of student groups shall be made available to students and the parent/legal guardian of a student upon request.

K. Nondiscrimination

The Board also prohibits any recognized, approved school club, organization, or association from taking any action that would discriminate against any group or individual or from establishing any membership requirements that would discriminate against any group or individual on the basis of gender, sexual orientation, race, color, creed, religion/religious beliefs, age, disability, political beliefs/affiliation, citizenship status, marital status, home language, national origin, family, social or cultural background.

School activities shall not be held on Sundays unless they have been cleared with the Superintendent.

© 5-408 Hazing Prevention

Hazing is prohibited. Solicitation to engage in hazing is prohibited. Aiding and abetting another person who is engaged in hazing is prohibited.

A person commits hazing by:

Intentionally, knowingly, or recklessly, for the purpose of pre-initiation activities, pledging, initiating, holding office, admitting, or affiliating a student into or with an organization or for the purpose of continuing, reinstating, or enhancing a student's membership or status in an organization, causing, coercing, or forcing a student to engage in or endure any of the following:

1. sexual humiliation or brutality, including forced nudity or an act of sexual penetration, or both;
2. conduct or conditions, including physical or psychological tactics, that are reasonably calculated to cause severe mental distress to the student, including activities that are reasonably calculated to cause the student to harm themselves or others;
3. the consumption of any food, nonalcoholic liquid, alcoholic liquid, drug, or other substance that poses a substantial risk of death, physical injury, or emotional harm;
4. an act of restraint or confinement in a small space or significant sleep deprivation;
5. conduct or conditions that violate a federal or state criminal law and that pose a substantial risk of death or physical injury; or
6. physical brutality or any other conduct or conditions that pose a substantial risk of death or physical injury, including whipping, beating, paddling, branding, electric shocking, placing harmful substances on the body, excessive exercise or calisthenics, or unhealthy exposure to the elements.

Arizona law specifically prohibits the following:

- a. with the intent to promote or aid the commission of hazing, agreeing with one or more persons that at least one of them or another person will engage in hazing and one of the parties commits an overt act in furtherance of hazing;
- b. intentionally or knowingly engaging in conduct that would constitute hazing if the attendant circumstances were as the person believes them to be;
- c. intentionally or knowingly doing anything that, under the circumstances as the person believes them to be, is any step in a course of conduct planned to culminate in committing hazing; and
- d. intentionally or knowingly engaging in conduct that is intended to aid another to commit hazing, although the hazing is not committed or attempted by the other person.

This Policy shall not be construed to apply to customary athletic events, contests, or competitions that are sponsored by the school or to any activity or conduct that furthers the goals of a legitimate educational curriculum, legitimate extracurricular program, or legitimate military training program.

Victim consent to or acquiescence in hazing is not a defense to a violation of this Policy.

All students, teachers, and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this Policy.

Complaints of hazing and violations of this Policy shall be reported to the principal or assistant principal of the school that sponsors the organization or where any student allegedly involved is enrolled. The principal, assistant principal, or designee shall promptly investigate all complaints of hazing and violations of this Policy. Violations of this Policy shall be reported to the appropriate law enforcement agency whenever a crime is reasonably suspected to have occurred.

Students who violate this Policy are subject to disciplinary action, including suspension and expulsion. Any teacher or staff member who knowingly allows, authorizes, or condones a violation of this Policy is subject to

disciplinary action, including suspension without pay and termination of employment. Any organization that knowingly allows, authorizes, or condones a violation of this Policy may have its permission to conduct operations at the school suspended or revoked. All persons and organizations alleged to have violated this Policy are entitled to appropriate due process, including the right to appeal the discipline or sanction to the next administrative level.

This Policy shall be posted in each school building and printed in every student handbook for distribution to parents/legal guardians and students.

Adopted:

Legal Authority:

[A.R.S. § 13-1215](#)

[A.R.S. § 13-1216](#)

[A.R.S. § 15-2301](#)

NOTICE

To facilitate investigation of bus infractions and protect bus occupants, buses may be equipped with hidden cameras, which will visually and audibly record events.

3-302.H Procedure - Transportation – Student Conduct in District Vehicles

The following procedures shall apply to all school buses or other District vehicles operated by the District for student transportation:

- A. The driver is in complete charge of the vehicle and must be obeyed by all passengers. The driver's authority includes the loading and unloading of passengers.
- B. Each driver is provided a bus route schedule. Unscheduled stops shall not be made without authorization by the transportation manager, except in case of an emergency.
- C. Every student must be seated while riding on a school bus and must remain seated while the bus is in motion.
- D. Every student must wear a seat belt, when provided.
- E. A student shall not extend hands, arms, head, feet, or any object through the window of the bus or other vehicle.
- F. Generally, a student shall not eat or drink any kind of food or beverage while on a school bus or other school vehicle.
- G. A student shall not throw, shoot, or project any type of object while on a school bus or other school vehicle.
- H. Animals, insects, or reptiles shall not be transported on a school bus.
- I. Glass containers shall not be transported in a school bus.
- J. Elementary school students must have written permission to leave a school bus at a stop other than such students' usual stops.
- K. Any musical instrument carried by a student shall be under the student's control at all times or properly stored in a vacant seat.
- L. A student shall make every effort to:
 - 1. Keep the school bus or other vehicle clean.
 - 2. Be courteous to the driver and other students/passengers in the school bus or other vehicle.
 - 3. Practice safe habits in waiting for a school bus at a scheduled stop, and in getting on and off the bus.
 - 4. Never use loud, profane, or obscene language or obscene gestures while in a school bus or other school vehicles.
- M. When unloading from a school bus and crossing to the left side of a road or street, a student shall always pass in front of the bus.
- N. The use of tobacco, in any form, is prohibited on a school bus.
- O. Riding on a school bus is a privilege, not a right. A student who refuses to obey the directions of a bus driver promptly, or to obey these regulations, may be denied the privilege of riding to and from school on a school bus.

Consequences for Violations of Conduct Rules for School Bus or Other School District Vehicles

The driver of a school bus or other District vehicle has the legal responsibility to maintain passenger conduct that does not jeopardize the safety or welfare of the driver and the passengers. Therefore, it may be necessary for the driver to make judgments regarding appropriate consequences for violations of bus conduct rules.

The driver's discretion will be used in establishing the severity of the offense based on the descriptions listed below. Consequences will be administered consistent with the severity of the offense. For example, if the driver believes the behavior of the student was a fourth (4th) level (very serious) violation, it is not necessary that the consequences for levels one through three (1-3) be imposed before suspension of riding privileges is imposed.

At all levels of severity, the student will be provided with the opportunity to hear the specified charges and to respond to those charges.

Charge levels:

- A. *1st level violations are minor in nature, do not involve repeat violations of conduct rules, and do not immediately jeopardize the safety or welfare of other passengers.*

A verbal warning will be given to the student by the driver, indicating the specific behavior that is inappropriate and requesting that such behavior not be repeated.

- B. *2nd level violations are of moderate severity.* They may include repetitions of minor violations, constitute a distraction sufficient to distract the attention from driving responsibilities, and/or compromise the safety or welfare of the driver or other passengers.

The driver will hold a conference with the student and may change the seat assignment of the student. The driver shall keep a record of second (2nd) level offenses. The name of the student, the behavior, and action taken should be recorded.

- C. *3rd level violations are serious in nature.* They include, but are not limited to, repeated violations that have been addressed by the driver at either the first (1st) or second (2nd) levels and disruptions that compromise the safety or welfare of the driver or other passengers.

1. The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which may include, but not be limited to, change of bus seat, behavioral contract, or home support and involvement.
2. The final determination of consequence will be made jointly by the principal or designee and the transportation manager.
3. A student may have no more than two (2) third (3rd) level referrals before a loss of riding privileges will occur.

- D. *4th level violations are very serious in nature.* They include chronic violations of bus conduct rules, vandalism to the bus or School District vehicle, any violation of the District's weapons, drugs, and alcohol policies, assault, extortion, or arson, and any other offense that the driver deems of sufficient severity as to jeopardize the safety or welfare of the driver or passengers.

1. The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which will include a suspension or loss of bus riding privileges.
2. Generally, the first fourth (4th) level violation will carry a suspension of up to five (5) days. Additional fourth (4th) level violations will carry a penalty of, at least, five (5) days and may result in a loss of riding privileges for the remainder of the school year. However, a first fourth (4th) level offense may be of significant seriousness that the driver can recommend a longer or permanent suspension of riding privileges.

Suspension of Student from School Buses or Other District Vehicles

A suspension from the bus may be appealed to the principal, if the suspension has been imposed by a designee. The final decision will be made jointly by the transportation manager and the principal or designee.

When it is necessary to suspend a student from a school bus or other School District vehicle, the person responsible for the student shall be given a minimum of twenty-four (24) hours' notice so that the person responsible for the student may arrange alternate transportation for the student.

The principal or designee will inform the following persons of the specific length and inclusive dates of the suspension period, prior to enforcement of the suspension:

- A. The student involved.
- B. The person responsible for the student.
- C. The driver for the suspended student.

The student shall be advised that all concerned parties, as noted above, will be informed of the action taken.

Immediate Removal of Student from School Bus or Other District Vehicle

Notwithstanding the progressive consequences described above, the driver of a school bus shall have the authority to remove a student from the school bus or other School District vehicle prior to a conference with the principal or designee and the person responsible for the student under the following conditions:

- A. *Middle school and high school students.* If the student's behavior on the bus is such that the student is creating an immediate safety hazard, the driver may put the student off the bus. In such case, the driver must get the student's name and must instruct the student to remain outside the bus at the scene until a school official arrives. The driver must notify the transportation office immediately and must stay at the scene, until instructed differently by the transportation office. If the student refuse
- B. s to stay at the scene, and leaves the
- C. area, the driver must report this immediately to the transportation office and must continue to stay at the scene until instructed differently by the transportation office.
- D. *Elementary school students.* At no time and under no circumstances shall an elementary school student be put off the bus by a driver. If an uncontrollable situation should arise with a student or students in these grades, the driver must contact the transportation office immediately for instructions. If there is any behavioral situation on a bus that would immediately jeopardize the safety of the driver and/or the passengers on the bus, the driver should stop the bus and remain stopped while awaiting instruc
- E. tions.

Special Education Students - Suspension from School Bus or Other School District Vehicle

Students enrolled in special education programs may be suspended for up to ten (10) consecutive days per offense. For longer periods of time, or for frequent short-term suspensions, a responsibility conference must be convened to determine whether or not the behavior is a manifestation of the student's disability. If a causal relationship is not found, the student may be suspended for more than ten (10) consecutive days. If the behavior is determined to be a manifestation of the student's disability, the student's individualized education program (IEP) will be reviewed, and modifications will be made if deemed necessary.

© 5-302 Student Attire

Student attire may be regulated as necessary and appropriate to maintain order and decorum within the educational system and to avoid material and substantial interference with schoolwork or discipline.

A. Prohibited Attire

Attire may be prohibited when it:

- Significantly interferes with the District's ability to maintain order; such as disrupting schoolwork, school programs and activities, creates disorder, or prevents any student(s) from achieving educational objectives.
- Affects the health or safety of students, personnel or visitors.
- Conveys affiliation with a criminal street gang.
- Exposes the wearer's midriff, undergarments, or undergarment areas.
- Contains or conveys obscene language, symbols or messages.
- Promotes or depicts the unlawful use of alcohol, tobacco, or drugs.
- Violates the constitutional rights of any other person(s).
- Is inconsistent with or prohibited by the course, program, or activity.

B. Religious Attire

The District does not discriminate against students or parents/legal guardians on the basis of religious viewpoint or expression. Students may wear clothing, accessories and/or jewelry ("attire") displaying religious messages or symbols in the same manner and to the same extent that other types of attire are permitted.

Student and Parent/Legal Guardian Complaints

Students or parents/legal guardians may challenge a District decision on religious attire by submitting a written complaint pursuant to Policy 5-301 (Student Freedom of Expression).

C. Tribal Attire at Graduation Ceremony

The District does not prohibit any student who is an enrolled member of a federally recognized Indian tribe from wearing traditional tribal regalia or objects of cultural significance ("tribal objects") at the student's graduation ceremony. To view the District's "Request to Wear Tribal Regalia or Objects of Cultural Significance to Graduation" form, [click here](#).

Adopted:

Legal Authority:

[A.R.S. § 15-110](#)

[A.R.S. § 15-341](#)

[A.R.S. § 15-712](#)

[A.R.S. § 13-105](#)

[A.R.S. § 15-348](#)

1-204 Student Complaints

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety provided that:

- A. The topic is not the subject of disciplinary or other proceedings under other policies and regulations of the District, and
- B. The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint or grievance may be raised regarding one (1) or more of the following:

- A. Violation of the student's constitutional rights.
- B. Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- C. Discriminatory treatment on the basis of gender, sexual orientation, race, color, creed, religion/religious beliefs, citizenship status, age, disability, marital status, political beliefs/affiliation, national origin, home language, family, social or cultural background.
- D. Concern for the student's personal safety.

Refer to Policy 5-409 or procedures applying to a complaint or grievance that alleges incidences of student violence, harassment, intimidation, or bullying.

The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint or grievance. The initial complaint or grievance should be made using a provided District form; however, a verbal complaint or grievance may be made to any school staff member. The receiving staff member shall immediately inform an administrator of the complaint or grievance.

When the initial complaint or grievance is submitted in a manner other than on the prescribed form, the administrator shall obtain from the student the particulars determined by the Superintendent to be necessary for the complaint or grievance to be investigated. Any question concerning whether a complaint or grievance falls within this policy shall be determined by the Superintendent.

A student or the student's parent or guardian may initiate the complaint process by completing the provided District form

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted, or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students, staff and parents or guardians in the school offices.

Disposition of all complaints/grievances shall be reported to the Superintendent and the compliance officer for discrimination if other than the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Adopted: August 13, 2024

Legal Authority:

A.R.S. § 15-341

1-200 Board Commitment to Non-Discrimination

The Governing Board is committed to a policy of nondiscrimination in relation to race, color, religion/religious beliefs, gender, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

Adopted: August 13, 2024

Legal Authority:

A.R.S. § 23-341

A.R.S. § 41-1463

Arizona Constitution, Ordinance Art. XX, Par. Seventh

20 U.S.C. § 1400 et seq.

20 U.S.C. § 1681

20 U.S.C. § 1703

29 U.S.C. § 794

42 U.S.C. § 2000

42 U.S.C. § 12101 et seq.

©1-203 Equal Opportunity—Prohibited Sex Discrimination (Title IX)

Non-discrimination Policy

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates as required by Title IX of the Education Amendments of 1972 (Title IX), including in admission and employment.

Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX coordinator or to any employee of a District elementary and secondary school if the allegations of sexual harassment occurred in a District education program or activity and the alleged sexual harassment occurred within the United States.

“Formal complaint” means a document filed by a complainant or signed by the Title IX coordinator against a respondent and requesting that the District investigate the allegation of sexual harassment. A formal complaint may be filed with the Title IX coordinator by mail, email, through an online portal, or by contacting the Title IX coordinator as directed on the District website or other communications to students, staff, and parents.

“Complainant” means any person who is alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment under Title IX which occurred in a District education program or activity.

“Respondent” means a person who is reported to be the perpetrator of conduct that could constitute sexual harassment.

“Education program or activity” means locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

“Sexual harassment” means conduct based on sex that is one or more of the following:

- a. an employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct;
- b. unwelcome sex-based conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive it effectively denies a person equal access to the District’s education program or activity; or
- c. “sexual assault” as defined in [20 U.S.C. § 1092\(f\)\(6\)\(A\)\(v\)](#), “dating violence” as defined in [34 U.S.C. § 12291\(a\)\(10\)](#), “domestic violence” as defined in [34 U.S.C. § 12291\(a\)\(8\)](#), or “stalking” as defined in [34 U.S.C. § 12291\(a\)\(30\)](#).

“Supportive measures” means non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge before or after the filing of a formal complaint, or where no formal complaint has been filed, designed to restore or preserve equal access to the District’s education program or activity.

“Deliberately indifferent” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

Title IX Coordinator

The District must identify at least one employee to serve as the Title IX coordinator and authorize that individual to coordinate and facilitate the District’s compliance efforts regarding its responsibilities under Title IX, including inquiries about the application of Title IX or formal complaints. The District’s Title IX coordinator is:

Title IX Coordinator
701 W. Wetmore Road, Tucson, Arizona 85705
(520) 696-5164
TitleIXCoordinator@amphi.com

Notices

The contact information for the Title IX coordinator and the District's nondiscrimination notice will be prominently posted on the District's website and in any student or employee handbooks.

Any documents used to train the Title IX coordinator, investigators, decision makers, and others involved in the Title IX grievance process will be posted on the District's website and available upon request.

Supportive Measures

The District will provide supportive measures as appropriate and available.

District's Response to Sexual Harassment

When the District receives actual knowledge of sexual harassment in a District education program or activity, the District will respond promptly in a manner that is not deliberately indifferent.

Adopted: March 25, 2025

Legal Authority:

[20 U.S.C. § 1681](#), Education Amendments of 1972, Title IX
[34 C.F.R. Part 106](#)

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© 1-203.A Equal Opportunity—Prohibited Sex Discrimination (Title IX)—Grievance Procedure

A. General Procedures

The District will follow grievance procedures that provide for the prompt and equitable resolution of formal complaints from students and employees alleging sex-based discrimination.

Key personnel under Title IX are the Title IX coordinator, the designated Title IX investigator, the designated Title IX decision maker, and if applicable, the designated Title IX decision maker on appeal. The Title IX coordinator and investigator may be the same person.

If any person involved in an investigation has a concern that the investigator, decision maker, or decision maker on appeal may have a bias or conflict of interest, the Title IX coordinator will evaluate the situation and determine whether to designate a different investigator, decision maker, or decision maker on appeal. The Title IX coordinator also has the discretion to reassign an investigator, decision maker, or decision maker on appeal for any reason. The Title IX coordinator may retain an outside investigator, decision maker, or decision maker on appeal.

B. Supportive Measures

The Title IX coordinator must offer and coordinate supportive measures that do not unreasonably burden either party and are designed to protect the safety of the parties or the educational environment. Supportive measures provide support during the grievance procedures and during the informal resolution process. Supportive measures may not be imposed for punitive or disciplinary reasons.

Supportive measures must be maintained as confidential, except to the extent that maintaining confidentiality would impair the provision of such measures.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, and increased monitoring and supervision, as deemed appropriate by the Title IX coordinator.

C. Emergency Removal of Respondent (Student)

Prior to a determination of responsibility for the conduct alleged, the District may remove a student who is a respondent from the District's educational program or activity on an emergency basis when, after completing an individualized safety and risk analysis, it is determined that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sex discrimination justifies removal. The District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. If a student has an individualized education plan (IEP) or a Section 504 plan, the decision to remove the student on an emergency basis must be coordinated with the District's special education staff and in compliance with relevant requirements of the Individual with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504).

D. Removal of Respondent (Employee)

The District may place an employee who is a respondent on administrative leave while allegations are investigated and resolved in accordance with this grievance procedure.

E. Length of Grievance Process

The District will attempt to complete the grievance process within sixty (60) business days, not including any time for an appeal of the determination. The grievance process may be temporarily delayed and/or timelines may be extended for good cause with written notice to the parties explaining the reason(s) for the extension.

F. Complaint and Notice

Upon receipt of a request for the District to investigate and make a determination about alleged Title IX discrimination, the Title IX coordinator will offer the complainant the opportunity to make a written complaint.

After the preparation of the complaint, the Title IX coordinator will provide written notice of the allegations to the complainant(s) and the respondent(s) and will provide information regarding the grievance process, including the informal resolution process if appropriate. The notice of the allegations must include:

- sufficient detail to allow a respondent to prepare a response, including a description of the conduct alleged, the date and location of the conduct, and the names of the complainant and other involved parties, if any;
- a statement that a respondent is presumed not to be responsible for the conduct and that a determination will be made at the conclusion of the process;
- a statement that retaliation is prohibited;
- notice of all parties' rights to have an attorney or non-attorney advisor;
- notice of the right of the complainant and respondent to inspect and review relevant evidence;
- notice that if in the course of the investigation additional allegations of sex discrimination by the respondent toward the complainant are discovered, those allegations may be consolidated in the complaint, with notice of the additional allegations made to the parties; and
- a prohibition on providing false statements or evidence in connection with the investigation of the complaint.

G. Duty to Report

Title IX complaints may include violations addressed in A.R.S. § 13-3620. Any allegations classified by statute as "reportable offenses" must be reported as such to local law enforcement authorities or the Arizona Department of Child Safety. The allegations may be reported to the Arizona State Board of Education pursuant to [A.R.S. § 15-514](#).

When the Title IX coordinator, investigator, decision maker, or decision maker on appeal reasonably believes that a law enforcement investigation will commence in regard to the complaint allegations reported to the District, the District will temporarily suspend the grievance process and investigative efforts. The Title IX coordinator will continue or implement supportive measures as appropriate. The District may determine (in conjunction with the law enforcement authorities) that the continuation of the internal Title IX grievance process is permissible during a pending law enforcement investigation. The Title IX grievance process will resume as soon as the District becomes aware that the law enforcement investigation has concluded or upon approval of the law enforcement agency. A finding by law enforcement that no wrongdoing occurred will not determine the outcome of the District's investigation but will be considered along with the other evidence.

H. Informal Resolution

At any time before a determination is reached, allegations may be resolved informally, unless it is alleged that a District employee is engaged in sexual harassment against a District student.

As part of the informal resolution process, the Title IX coordinator may engage in interviews and other fact finding. Either party may withdraw from an informal resolution process at any time before agreeing to a resolution and resume the grievance procedures. Once an informal resolution is agreed to by the parties, it becomes binding. The Title IX coordinator has the discretion to decline requests for informal resolution.

Both parties to a formal complaint must voluntarily agree in writing to participate in an informal resolution process. No party is ever required to participate in an informal resolution process. Intimidation, threats, and coercion regarding participation in an informal resolution process are expressly prohibited. Informal resolution will proceed pursuant to the procedures set out below.

Efforts to resolve the formal complaint via informal resolution should not typically extend longer than ten (10) school days unless for good cause (such as unavailability of the parties, state-wide testing, etc.). If the informal resolution process takes more than ten (10) school days, the Title IX coordinator may send a notice of temporary

delay for good cause if it appears that the District will not be able to meet its deadline to complete the Title IX grievance process.

Either party may withdraw from an informal resolution at any time before agreeing to a resolution and resume the grievance process. Once an informal resolution is agreed to by the parties, it becomes binding.

I. Procedures for Informal Resolution

After receipt of a complaint of sex discrimination, the Title IX coordinator will determine whether the complaint is appropriate for referral to an informal resolution process. If the Title IX coordinator determines that the complaint is appropriate for informal resolution, an invitation to participate in an informal resolution process will be given to both parties. The parties may agree to participate in informal resolution at any point in the grievance process prior to the issuance of a determination of responsibility letter by the decision-maker.

If both parties return the consent-to-participate forms, the Title IX coordinator or designee will initiate the informal resolution process within five (5) school days of receipt of both signed forms. The Title IX coordinator will designate an informal resolution facilitator.

The facilitator may be the Title IX coordinator or another individual who has been trained on the District's Title IX policy and procedures, is free from conflicts of interest and bias, and has been trained to serve impartially without prejudging the facts at issue. The facilitator must not be the same person as the investigator or the decision maker. The facilitator will be responsible for contacting the parties within five (5) school days of receipt of the signed consent-to-participate forms to initiate the informal resolution process.

The facilitator will contact the parties individually to discuss the following:

- (1) whether the party would like to have a face-to-face meeting (in-person or virtual) with the other party to discuss informal resolution;
- (2) the allegation(s) and facts each party believes are relevant to the allegation(s); and
- (3) what terms the party believes would resolve the complaint without need for investigation and determination.

After communicating with both parties, the facilitator will determine whether to schedule a face-to-face meeting or to engage separately with each party to discuss the terms for agreement proposed by the other party.

J. Resolution Agreement

If the parties agree to resolve the complaint without proceeding through investigation and a final determination, the terms of that agreement must be in writing and be signed by both parties. A non-exhaustive list of examples of terms that may be included in an informal resolution agreement are as follows:

- removal of a respondent from the educational setting via suspension or expulsion;
- removal of a respondent from the same educational setting as the complainant (reassignment to an alternate location or change of classes, for example);
- agreement that the respondent will attend counseling (provided outside of the school setting with cost to be borne by the respondent);
- non-contact or non-communication agreements between the parties;
- participation by either or both parties in an age-appropriate training to address the parties' understanding of sex discrimination and to mitigate recurrence of the sex discrimination;
- no admission of responsibility by the respondent;
- non-disclosure of the agreement as to the parties; and
- consequences of a breach of any term of the agreement (for example, an agreement might include a term that states that if a party breaches a non-disclosure agreement, that party will be reassigned to an alternative educational setting).

The District is not a party to the resolution agreement. The facilitator should confirm the feasibility of any terms to which the parties have agreed that implicate an administrative action by the District prior to the finalization and

signing of a resolution agreement. Once an agreement is finalized, the Title IX coordinator will take reasonable steps to ensure that it can be implemented on school property and at school-sponsored events.

K. Confidentiality of the Informal Resolution Process

Information or evidence exchanged during an informal resolution process is not confidential as to the Title IX grievance process if a resolution agreement cannot be reached. Either party may share information or evidence obtained during the informal resolution process with the investigator. The facilitator may not be a witness during the investigation. The facilitator's notes will not be shared with the parties nor will the notes become a part of the investigation file.

An informal resolution agreement itself may not be a confidential document and may be subject to a public records request, a valid subpoena for records, or data request from an enforcement agency such as the Office for Civil Rights of the U.S. Department of Education. Any resolution agreement provided as a public records request will redact all personal identifying information as permitted by law.

If a party violates an informal resolution agreement, such violation may be disciplined under appropriate District policies.

L. Dismissal of Title IX Complaint

If the Title IX coordinator or investigator determines that the allegations in a complaint, with all facts assumed to be true for this purpose, do not meet the definition of sex discrimination under the applicable Title IX regulations, or did not occur in the District's educational program or activity, or in the United States, the Title IX coordinator shall dismiss the complaint. The Title IX coordinator may also dismiss a formal complaint if the complainant requests withdrawal of the complaint in writing; if the respondent withdraws from the District (student) or terminates employment with the District (employee); or if specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination. If a complaint is dismissed, supportive measures will continue to be offered to the parties as appropriate.

Upon dismissal of a complaint or any allegations contained in a complaint, the Title IX coordinator will promptly and simultaneously provide written notice of the dismissal and the reason(s) for the dismissal to the complainant and respondent. If a complaint is dismissed, the District may nevertheless take additional appropriate disciplinary action against the respondent under its employee or student code of conduct and procedures related thereto. Upon dismissal, the Title IX coordinator must promptly notify the complainant of the basis for dismissal and that the dismissal may be appealed. If the dismissal occurs after the respondent has been notified of the allegations, the Title IX coordinator must also notify the respondent of the dismissal and the basis for the dismissal simultaneously with the notice of dismissal provided to the complainant.

M. Consolidation of Complaints

The District has the discretion to consolidate multiple complaints if the allegations of sexual harassment in the complaints arise out of the same facts or circumstances. The District may consolidate formal complaints as to allegations of sexual harassment against one or more respondents, by more than one complainant against one or more respondents, or by one party against the other party.

N. Investigation

The investigation will be premised on a presumption that the respondent is not responsible for the alleged act(s) of sexual harassment or sex-based discrimination, and both parties will be treated equitably during the investigation. The burden is on the District to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred and if the respondent committed the acts alleged to be sexual harassment.

This District prohibits all complainants, respondents, and any witnesses from knowingly making a false statement or providing false evidence in connection with a Title IX investigation. The District may take appropriate disciplinary action outside the Title IX process against any individual who makes false statements.

Both the complainant and the respondent will have a reasonable opportunity to present witnesses and other evidence to the investigator. The investigator will meet with each party and give them at least twenty-four (24) hours' advance written notice of the date, time, location, and purpose of any interview that will be conducted. The District will not restrict the ability of either party to discuss the allegations and gather evidence related to the allegations of the formal complaint.

The investigator will interview the complainant, the respondent, any witnesses identified by either party, and relevant records. In no event will a party be subjected to any disciplinary sanctions or consequences for refusing or failing to participate in the Title IX grievance process.

Before the investigator prepares the final investigation report, the complainant, the respondent, and their advisors (if any) will be provided with an equal opportunity to access relevant and permissible evidence. If appropriate, that evidence will be provided to the parties in an electronic format and in a manner that does not permit copying or downloading of the evidence. Parties and their advisors will be required to sign a non-disclosure agreement prior to receiving copies of this evidence in an electronic format or printed copy. The evidence provided may include evidence that the investigator does not intend to rely upon and any exculpatory or inculpatory evidence from any source. Within ten (10) calendar days of the date on which the parties were provided with access to the evidence or otherwise notified by the investigator that they could make an arrangement to view the evidence, the parties may prepare and submit to the investigator a written response to the evidence, which the investigator will consider in preparing the written investigation report. In cases in which there is more voluminous evidence that will require more time for the parties to process, the investigator may extend the ten (10) calendar days and provide notice of the extended date to the parties. Following the expiration of the date on which the parties may provide responses to the evidence, the investigator will promptly prepare a written investigation report that fairly summarizes the relevant and permissible evidence discovered during the investigation and provide that to the parties.

O. Written Determination

The written investigation report and any responses submitted by the complainant and/or respondent will be provided to the decision maker, who will make the determination as to whether sex discrimination occurred based on the preponderance of the evidence standard.

Upon receipt of the evidence, the decision maker will invite each party to propose questions that the party would like to have asked by the investigator or the decision maker. The decision maker must determine whether a proposed question is relevant and permissible. If a party submits a question that is unclear or harassing, the decision maker will give the party an opportunity to clarify or revise that question, and if the party sufficiently clarifies or revises a question, it will be asked. If written questions are submitted, the decision maker will promptly provide the questions to the appropriate individual so the individual can provide answers to the questions. Answers to the questions must be provided to the decision maker within ten (10) calendar days of the date on which they are provided. The decision maker will promptly provide each party with the answers to the questions and allow for additional, limited follow-up questions in writing from both the complainant and respondent within three (3) calendar days. If written follow-up questions are submitted to the decision maker, the decision maker will promptly obtain the answers and provide both parties with the responses to the additional questions. Any questions regarding a complainant's prior sexual behavior or sexual predisposition will be deemed irrelevant unless they are offered to provide evidence that someone other than the respondent committed the alleged misconduct or are offered to prove consent.

No sooner than ten (10) calendar days after receiving the investigation report, the decision maker will issue a written determination of responsibility that includes:

- a statement of the allegations;
- a description of the procedural steps taken from receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- the findings of fact supporting the determination;
- conclusions regarding the application of the District's code of conduct to the facts;
- a statement of and rationale for the result as to each allegation, including a determination of whether sex discrimination occurred, and if so, any disciplinary sanctions the District imposes on the respondent; and
- a description of the right to an appeal, how to request an appeal, and the permitted bases for an appeal.

The deadline for the decision maker to issue the determination may be extended for good cause at the decision maker's sole discretion. The complainant and the respondent will be notified concurrently of the determination.

Students found to have violated Title IX will be referred for disciplinary action consistent with the determination. Employees found to have violated Title IX will be subject to employment actions, including discipline or termination of employment consistent with the determination. The Title IX coordinator shall also coordinate the provision and implementation of remedies to the complainant and other persons identified as having had equal access to the District's education program limited or denied by sex discrimination.

P. Appeals

Either the complainant or the respondent may appeal from the written determination of responsibility regarding a formal complaint or the dismissal of a formal complaint (or any allegations therein). The appealing party must submit a written notice of appeal that includes the bases of the appeal to the Title IX coordinator within ten (10) calendar days of the date of the determination or the dismissal of the complaint. No hearing will be held for an appeal.

Written notice of the appeal will be provided to both parties by the District. Either party may file a written response in support of or challenging the determination or dismissal and the bases for the appeal within five (5) calendar days of the date on which written notice of the appeal was provided to all parties.

An appeal may be filed on the following bases only:

- a procedural irregularity that affected the outcome of the matter;
- newly discovered evidence that could affect the outcome of the matter and that was not available at the time the determination was made; and/or
- the Title IX coordinator, the investigator, the decision maker, or the decision maker on appeal having had a conflict of interest or bias that affected the outcome of the matter.

The parties will simultaneously be provided with a written decision regarding the appeal, which will describe the result of the appeal and the rationale for the decision.

Q. Confidentiality and Retention of Investigation Information

Except as necessary to complete a thorough and effective investigation and grievance process under Policy 1-203 and as required by law or District policy, the identity of complainants, respondents, and witnesses; information related to investigations; evidence gathered; and records created during investigations will be maintained in strict confidence.

In implementing Policy 1-203, the District will comply with state and federal laws regarding the confidentiality of student and employee records, including but not limited to the Family Educational Rights and Privacy Act. Information and records regarding any disciplinary sanctions imposed on an employee or student will be maintained and disclosed in the same manner as any other disciplinary record, provided that no disciplinary record shall indicate that discipline was determined through the Title IX process.

R. Records

The Title IX coordinator will retain investigation files for a time period of not less than seven (7) years. The records maintained by the District will document the District's response to allegations of sex discrimination and the measures that were taken to restore or preserve equal access to the District's educational program or activity. If the District did not offer supportive measures in response to a report made under Policy 1-203, the District's records will document why no supportive measures were offered.

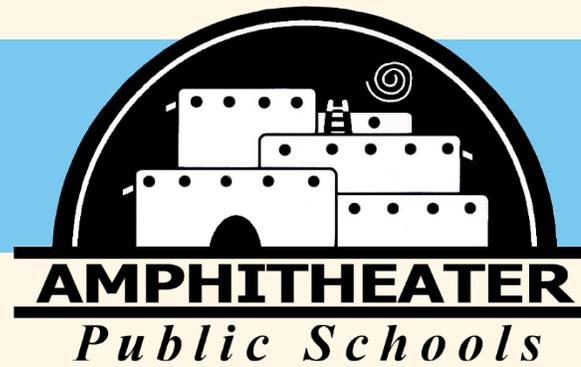
S. Training

The District will provide regular training to employees on identifying and reporting acts that may constitute discrimination, harassment, or retaliation under Title IX. The Title IX coordinator, investigators, decision makers,

decision makers on appeal, and any District employees who are designated to facilitate informal resolution processes will receive additional training on Policy 1-203 and implementation of the grievance process at least as often as required by federal regulations implementing Title IX.

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REVERSE THIS BOOKLET
FOR IMPORTANT
PARENT AND STUDENT INFORMATION



Proposed 2026 - 2027 Code of Conduct

Study Session¹⁸²

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 well as ensuring schools are safe spaces for students, staff, and the public.

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
- Provide fair and consistent guidelines for consequences to be applied when behavioral incidents do occur



Input on SY2026-27 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.”

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- 
- 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

Aggression and Hostility (Pg. 18)

Prohibited Behavior	Consequences	
	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 <u>hostilities</u> ; challenging someone to fight.	School Level Actions Short-term Suspension	School Level Actions Short-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
1C. Fighting Mutual participation by two or more students in an incident involving physical violence, where there is no major injury.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion

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.

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 during an altercation to defend.



Code of Conduct

Assault(Pg. 19)

Prohibited Behavior	Consequences	
	1 st Incident	2 nd (or more) Incident
Aggression and Hostility		
1D. Assault Causing any physical injury to another person; making another person reasonably fearful of physical injury; knowingly touching another person with the intent to hurt, insult or provoke that person. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
1E. Aggravated Assault Committing assault which: <ul style="list-style-type: none"> Causes serious physical injury to another; or Involves a deadly weapon or dangerous instrument; or Is inflicted upon someone 15 years or younger by someone 18 years old or older; or Is an assault of a police officer; or Is an assault of a school employee. Must be Reported to Law Enforcement	School Level Actions Long-term Suspension (Mandatory)	School Level Actions Long-term Suspension (Mandatory) Expulsion

Prohibited Behavior	Consequences	
	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, knowingly insulting another person with the intent to provoke that person. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
1E. Assault w/ Injury Causing any physical injury to another person; making another person reasonably fearful of physical injury; knowingly touching another person with the intent to hurt, insult or provoke that person. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
1EF. Aggravated Assault Committing assault which: <ul style="list-style-type: none"> Involves a deadly weapon or dangerous instrument; or Is inflicted upon someone 15 years or younger by someone 18 years old or older; or Is an assault of a police officer; or Is an assault of a school employee. Must be Reported to Law Enforcement	School Level Actions Long-term Suspension (Mandatory)	School Level Actions Long-term Suspension (Mandatory) Expulsion
1EG. Aggravated Assault w/ Serious Bodily Injury Committing assault which: <ul style="list-style-type: none"> Causes serious physical injury to another; or Involves a deadly weapon or dangerous instrument; or Is inflicted upon someone 15 years or younger by someone 18 years old or older; or Is an assault of a police officer; or Is an assault of a school employee. Must be Reported to Law Enforcement	School Level Actions Long-term Suspension (Mandatory)	School Level Actions Long-term Suspension (Mandatory) Expulsion

Impact on State reporting and coding.

Code of Conduct

Annual Code of Conduct Review

Arson (Pg. 24)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Arson and Combustibles		
3A. Arson Deliberately igniting or lighting an item on fire, or starting a fire: Damaging a structure or property by knowingly causing a fire or explosion. 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)

Harassment (Pg. 25)

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Harassment, Threats, Bullying, and Intimidation		
5A. Nonsexual Harassment Any form of communication or conduct, including "hate speech", that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, or harassed due to their race, color, religion/religious beliefs, creed, gender, identity, age, national origin, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion

Code of Conduct

Disruption (Pg. 29)

Prohibited Behavior	Consequences	
	1 st Incident	2 nd (or more) Incident
Disruptions to the Academic Process		
7A. Disruption Engaging in behavior which causes an interruption in a class, activity, or school <u>business</u> . Any behavior that requires the involvement of / <u>notification to law enforcement personnel</u> .	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension

Inappropriate Language or Gestures (Pg. 29)

7D. Inappropriate Language or Gestures Verbal swearing, name-calling, making racial, ethnic, religious or gender slurs, exhibiting gang signs, or the use of words, <u>drawings, or images</u> in an offensive or demeaning <u>manner</u> . Making gestures toward others intended to offend or annoy the other <u>person</u> . Making gestures that communicate a hostile or sexual message.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
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Code of Conduct

Sexual Behaviors and Harassment (Pg. 32)

Prohibited Behavior	Consequences	
	1 st Incident	2 nd (or more) Incident
<p>Sexual Behaviors</p>		
<p>9A. Sexually Inappropriate Materials*</p> <p>Possession of materials containing sexually explicit depictions.</p>	<p>School Level Actions Short-term Suspension</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension</p>
<p>9B. Inappropriate Physical Contact*</p> <p>An isolated incident of unwelcome contact of a sexual nature.</p>	<p>School Level Actions Short-term Suspension Long-term Suspension Expulsion</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion</p>
<p>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 <u>offensive</u> 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>	<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>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>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)</p>
<p>SEXUALLY INAPPROPRIATE MATERIALS includes, but is not limited to, photographs, drawings, recordings, and written language.</p>		
<p>SEXUAL BEHAVIORS AND HARASSMENT requires notifying the District's Title IX / EEO officer.</p>		

Parent Handbook

Excessive absences may also affect a student's eligibility to participate in field trips, extracurricular activities, ~~and sports~~, and may result in loss of academic credit. 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.

Reflects the change in the District attendance policy and potential loss of credit. (Pg. 8)

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All cell phones and other electronic devices (i.e. smart watches, smart glasses (META-enabled) must be turned off and placed in the student's backpack, purse, or locker (if available) while at school, with the exception of during lunch. Schools and teachers may also set additional rules and restrictions on the use of such devices.

Clarification on emerging devices that are covered by State law. (Pg. 10)



Parent Handbook



Homeschooled/Empowerment Scholarship: A homeschooled student who was previously enrolled in a public, private, or charter school is ineligible to participate in interscholastic extracurricular activities for the remainder of the school year in which the student was enrolled in a school.

A student enrolled in an online charter school/district is not eligible to participate in interscholastic extracurricular and/or co-curricular activities.



Clarifying that private schooled students who accept an ESA are not eligible to participate in a District-funded program. (Pg. 15)



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

DATE OF MEETING: March 24, 2026

TITLE: Study of K-12 STEM Education

BACKGROUND:

The Office of Learning and Instruction previously presented the district’s K–12 core content and program curriculum work to the Governing Board on June 13, 2023, and June 27, 2023. Elementary and secondary mathematics and science curriculum updates were presented on June 27, 2023. Since that time, a new K–12 science curriculum has been adopted and implemented across the district. This presentation provides an overview of the newly adopted science curriculum and highlights the district’s approach to STEM education across grades K–12.

Alignment of instructional materials to AZ Science Standards

In 2018, the Arizona Science Standards were revised to reflect current scientific advancements and promote a more interdisciplinary approach to science education. These changes shifted science instruction from a focus on rote memorization to an emphasis on critical thinking, problem-solving, and hands-on learning. The revised standards encourage inquiry-based instruction, where students actively engage in investigations and apply scientific concepts to real-world situations.

The Arizona Science Standards are organized around three integrated dimensions:

Science and Engineering Practices:

This dimension focuses on the skills and behaviors scientists and engineers use to investigate the natural world and design solutions. These practices include asking questions, developing and using models, analyzing data, and constructing explanations based on evidence.

Crosscutting Concepts:

These concepts apply across all scientific disciplines and help students make connections between ideas. Examples include patterns, cause and effect, systems and system models, and stability and change.

Core Ideas:

Core ideas represent the fundamental concepts within physical science, life science, earth and space science, and engineering. These ideas are intentionally designed to spiral across grade levels, allowing students to revisit and deepen their understanding over time.

Together, these three dimensions create an integrated approach to science education that prepares students for real-world problem-solving and innovation. The Arizona statewide science assessment (AzSCI) reflects this vision by measuring not only students’ knowledge of core content but also their ability to apply scientific practices and connect ideas across disciplines.

In Spring 2025, Amphitheater Public Schools adopted Tier 1 instructional materials for elementary and middle school grades, as well as for core high school science courses. These curricula align with Arizona Science Standards and provide teachers with high-quality instructional resources that support effective science instruction.

Elementary Science:

At the elementary level, the district utilizes Picture-Perfect Science and Mystery Science to support science instruction in grades K–5. Both programs are designed around the 5E Instructional Model (Engage, Explore, Explain, Elaborate, and Evaluate), which guides students through structured inquiry and promotes active learning.

These programs support three-dimensional learning aligned with the Arizona Science Standards and prepare students for the “sense-making” approach required by the AzSCI assessment. Picture-Perfect Science also integrates English Language Arts through the use of high-quality picture books and embedded literacy strategies, helping students develop reading, writing, and communication skills while engaging in scientific investigation.

Both curricula had been used as supplemental resources prior to their formal adoption in Spring 2025. Through continued analysis of our guaranteed and viable curriculum—ensuring equitable access to essential learning and skills within available instructional time—the district determined that these programs strongly support the standards and instructional goals. The district’s unified goal is to provide learning experiences in which students inquire, explore, discover, think critically, and draw evidence-based conclusions.

To support successful implementation, the Office of Learning and Instruction has provided ongoing professional learning and resources for teachers across the district, including:

- Instructional guides for each teacher outlining the scope and sequence aligned to Arizona Science Standards, recommended trade books for each lesson, and materials lists to support lesson preparation. Training was provided prior to the start of the school year in July 2026.
- Mystery Science professional learning sessions provided at the start of the school year, with additional training opportunities in September 2025 and January 2026.
- Collaborative planning opportunities facilitated by the Office of Learning and Instruction in September 2025, with an additional session scheduled for April 2026.

Secondary Science

For grades 6–12, the district adopted the SAVVAS Science curriculum, which is designed to align with the three-dimensional framework of the Arizona Science Standards. By integrating Science and Engineering Practices, Crosscutting Concepts, and Core Ideas, the curriculum emphasizes active “sense-making” and student engagement rather than memorization of isolated facts.

The programs center on real-world phenomena and hands-on investigations that mirror the performance tasks included in the AzSCI assessment administered in Grades 8 and 11. Students apply their knowledge to analyze scientific problems, conduct investigations, and develop explanations supported by evidence. Instructional tools such as the Student Activity Companion help students document and refine their thinking throughout the inquiry process.

The curriculum also supports student achievement through disciplinary literacy development and targeted differentiation strategies. These features help ensure that students develop the analytical and problem-solving skills necessary for success in high school science courses and future STEM pathways.

To support implementation of the new curriculum, the Office of Learning and Instruction has:

- Provided launch training for all middle and high school science teachers, facilitated by SAVVAS Learning before the start of the 2025 school year.

- Offered follow-up question-and-answer sessions with SAVVAS content experts to support instructional planning and address implementation questions.
- Facilitated Communities of Practice throughout the school year for middle and high school science teachers, led by the district's Secondary Science and STEM Coordinator.
- Supported department heads through the Secondary Curriculum Collaborative to develop learning continuums aligned with Arizona Science Standards and clearly define essential learning outcomes for each course.

STEM Education in Amphi

Amphitheater Public Schools delivers STEM education through a progressive, developmentally aligned approach. In elementary school, students engage in hands-on exploration and engineering challenges that build curiosity and foundational problem-solving skills. In middle school, learning expands to include inquiry-based science and project-based technology and engineering experiences. By high school, students have access to specialized STEM coursework and career pathway programs that support college and career readiness.

Elementary STEM:

At the elementary level, STEM concepts are integrated into daily learning experiences. Students explore topics such as the environment, space, and energy while applying mathematics and science to real-world situations. Programs such as Picture-Perfect Science integrate literacy and science instruction, while engineering design challenges encourage students to test solutions, evaluate results, and refine their ideas using the Engineering Design Process.

Middle School STEM:

Middle school STEM instruction emphasizes inquiry-based science and project-based learning. Students investigate physical science, earth and space science, and life science through hands-on experiments and real-world phenomena. Middle schools also offer electives in STEM and technology, allowing students to apply their learning to authentic design challenges. Another elective option is an Introduction to CTE, designed to explore science and technology career pathways.

High School STEM:

At the high school level, students can pursue advanced STEM coursework that develops critical thinking and problem-solving skills. Courses include Bioscience, Construction Technology, Engineering, Nursing Services/Health Care Foundations, Computer Science Principles, and AP Calculus. Students may also participate in SARSEF, Career and Technical Education (CTE) programs, and dual enrollment opportunities.

These programs allow students to earn industry-recognized certifications such as Certified Nursing Assistant (CNA), CompTIA IT Fundamentals, and Emergency Medical Responder. Across the district, STEM learning emphasizes collaboration, creativity, innovation, and real-world problem solving. Many schools also provide makerspaces, robotics programs, coding experiences, and engineering challenges that encourage students to design and build solutions to authentic problems.

Future Goals for Elementary and Secondary STEM:

Amphitheater Public Schools recently received an APS Foundation grant to partner with KnowledgeWorks to strengthen and expand K–12 STEM pathways across the district. Building on the work with the Arizona Personalized Learning Network, this initiative will help create a cohesive STEM feeder pattern connecting elementary, middle, and high school learning experiences.

Through this work, students will engage in inquiry-based STEM learning from an early age and transition into increasingly advanced coursework and career exploration opportunities as they progress through school. The initiative is designed to increase student engagement in STEM, expand

equitable access to high-quality STEM learning opportunities, and better prepare students for college and careers in an increasingly technology-driven workforce.

KnowledgeWorks will support the district by facilitating professional learning for educators, providing coaching for school leadership teams, and assisting schools in designing systems that integrate STEM practices across grade levels and subject areas. Through virtual design sessions, in-person convenings, and ongoing coaching, participating school teams will collaborate to strengthen STEM instruction, cultivate a culture of inquiry and innovation, and connect classroom learning to real-world STEM careers.

This partnership will help build sustainable systems that expand opportunities for students and strengthen STEM education across the district.

RECOMMENDATION:

This presentation is provided for study by the Governing Board.

INITIATED BY:

Tassi Call

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: March 17, 2026

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent



Science, Technology, Engineering, and **Math (STEM)** in Amphi



Tassi Call, Associate Superintendent for Elementary Education
March 24, 2026



History



- National Attention to STEM 2006
- Amphitheater Curriculum and Courses
- Innovation Academy opened August 10, 2017
- STEM for All
 - Collaboration with the Amphi Foundation
 - Maker Spaces in all Elementary and Middle Schools
- Family Involvement
 - SARSEF
 - STEM and Science Nights



Elementary

- Curriculum
- Clubs
- Parent Nights
- ITEEA
- Cognia STEM Accreditation
- Annette Orelup, Principal
 - Keeling Elementary's STEM Story





Keeling Elementary





Keeling Elementary





Middle School

- Curriculum
- Electives
- MESA
- Girl Power
- Amphi Middle School Technology Teacher
 - Greg Burch





Amphi Middle School



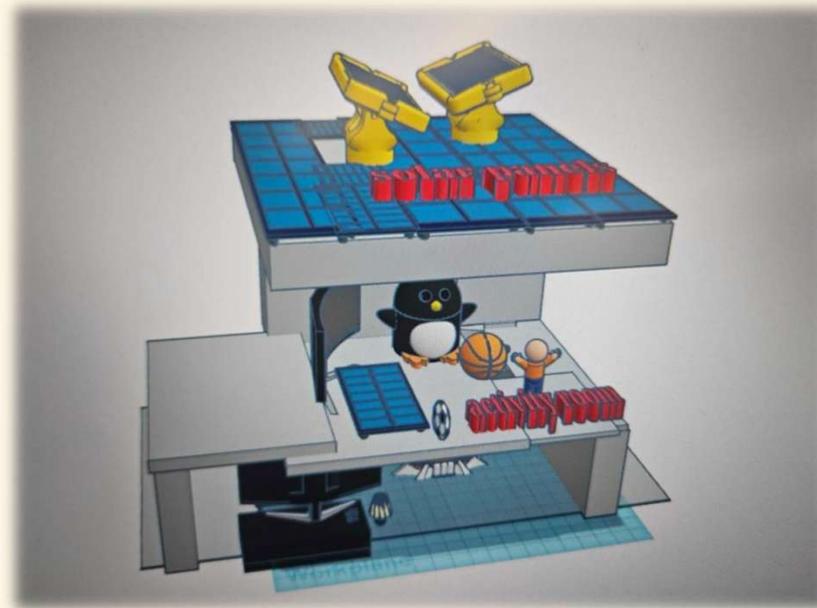
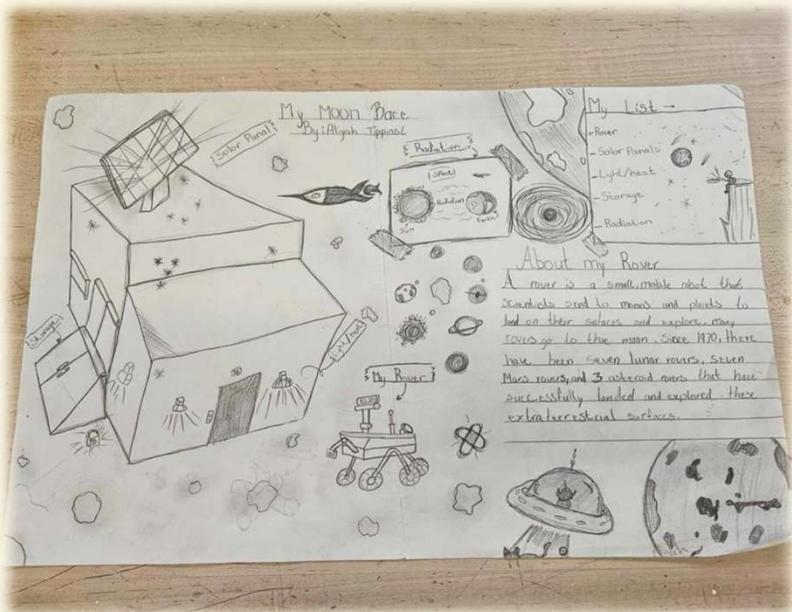


Amphi Middle School



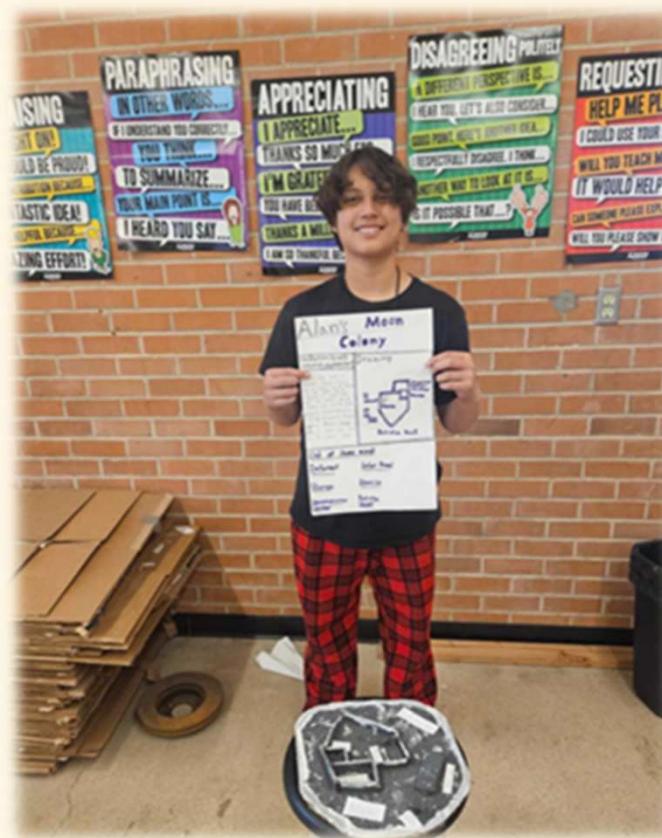
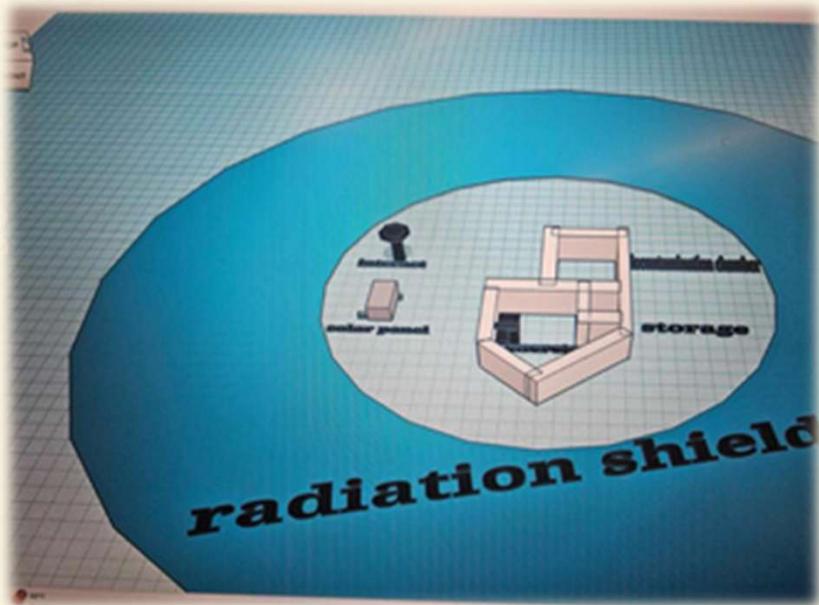


Amphi Middle School





Amphi Middle School





MESA





Girl Power





High School

- High School STEM Pathways
 - CTE
 - Clubs



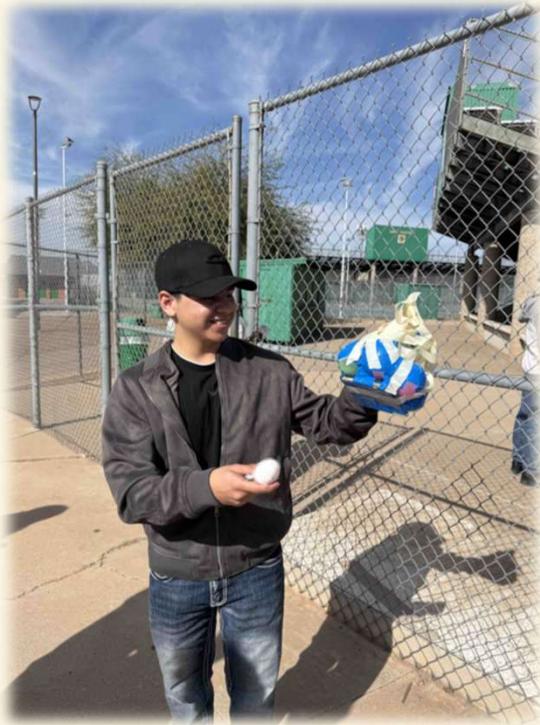


High School





High School





High School





Science Curriculum



- Elizabeth Jacome, Director of Curriculum and Assessment
 - 6-8
 - 9-12



Professional Learning

- Partnership with Knowledge Works
 - APS Grant
- PBL training
- Continue Training on Maker Spaces
- Deeper content work in Science



Questions?

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