STUDENT RIGHTS AND RESPONSIBILITIES (SRR) 2025-2026 SY

PARTNERSHIP SCHOOLS

www.partnershipschools.us

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Together, students, parents, guardians, teachers, staff, and principals share the responsibility in creating and sustaining an environment that enhances student achievement and well-being at Partnership Schools. We ask for the support of students and parents to achieve this goal.

As per A.R.S § 15-183(F) The educational and teaching background and experience in a particular academic content subject area of all our instructional staff is available for inspection on request of parents and guardians of pupils enrolled at any Partnership School. These documents are located in the administration office at each site. Please contact the site administrator to review these documents.

The Guidelines for Student Rights and Responsibilities (SRR) address:

- The rights and responsibilities of students and parents
- Conduct which may require discipline
- Responsibilities of administrators and teachers to implement discipline, which includes behavioral supports and interventions that promote the safety and support student success
- Administrative responsibilities for Due Process

Please read these Guidelines and develop a thorough understanding of the details. By following the Guidelines, you can help our school district become a safer and more supportive environment for the students and staff.

Student discipline is subject to the provisions of Partnership Schools Board policies and state and federal laws.

Students with disabilities shall be disciplined in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504.

Students may also be subject to applicable civil and/or criminal penalties if they violate the law.

ACKNOWLEDGEMENT FORM

Partnership Schools strives to be one of the best districts in the state of Arizona. We can accomplish this mission by working as a team with you, faculty, staff, parents and the community. You, the students, are the most critical members of this team. Your success as a valued member of the school community can be measured when:

- **You take responsibility for your actions**
- **You help create a positive school culture and climate**
- **You show pride in your school**
- **You always do your best**

With your commitment to positive outcomes, we will continue to grow and excel.

This form must be signed and dated by you and your parent/guardian and returned to your school within 5 days of receiving the SRR.

I acknowledge that I have read and reviewed the information in the SRR with my child.

PARENT SIGNATURE & DATE

STUDENT SIGNATURE & DATE

SCHOOL STAFF MEMBER & DATE

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SECTION A: PURPOSE

1. WHAT ARE THE GUIDELINES AND WHY ARE THEY NEEDED?

Partnership Schools are dedicated to partnering with students and parents to provide an environment that is safe, supportive, and conducive to learning. We are committed to reducing racial and ethnic disparities in the administration of school discipline. To help promote and maintain this environment, the SRR:

- Specifies the rights and responsibilities of students and parents
- Describes conduct which violates those rights and responsibilities
- Provides guidance and instruction to help students resolve discipline problems in a manner that supports their development
- Strives to ensure consistent application of disciplinary actions so that students from school to school will receive similar actions for similar violations.
- Assures the rights of students and parents when disciplinary action is taken

*Disciplinary consequences must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student's misbehavior.

We at Partnership Schools strive to avoid Exclusionary Consequence ("any disciplinary consequence that removes a student from classroom instruction, including, but not limited to, in- school and out-of-school suspension, placement in an alternative setting or program, and expulsion.")

We will utilize intervention strategies such as Positive Behavior Intervention Supports (PBIS) and/or Restorative Practices.

All district personnel administering discipline to students will be informed if a student has a disability under either Section 504 or IDEA or if the student is being considered for an evaluation for a disability. There are specific procedures that must be followed for students who are considered disabled under federal law, including determining whether the misbehavior is a manifestation of the student's disability.

2. WHEN DO THESE GUIDELINES APPLY?

- During regular school hours
- While being transported on the school bus or other school district-sanctioned transportation
- At times and places where the principal or other school official or employee has jurisdiction over students
- During school-sponsored events
- During field trips
- During athletic functions
- When students are going to and from school ("portal to portal")
- During other school-related activities

Additionally, the Principal is authorized to begin disciplinary action when a student's misconduct away from school has a detrimental effect on other students or on the orderly educational process, i.e., if the violation is directly connected to prior violations at school, or if the violation threatens to produce further violations at school.

SECTION B: STUDENT AND PARENT RIGHTS AND RESPONSIBILITIES COMPACT

Partnership Schools believes that educating a student is a collaborative effort among the school, student, and parent/guardian. To support this collaboration, we realize that each party has rights and responsibilities. The following identification of these rights and responsibilities is a set of general guidelines. Please note that this list is not comprehensive or all-inclusive.

1. STUDENTS HAVE A RIGHT TO:

   a. Learn in a safe, clean, orderly and positive climate – one that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.
   b. Receive high quality instruction that is comprehensible and appropriate to their level of academic and linguistic development.
   c. Be expected to achieve at high levels.
   d. Be taught in ways that are responsive to students' individual needs.
   e. Receive appropriate accommodations to meet individual needs, (as supported by documentation).
   f. Express their ideas and perspectives on issues and topics relevant to their education, including school policies and procedures.
   g. Participate in student activities, including extracurricular activities.
   h. Be treated with respect and as a unique individual with differing needs, learning styles and abilities in a manner that encourages and enhances self-esteem.
   i. Be treated in a fair and equitable manner by teachers and administrators.
   j. Privacy. (See the "Notification of Privacy Rights of Parents and Students" at page 37)
   k. Due process of law.
   l. Have school rules that are enforced in a consistent, fair and reasonable manner.
   m. Be free to request an interpreter or translator at any step of the disciplinary process.
   n. Be free from retaliation, fear of retaliation, sex discrimination and sexual harassment at school, including dating abuse.
   o. Receive fair, equitable, non-discriminatory disciplinary actions that are aligned with the SRR.
   p. Work with teachers and administrators who will follow all district policies related to known allegations of discrimination, harassment, hazing, bullying, and incidents that require mandatory reporting. *Such known allegations/incidents must be reported to site administration immediately.
   q. Be treated in a manner that is respectful of and responsive to their cultural traditions.
   r. Access to books and other reading materials for supplementary and recreational use, including materials that may be available in other languages.

s. Access to non-instructional interpretation services when communicating with the school, and in some cases, to translated copies of certain school forms and documents.
t. Receive a copy of this handbook (SRR).
u. Have access to quality learning resources, including learning technology.
v. Have access to their formal student records.
w. Have access to school assignments/homework while serving a disciplinary suspension for the duration of the suspension and have options for alternative instructional opportunities for any remaining suspensions.

Administrators will:

- Model appropriate behavior and expect appropriate behavior from students and teachers
- Hold students and teachers accountable for student learning
- Expect parents/guardians to be collaborative partners regarding student achievement
- Communicate positive core values and behavioral expectations, and to explain the SRR, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices (RP) in an age-appropriate manner
- Hold informational sessions for parents at least twice per school year at each school, which shall include information regarding SRR, PBIS, RP, due process and appeal procedures, and guidance for making parent complaints about student discipline
- Make decisions regarding the removal of students and/or staff for safety reasons
- Discipline students in accordance with the SRR
- Consistently and accurately report discipline consequences for students into the school database

2. STUDENTS HAVE A RESPONSIBILITY TO:

a. Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors.
b. Conduct themselves in an appropriate and respectful manner while on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom, **so as not to interfere with the rights of another student to learn and to contribute to a safe and orderly environment that is conducive to learning.**
c. Participate fully in the classroom, curriculum and learning process during the entire class period.
d. Make positive contributions to an environment that allows fellow students to have equal access to educational opportunities.
e. Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.
f. Attend school daily according to school district adopted calendar; arrive on time, bring appropriate materials, and be prepared to participate in class and complete assignments.
g. Make up work resulting from an absence.
h. Strive for academic growth and achieve their personal best.
i. Display behavior that does not compromise the safety of other students and/or staff.
j. Follow discipline guidelines adopted by the school and district.
k. Protect and take care of the school's property.
l. Abide by the school policies and regulations.

m. Assist the school staff in running a safe school, and to help maintain the safety and cleanliness of the school environment.
n. Read and ask questions to understand the information in the Student Rights and Responsibilities handbook (SRR).

3. PARENTS AND GUARDIANS HAVE A RIGHT TO:

a. Receive official reports quarterly (or more frequently) of the student's academic progress, attendance and behavior.
b. Request and be granted conferences with teachers, counselors and/or the principal.
c. Receive explanations from teachers about their student's grades and disciplinary procedures.
d. Access and review school records pertaining to their student.
e. Receive a copy of this handbook (SRR).
f. Receive an oral and a written notification anytime a student receives in-school suspension or is sent home for any safety and/or disciplinary reason, (including suspensions).
g. Request an interpreter or translator at any step of the disciplinary process.
h. Request a review of all disciplinary actions relating to their student.
i. Non-instructional (not related to academic instruction) interpretation services when communicating with the school, and in some cases, to translated copies of certain school forms and documents.
j. Direct their student's education, upbringing, and moral or religious training.
k. Make health care decisions for their minor child.
l. Be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent, unless the incident has first been reported to law enforcement and notification of the parent would impede a law enforcement or child protective services investigation.
m. Express appropriately their ideas and perspectives on issues and topics relevant to their child's education, including school policies and procedures.
n. Be treated in a respectful manner.
o. Privacy. (See "Notification of Privacy Rights of Parents and Students on page 37)
p. To have opportunities to volunteer and participate in their child's class, and to observe classroom activities. (Parents/guardians must schedule with the teacher and the principal to observe classroom activities. Please check in at the front desk when you can spend time at school to volunteer).

4. PARENTS AND GUARDIANS HAVE A RESPONSIBILITY TO:

a. Communicate and collaborate with teachers to support student achievement.
b. Attempt to participate and be active at their student's school.
c. Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.
d. Assume responsibility for the student's timely regular attendance.
e. Promptly provide the school with explanations for student absences or tardiness.
f. Ensure student compliance with school and district policies and regulations.
g. Read and ask questions to understand the information in the SRR.
h. Reinforce the importance of students' adherence to values and behaviors described in the SSR.

SECTION C: GENERAL INFORMATION

1. VISITORS

Visitors are welcome on our campus in accordance with our visitor policy.
ALL VISITORS MUST SIGN IN TO THE OFFICE TO RECEIVE A VISITOR BADGE and to be directed to the appropriate area.
Please visit our website to view detailed visitor policy.
www.partnershipschools.us

2. EQUAL EDUCATIONAL OPPORTUNITIES AND ANTI-HARASSMENT

It is the policy of the Partnership Schools to prohibit discriminatory harassment based on actual or perceived race, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, parental status, status with regard to public assistance, limited proficiency in English, or family, social or cultural background, or any other reason not related to the student's individual capabilities or on the basis of association with others identified by these categories. Partnership Schools shall investigate all complaints, formal or informal, verbal or written, of discriminatory or other harassment, and shall take appropriate action against anyone who is found to have violated this policy.

3. GANG BEHAVIOR AND ACTIVITY

The behaviors that have become associated with gang activity or membership, especially violence and intimidation will not be tolerated on or near school property or in activities associated with school. In accordance with this position, any students engaging in gang activities will fully be disciplined under Partnership Schools' policies, and prosecuted, if applicable, according to local ordinances, and state and federal laws.

Gang: An ongoing formal or informal association of persons in which members or associates individually or collectively engage in the commission, attempted commission, facilitation or

solicitation of any felony act and that has at least one individual who is a criminal street gang member.

Gang-Related Incident: An incident is considered gang-related when it involves gang recruitment, gang initiation, fights between rival gangs, or other similar behaviors, but does not include non-threatening behavior such as handshakes, signs, or wearing of particular colors.

Bias-Related and Hate-Related Incidents: An incident is considered bias-related or hate- related when a reasonable person would conclude that it was motivated, in whole or in part, by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics. Such characteristics include: ancestry or ethnicity, disability, sex, gender, immigration or citizenship status, race, religion or religious practices, or sexual orientation.

4. STUDENT ATTENDANCE

Regular attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith. A Parent/Guardian should notify the school prior to the absence/tardy with a call, note or email that his/her child is unable to attend or will be late to school within twenty-four hours. The call note or email must address the date/time and reason for the absence.

It is school policy that, unless a student is emancipated or enrolled themselves in school, they many NOT sign themselves out without parental consent, even if they are 18 years of age.

A student may be establishing a pattern of non-attendance in the following two situations:

1. When they have an accumulation of tardiness, early sign-outs, and/or absences (excused and unexcused) that exceed 5 days in one marking period or 10 days in 2 markings periods; or
2. When they are absent and unexcused 5 days out of 30 calendar days or 10 days out of 90 calendar days.

ARS 15-802 *requires that a person having custody of a child between six and sixteen years of age must ensure that the child is in school full time when the school is in session, unless statutorily excused.*

ARS 15-803 *has been revised to read that "a student is considered 'habitually truant' if truant for at least five school days." Additionally, "truant is now defined as "an unexcused absence for at least one class period during the day."*

Therefore, a student establishes a pattern of non-attendance when he or she has an accumulation of 15 unexcused absences within 90 calendar days with or without a parent's knowledge.

prevention officer. After thirteen unexcused absences a student will be placed on an attendance contract.

Sanctions for students who have a pattern of non-attendance may include the following: not earning class credit, repeating a class, referral to an administrator, and/or suspending or preventing the student from participating in school activities.

If a student is establishing a pattern of non-attendance and the principal and/or her designee determines that the reasons for time out of school are invalid, the principal/designee will refer the student to a Child Study Team to determine if early patterns of truancy are developing and provide appropriate interventions. The principal or his designee may also notify the State Attorney's Office that the student is not in compliance with compulsory school attendance laws. However, if the principal or her designee determines that the reasons for the absences are valid and there are no early signs of truancy, the parent must provide a note (to be kept on file at school) that provides the reasons for those absences, and no further action will be taken.

Absences may be reported by telephone or by written note to: ***Pima Partnership High School*** and ***Pima Partnership Academy*** – 520-326-2528.

*Some situations may require written medical documentation.

5. TARDINESS

Tardiness can have a negative impact on student achievement. Tardiness may also count toward establishing a pattern of non-attendance that may indicate early signs of truancy. A pattern of nonattendance may be established by an accumulation of tardies, absences (excused and unexcused), and early sign-outs that exceed 5 days in a marking period or 10 days in 2 marking periods.

- A tardy is excused for the same reasons that an absence is excused. Excused absences/tardiness include illness, illness of an immediate family member, death in the family, religious holidays of the student's faith, required court appearance or subpoena bya law enforcement agency, special event, scheduled doctor or dentist appointment,
  communicable disease. In extenuating circumstances, the principal and/or their designee may also excuse a tardy for reasons other than those stated if documentation is provided
- Parents must follow the same process to excuse a tardy as they do to excuse an absence
- Tardiness is defined as a student not being in the classroom when the class starts. A student who has an excused tardy (note or telephone) should report directly to class after first checking in at the attendance desk
- Tardiness will be considered unexcused unless the student brings a note from a parent, is accompanied by a parent at sign-in, or the parent calls in to excuse the tardy within 24 hours
- If a student accumulates three unexcused tardies they will be assigned lunch detention
- Upon accumulation of nine tardies student will be assigned Saturday school and or assigned community services hours

*Students must sign in at Attendance Desk if they are tardy

6. BULLYING, INTIMIDATION AND HARASSMENT

Bullying is a form of harassment. Bullying is the repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted (including cyberbullying), or emotional abuse, or through attacks on the property of another (including verbal taunts, name-calling and put-downs, extortion of money or possessions, or spray-painting derogatory terms on a student's locker or vehicle). Students who engage in any act of bullying while at school, at any school function, in connection to or with any Partnership Schools sponsored activity or event, or while en-route to or from school, are subject to disciplinary action.

7. SCHOOL DRESS CODE

At the Partnership Schools, our goal is to promote a safe and academically focused environment for our students. . Students are responsible for attending school in accordance with Partnership Schools dress code.

Students not in compliance with the dress code/ uniform policy will be offered alternative clothing. Should they choose not to comply, further disciplinary action will ensue and student may be sent home.

Gang paraphernalia is strictly prohibited, (wearing the same color for example all blue, or red)
No illicit substances, foul language or imagery on clothing
Bandannas, worn or carried are prohibited (cannot be visible)
Sunglasses may not be worn over the eyes or as an accessory, unless for documented medical purposes
Clothing or jewelry that is determined by any teacher or staff member to distract from the learning process will not be permitted. Student will be offered alternative clothing. (See above)

(In-Service update, 30 Jul 2025)

*On Fridays, students are encouraged to wear a shirt from their favorite college, university, or post-secondary institute with jeans, which must also follow the above dress code.

8. BUS/VAN RULES

Student Behavior Policy:

Proper student behavior contributes to the overall safety and comfort of the ride to and from school. Following driver directions and all ridership rules is paramount to maintain a safe and enjoyable ride for all. Infractions will be dealt with the student's principal, and other administrators as deemed appropriate. Riding is a privilege; parents and students should discuss and make sure they know the rules:

- Always comply with bus driver's/monitor's directions
- Use classroom voice only (no profanity/loud noises/threats/intimidation)
- Remain seated; keep hands, feet, and head inside bus
- All personal possessions must always be under control
- Keep unauthorized materials and substances off bus
- No eating or drinking on the bus
- As a last resort, violations of these bus rules may result in the loss of bus privileges for a limited time, not to exceed 30 days

Safety Precautions for Students:

- Know the route to and from the bus stop, safety precautions and common courtesies to be maintained enroute and at the bus stop
- Know the correct bus route number
- Discuss what to do if the bus is late in the morning or no one is home in the afternoon
- ALWAYS board/depart the bus at the correct stop as known and approved by the parent

9. STUDENT USE OF CELL PHONES AND ELECTRONIC DEVICES

For the purpose of this policy, "electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDA's), e-book readers, compact disc players, portable game consoles, cameras, digital scanners, lap top computers, tablet computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

Students may possess and use cellular telephones and/or other electronic signaling devices only under the following conditions and guidelines:

1. Cell phones and/or electronic devices are to be kept out of view, in a student's locker, pocket, or a carrying bag during the school day. This includes the wearing earbuds/headphones.

2. Such devices shall not be turned on or used during instructional time.

In all other circumstances in which personal electronic devices are found active, the following procedures will take place:

- Student will be directed to put the device away for first offense
- Teacher will ask for the device; if the student must be asked a second time the device may be given back at the end of the period or the end of the day (at teacher's discretion)
- Teacher will also contact parents/guardian
- Teacher will call for administration if the student doesn't comply which will result in confiscation of devise, and removal of the student for defiance

The Principal shall establish additional guidelines appropriate to campus needs.
Students violating the policy may have the electronic device confiscated (by teacher or administration) and be subject to disciplinary action. Which may require a parent or guardian to come collect the electronic device.

Pima Partnership Academy has a **zero-cell** phone use policy. All cell phones must be turned into the front office upon arrival and will be returned at the end of the school day. Any phones encountered during the school day will be confiscated and returned to the parent or guardian.

If you have an emergency whereby you need to contact your student, please call the front office for each school.

Any search of the contents of an electronic device shall be by an administrator in accordance with the Students Rights and Responsibilities.

Reasonable efforts will be taken to secure property that has been confiscated (i.e. lock the item in a drawer, take the item to the office to be secured in a locked area, etc.); however, neither Partnership Schools nor staff is responsible for loss, damage, or theft of any electronic device even if loss, damage or theft results from the device being confiscated.

10. SEARCHES

Our primary mission is to provide a safe learning environment. Should administration have a "reasonable suspicion" as determined by state law that a student may pose a threat either to themselves or others, or have on their possession or in their belongings such as their backpack any such items, the school reserves the right to conduct a search. The search will take place in a private room, with a minimum of two staff members present. The actual search shall be conducted by a staff member of the corresponding sex. No student will be asked to remove clothing. A reasonable attempt will be made to contact the parent or guardian before conducting the search. Refusal to comply with the search will be cause for the administration to presume that the threat is actual and take all measure to ensure the safety of the student and the school including notification of the appropriate law enforcement or EMS services.

SECTION D: KNOW THE ACTIONS/Administration of the SRR

The Arizona Department of Education has developed a list of violations as well as a list of possible actions a school district may take in response to a violation. Partnership Schools has categorized these possible actions into five levels depending on the severity of the violation. In this way, students from school to school will receive similar actions for similar violations. A major consideration in the application of the Student Rights and Responsibilities is to identify the most appropriate disciplinary action necessary to bring about positive student behavior. Actions are not to be considered in isolation but rather as part of the overall goal of creating inclusive and supportive environments for students. For instance, restorative circles should not be isolated events at a campus but should instead become part of the routine process in addressing behavior. At the elementary level, the age and developmental level of the child may be considered in interpreting the severity of the discipline imposed. Student services personnel, such as counselors, social workers, learning support coordinators, or psychologists, play a vital role in assisting the student in resolving any problems influencing the student's behavior.

1. CONDUCT WHICH MUST BE REPORTED TO LAW ENFORCEMENT

In addition to disciplinary action at the school level, certain criminal behavior must be reported to appropriate law enforcement agencies. Principals, assistant principals, or designees are required to report the following incidents:

Use or threat to use a deadly weapon or dangerous instrument	Homicide	Burglary in the first degree
Aggravated Assault resulting in serious physical injury	Sexual Assault	Arson of an occupied structure
Sexual conduct with a minor under 15 years of age	Armed Robbery	Any dangerous crime against minors
Possession, use, sale, or attempted sale of illegal drugs	Kidnapping	Bomb threat
Possession, use, sale, or attempted sale of drug paraphernalia		

Assault of a staff member is considered an Aggravated Assault and is charged as a class 3 felony. A.R.S. § 13-1204.

Additionally, pursuant to A.R.S. § 13-3620, school personnel are required to immediately report any reasonable belief of non-accidental physical injury, neglect, or sexually related offense against a minor.

Additionally, principals or designees MAY report to law enforcement agencies other potentially disruptive incidents when necessary to maintain safety or seek restitution. When appropriate, school officials should utilize supports and interventions that provide guidance and structure to the student and help them to improve their behavior without involving law enforcement. An administrator must immediately notify the Superintendent, when law enforcement is contacted. Incidents that may be reported to law enforcement when necessary to maintain safety or seek restitution include, but are not limited to, the following:

- Possession, sale, or distribution of dangerous substances including alcohol and tobacco
- Demonstrations by students which is likely to create unsafe conditions\
- Setting off a false fire alarm
- Threats to cause harm
- Bomb Threats
- Vandalism
- Assault (fighting)

Additionally, pursuant to A.R.S. § 13-3620, school personnel are required to immediately report any reasonable belief of non-accidental physical injury, neglect, or sexually related offense against a minor.

3. DUE PROCESS

Any student whose conduct may warrant suspension or expulsion will be provided due process. 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 to the student of the charges against the student
- An opportunity to present the student's side of the story in an informal hearing or meeting
- The allowance, for safety considerations, 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 and an opportunity for a fair hearing
- That parents will be informed in writing of all suspensions and that they have the right to a conference with the principal
- Formal due process (including a hearing officer) in long-term suspension and expulsion proceedings
- A right to appeal disciplinary decisions to the Superintendent, Principal, or Designee

4. DUE PROCESS FOR STUDENTS WITH 504 PLANS OR IEPs

Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed.

A manifestation determination conference must be held prior to the 11th day of suspension

If the manifestation determination conference concludes that the student's behavior is a manifestation of the student's disability, then no further disciplinary action can be taken. The 504 or IEP team should convene to develop an appropriate behavior plan for the student. If the manifestation determination conference concludes that the student's behavior is not a manifestation of the student's disability, Partnership Schools may impose whatever long- term suspension or expulsion it would impose under the same circumstances if a non-disabled student were the offender. Pima Partnership Schools has no obligation to continue to provide educational services to a 504 student during the period of a long-term suspension or expulsion. A student with a disability under IDEA may be referred to an Interim Alternative Educational Settings in circumstances involving the use or possession of drugs, weapons, or serious bodily injury.

5. IN-SCHOOL INTERVENTION/SUSPENSION

An alternative to short-term suspension which allows students to continue receiving classroom instruction from content certified teachers in a classroom on campus, where available. The students will continue their core curriculum. Teacher are required to provide work for the students in a timely manner.

6. OUT OF SCHOOL SUSPENSIONS

Short-Term Suspension: A principal or principal's designee may suspend a student from school from one (1) to ten (10) school days due to misconduct, depending on the severity of the misconduct. However, it is the goal of Partnership Schools to limit exclusionary consequences using intervention(s) used in PBIS and/or Restorative Practices.

Partnership Schools will also endeavor to utilize the other services offer by our agency to provide wrap around service such as anger management and counseling to support our students.

Make-up Work (Short-Term Suspension): If students are suspended, they are entitled to an opportunity to complete their coursework to ensure that they do not fall behind academically. The student is allowed access to class assignments and to make up tests upon return to school. Homework must be made available for the parent to pick up at the school office. Or, when feasible, homework shall be made available online. School administrators will assist parents and students with the shared responsibility to make arrangements to obtain such assignments and homework and to have completed assignments returned to the school for grading and credit. One set of assignments must be completed and returned before another set of assignments can be picked up. Students on suspension who successfully complete such assignments shall be allowed a reasonable time to take makeup tests upon returning to school.

During the term of the suspension, the student is to remain away from all Partnership Schools and activities. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal's designee.

Long-Term Suspension: Long-term suspensions of more than 30 days shall not be imposed except for Violations at Level 4. The Principal in consultation with the Superintendent may take this action when all other disciplinary strategies have failed or when they have at least considered those alternatives and rejected them as inappropriate in each situation.

Make-up Work (Long-Term Suspension): If students are suspended, they are entitled to an opportunity to complete their coursework to ensure that they do not fall behind academically. School administrators will assist parents and students with the shared responsibility to make arrangements to obtain such class assignments and homework and to have completed assignments returned to the school for grading and credit. One set of assignments must be completed and returned before another set of assignments can be picked up at the school office. Or, when feasible, homework shall be made available online. Students on suspension who successfully complete such assignments shall be allowed a reasonable time to take makeup tests upon returning to school. Homework will be made available by the student's teachers for the remainder of the grading period. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal's designee.

7. ABEYANCE CONTRACTS (a deferment of discipline)

An administrator should offer an abeyance contract unless there are circumstances that would make it inappropriate. Under an abeyance contract, an administrator would not immediately impose the assigned disciplinary action if (1) the student admits to committing the infraction, (2) the student and parent/legal guardian agree to certain conditions, and (3) the student and parent/legal guardian sign a contract, called an abeyance contract. The term of the abeyance contract may not exceed the maximum suspension term for the offense level. If a student violates his/her abeyance contract with a suspendable offense, the student must serve the remaining term of the initial offense plus the suspension for the additional offense. These two suspensions would be served concurrently. (The last days of the first suspension would also be the first days of the additional suspension)

8. APPEALS

Students and parents/guardians have the right to appeal short-term and long-term suspension decisions

9. EXPULSION

Expulsions will only be recommended for Level 5 violations. Expulsion is defined as the permanent withdrawal of the privilege of attending a Partnership School. A Principal will make the recommendation to the Superintendent and provide the all the appropriate documentation to support such actions. The Superintend will review the documentation, recommendations and make a determination. Parents or Guardians make a request to review all documentation and recommendations with the Superintendent prior to final determination. This is the most serious disciplinary step available. During the term of the expulsion, the student is to remain away from all Partnership Schools and activities. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal's designee. Students with disabilities eligible under IDEA will continue to be offered educational services, although in an alternative setting.

10. PRINCIPAL APPLICATION FOR WAIVER OF MANDATORY ACTIONS

For violations requiring Action Level 4 or 5 consequences, the principal has the prerogative to seek the waiver of any portion or all the mandatory disciplinary action through the Superintendent. The Principal may seek the waiver and, if granted, the parties directly involved shall be informed of the reasons the waiver was granted.

Waivers may not be sought when the prescribed disciplinary action involves the possession of a firearm or the threatening of an educational institution. By state law in such a case, only the Governing Board may decide, on a case by case basis, whether to impose less than the mandatory penalty.

SECTION E: RESTORATIVE PRACTICES; POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

1. RESTORATIVE PRACTICES

Restorative Practices is a framework to give those affected by conflict the tools and principles needed to resolve problems and build relationships. Restorative Practices focus upon the emotional and social disturbance created by conflict and provides a process for holding students accountable for their actions while building a supportive school environment.

In schools, Restorative Practices provides a proactive approach for building a community of care based on collaboration, mutual understanding, and reciprocated respect. This process holds students accountable for their actions while, at the same time, building a caring school environment. Attention is given to the victim and the wrongdoer, whether they are student or staff. Restorative Practices allows wrongdoers an opportunity to rejoin the school community after they have made amends. See below for a description of Restorative Practice strategies that may be used by sites.

All sites shall have or share a Restorative and Positive Behavior Site Coordinator (PBIS) and they shall be responsible for assisting instructional faculty and staff to: (a) effectively communicate school rules; (b) reinforce appropriate student behavior; and (c) use constructive classroom management, positive behavioral interventions and supports, and restorative practices strategies.

- Restorative Practices actions range from informal to formal. In schools, these actions include:
- Small impromptu circles: a few people meet to briefly address and resolve a problem; facilitated by district staff including teachers, counselors, administrators, and/or learning supports coordinators.
- Group or classroom circles: a larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback; facilitated by district staff including teachers, administrators, and/or learning supports coordinators.
- Formal restorative conferences: address serious problems of behavior. These conferences may involve wrongdoers, victims, parents, and school administrators. Only those trained in formal conferences can facilitate a formal conference.
- Teen courts: are problem-solving courts that provide an alternative action for students who have committed an offense, facilitated by their peers.

2. POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Positive Behavioral Interventions and Supports (“PBIS”) is an evidence-based, proactive, data driven framework that includes a range of tiered interventions designed to prevent problem behavior while teaching socially appropriate behaviors. The focus of PBIS is creating and

sustaining school environments for all students in which appropriate behavior is supported and problem or disruptive behavior is redirected. This culture is created by:

- Defining and teaching behavioral expectation
- Monitoring and acknowledging appropriate behavior
- Providing corrective and appropriate consequences for behavioral errors
- Providing appropriate services for students who need additional behavioral supports
- Using a team-based management system to oversee the PBIS program
- Using referral data for problem solving

In the Positive Behavior Intervention Support (PBIS) system, students, who do not respond to the school wide or classroom supports that are in place for all students, may be evaluated to determine the function of the misbehavior through Functional Behavioral Assessment (FBA) and an intervention may be matched to their circumstance. Interventions which have been shown to be successful across age and grade levels, include mentoring, social skills groups, daily monitoring of selected problem behaviors. In a handful of situations, when these group supports are not sufficient, highly individualized interventions involving multiple systems and based on data may be implemented. If the situations involve a victim or multiple victims, Restorative Practices are complementary.

SECTION F: ACTION LEVELS

When considering actions, Partnership Schools strives to implement Restorative Practices, Positive Behavior Intervention Systems and to keep students in their classroom whenever possible. Disciplinary actions must be non- discriminatory, fair, age-appropriate, and correspond to the severity of the student's misbehavior.

Principals may exercise reasonable discretion in deciding which violation occurred.

The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies maximum action for violations assigned to that level. Multiple actions may be applied to a single violation. Actions listed in bold are the minimum and mandatory action for that level of violation. For all violations, parent notification and student conference are mandatory.

Level 1	Parent Notification and Conference Request Student Conference Restorative Circle Restorative Conference Confiscation of Contraband Student Verbal Apology Student Written Apology Warning Referred to Outside Agency	Detention (before/after school; lunch) Peer Mediation Privileges Suspended Restitution Saturday School Teen Court Functional Behavioral Assessment Behavior Learning Packets Time Out (not to exceed 30 minutes) Reflective Essay Meeting with School Counselor Community Service (not work detail)	Reassignment To Different Class Behavior Contract Behavior Intervention Group Threat Assessment Behavior Intervention Plan Other Action (consistent with other Level 1 interventions that are approved by PBIS *Some actions may not be available at all sites
Level 2	Any Action from the prior level(s) may also be imposed. Parent Notification and Conference Request Restorative Conference and/or Restorative Circle Combination of two or more of the above actions		
Level 3	Any Action from the prior level(s) may also be imposed Short-Term In School Action and/or Abeyance		
Level 4	Any Action from the prior level(s) may also be imposed In School Suspension/Intervention or Out of School Suspension and/or Abeyance (Short Term 1-10 Days) Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) Restorative Conference and/or Restorative Circle (upon re-entry to school)		
Level 5	Any Action from the prior level(s) may also be imposed Out of School Suspension and/or Abeyance – Long-Term (11-180 Days) Restorative Conference and/or Restorative Circle (upon re-entry to school) Expulsion		

1. All parent conferences will be made in a timely manner. Parents may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent cannot participate in a conference.
2. A student who willingly assists or forces another student to commit a violation of these guidelines will be held equally accountable for the violation.
3. Attempted violations may require Actions. Administrators will determine the appropriate level of Action to take for an attempted violation.
4. Administrators may apply an action that is one level higher than that listed, but only after receiving written approval from the Superintendent.
5. Two Level 2 violations (“Telecommunication Device” and “Other Technology”) may be elevated to a Level 3 violation. One Level 3 violation (“Improper Use of Technology, Computer”) may be elevated to a Level 4 violation but cannot result in a long-term suspension.
7. When determining the appropriate level of action to take, administrators shall consider a student’s claim of self-defense, defense of others or defense of property.

8. Students will not receive any suspension for attendance violations.
9. Law Enforcement may be contacted in cases of vandalism where Pima Partnership is seeking restitution for damage to school property

SECTION G: VIOLATIONS

The Arizona Department of Education has identified the following violations:

1. AGGRESSION

Violation	Action Level
Provocation (verbal or nonverbal) Use of language or gestures that may incite another person or other people to fight.	1
Recklessness Unintentional, careless behavior that may pose a safety or health risk for yourself or for others.	1
Minor Aggressive Act Student engages in intentional, non-serious but inappropriate physical contact such as, but not limited to hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.	2
Other Aggression Includes other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, serious and inappropriate physical contact including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury	3
Disorderly Conduct Engaging in any one of the following acts where there is clear evidence the student intended to disturb, or knew that he or she disturbed, the peace or quiet of a school, neighborhood, family or person: 1. Engaging in violent or seriously disruptive behavior. 2. Using abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person. 3. Making any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession. 4. Refusing to obey a lawful order to disperse issued to maintain public safety. 5. Recording/distributing fights on any social media outlet.	4
Endangerment Students recklessly put themselves or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to rock throwing, skateboarding on campus, etc.	4
Fighting Mutual participation in any form of physical altercation or aggression.	4
Assault A person commits assault by: (1) Intentionally, knowingly or recklessly causing any physical injury to another person; or (2) Intentionally placing another person in reasonable apprehension of imminent physical injury; or (3) Knowingly touching another person with the intent to injure, insult or provoke such person. (see A.R.S. § 13-1203)	4
Aggravated Assault A person commits aggravated assault if the person: 1. Causes serious physical injury to another. 2. Uses a deadly weapon or dangerous instrument. 3. Commits the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part or a fracture of any body part. 4. Commits the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Commits assault and the person is in violation of an order of protection. 6. Commits the assault knowing or having reason to know that the victim is any of the following: law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, teacher or any school employee on school grounds, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds. (see A.R.S. § 13-1204)	5 Mandatory report to law enforcement

AGGRESSION - continued

Violation	Action Level
Dress Code Violation Student wears clothing that does not fit within the dress code guidelines stated by school or district policy.	1
Parking Lot Violation Student displays inappropriate behaviors involving a motor vehicle including, but not limited to, unsafe driving in the parking lot, parking in unauthorized areas, parking in fire lanes or disabled persons space/area, parking in two or more parking spaces with one vehicle, excessive audio or radio sound, blocking driveway or access, and/or littering	1
Other Violation of School Policies and Regulations Other violations of written school policy or regulation.	1
Language (verbal or nonverbal), Inappropriate Student delivers verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.	1
Language (verbal or nonverbal), Inappropriate continued, repetitive Student delivers verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way or direct profanity at staff member	3
Contraband Items stated in school policy as prohibited because they may disrupt the learning environment	2
Combustible Student is in possession of substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)	2
Disruption Student engages in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of-seat behavior.	2
Disruption-Repetitive/Sustained Student engages in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of-seat behavior.	3
Gambling To play games of chance for money or to bet a sum of money.	2
Defiance or Disrespect Towards Authority and Non-Compliance Student engages in repeated behavior including, but not limited to, refusal to follow directions, or, talking back, or swearing at a staff member or delivers socially rude interactions.	4
Negative Group Affiliation / Illegal Organization Anti-social organizations, secret societies, criminal street gangs, and other sets of individuals that are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	2

2. DRUG VIOLATIONS

Drug Violation Definitions

Drug Violation: Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.

Possession: knowing exercise of dominion or control over an item.

Use: the act of using or being under the influence.

Sale: to transfer or exchange an item to another person for anything of value or advantage, present or prospective.

Share: to allow another person to use or enjoy something that one possesses.

Violation	Action Level
Over the Counter Drugs, Inappropriate use of Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.	
Possession	2
Use	2
Sale	3
Share	3
Inhalants Inhalants include medications, anesthetics, or other compounds in vapor or aerosol form, taken by inhalation This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.	
Possession	4
Use	4
Sale	5
Share	5
Substance Represented as an Illicit Drug A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.	
Possession	4
Use	4
Sale	5
Share	5
Prescription Drugs, Inappropriate use of Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.	Mandatory report to law enforcement
Possession	4
Use	4
Sale	5
Share	5

Illicit Drug Illicit drugs include dangerous drugs, narcotic drugs, as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc.	Mandatory report to law enforcement
Possession	4
Use	4
Sale	5
Share	5
Alcohol/Marijuana Violation The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.	
Possession	4
Use	4
Sale	5
Share	4

Tobacco Violation The possession, use, distribution or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches and hookah sticks), at school-sponsored events and on school- sponsored transportation. (see A.R.S. §36-798.03).	
Possession	3
Use	3
Sale	5
Share	4
Possession of Drug Paraphernalia/Vape Pens Drug paraphernalia means all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter . (see A.R.S. § 13-3415)	
Possession	4
Use	4
Sale	5
Share	4

3. ARSON

Definitions Structure: a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage Occupied structure: any structure in which one or more persons is, or is likely to be present, or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not. Property: anything other than a structure that is owned and has value of any kind (e.g., a backpack, schoolbook, clothing, etc.). Damage: as used here, means a tangible or visible impairment to a surface. Reckless Burning: recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property. (see A.R.S. § 13- 1702).	
Violation	Action Level
Arson of a Structure or Property A person commits arson of a structure or property by knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. (see A.R.S. § 13-1703) NOTE: Burning one's own property is not arson, with the exception of burning one's own property with the knowledge that it will ignite another's property or a structure. Burning one's own property may, where appropriate, be considered reckless burning.	4
Arson of an Occupied Structure A person commits arson of an occupied structure by knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. (see A.R.S. § 13-1704)	5 Mandatory report to law enforcement and Fire Dept.
NOTE: Administrators may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under $100, at Level 3. Please see the definition of Reckless Burning above.	

4. ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted)

Violation	Action Level
Other Attendance Violations Examples: leaving school, without signing out in the main office; leaving school at lunch, without a pass; obtaining a pass to go to a certain place and not reporting there; becoming ill and going home or staying in the restroom, instead of reporting to the nurse's office; or coming to school, but not attending classes.	1
Tardy Arriving at school or class after the scheduled start time.	. 1
Leaving School Grounds without Permission Leaving school grounds or being in an "out-of-bounds" area during regular school hours without permission of the principal or principal designee. (For safety student who leave campus during school day may be searched before reentering campus.)	3
Unexcused Absence When a student is not in attendance for an entire day and does not have an acceptable excuse.	1
Truancy When a child between 6-16 years of age has an unexcused absence for at least one class period during the day.	1

5. DISHONESTY

Violation	Action Level
Cheating To intentionally share with another, or take from another, intellectual property for the purpose of deceit or fraud, or to take or steal intellectual property from another with or without their knowledge and present it as the student's own.	3
Forgery Falsely and fraudulently making or altering a document, including hall passes and parent signatures.	2
Lying To make an untrue statement with intent to deceive or to create a false or misleading impression.	2
Plagiarism To steal and pass off the ideas or words of another as one's own, including material obtained online.	3

6. HARASSMENT AND THREAT, INTIMIDATION

Violation	Action Level
Threat or Intimidation When a person indicates, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device. (see A.R.S. § 13-1202).	3
Bullying Bullying is the repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or sex or gender- based verbal put-downs, and extortion of money or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber- bullying (e.g., text messages, email, social networking-such as, but not limited to "Twitter"); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).	4
Hazing "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply: 1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution. ("Organization" means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school.). 2. The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. (see A.R.S. § 15-2301)	3

7. SCHOOL THREAT OR INTERFERENCE

Definitions

Threatening an educational institution (School Threat) means to interfere with or disrupt an educational institution by doing any of the following:

1. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution.
2. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution.
3. Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.
4. Refusing to obey a lawful order to leave the property of an educational institution.

NOTE: "interference with or disruption of" includes only those acts that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation or suspension is not required).

Violation	Action Level
Fire Alarm Misuse Intentionally ringing fire alarm when there is no fire.	4
Bomb Threat Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents.	5 Expulsion required by law
Other School Threat The incident cannot be coded in one of the above categories but did involve a school threat.	5 Expulsion required by law

8. SEXUAL OFFENSES

Violation	Action Level
Harassment, Sexual Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices), or physical conduct of a sexual nature.	4
Pornography Pornography is the sexually explicit and obscene depiction of persons, in words or images. Examples: viewing and/or sharing nude or sexually charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially nude images, or images that are sexual in nature ("i.e. sexting"), or drawing nude images, partially nude images, or images that are sexual in nature that have no redeeming educational value.	4

Violation	Action Level
Harassment, Sexual with contact Sexual harassment that includes physical contact.	4
Indecent Exposure or Public Sexual Indecency A violation of A.R.S. § 13-1402 Indecent exposure, § 13-1403 Public sexual indecency, or engaging in other sexual acts. Examples: public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another student's private parts, or engaging in intercourse, or oral sex.	4
Sexual Assault or Rape A violation of A.R.S. § 13-1406 Sexual Assault	5 Mandatory report to law enforcement
Sexual Abuse or Sexual contact with a minor, or Child Molestation A violation of A.R.S. § 13-1404 Sexual Abuse, A violation of A.R.S. § 13-1405 Sexual conduct with a minor, or A violation of A.R.S. § 13-1410 Child Molestation	5 Mandatory report to law enforcement

9. TECHNOLOGY, IMPROPER USE OF

Violation	Action Level
Telecommunication Device Students may possess and use cellular telephones and/or other electronic signaling devices subject to limitations of this and other policies of the Pima Partnership Schools under the following conditions and guidelines: (1) Cell phones and/or electronic devices are to be kept out of view in a student's locker, pocket, or a carrying bag; (2) Such devices shall not be turned on or used during instructional time, except as authorized by the teacher; (3) The principal shall establish additional guidelines appropriate to campus needs; (4) Students violating the policy may have the electronic device confiscated and be subject to disciplinary action. Any search of the contents of an electronic device shall be by an administrator in accordance with the Guidelines for Examples: use of telecommunication devices (cell phones, pagers, etc.) for non-instructional purpose	3
Other Technology Examples: Gaming systems, iPods, iPads, Tablets, tec.	2
Computer Examples: use of school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of an administrator, vandalism of computers or computer equipment.	3
Network Violation Examples: use of computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.	4

10. THEFT

Violation	Action Level
Petty Theft Thefts for cash, or property, valued under $100.	3
Theft – School Property or Non-School Property A person commits theft if, without lawful authority, the person knowingly: b. Controls property of another with the intent to deprive the other person of such property; or	

c. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or d. Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or e. Comes into control of lost, mislaid or misdelivered property of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person's own or another's use without reasonable efforts to notify the true owner; or f. Controls property of another knowing or having reason to know that the property was stolen; or g. Obtains services known to the defendant to be available only for compensation without paying or an agreement to pay the compensation or diverts another's services to the person's own or another's benefit without authority to do so. (see A.R.S. § 13-1802)	4
Burglary or Breaking and Entering Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard or a nonresidential structure or in a fenced commercial property with the intent to commit any theft or any felony therein. (see A.R.S. § 13-1506 - § 13-1507)	4
Extortion A person commits theft by extortion by knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: 1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument. 2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection. 3. Cause damage to property. 4. Engage in other conduct constituting an offense. 5. Accuse anyone of a crime or bring criminal charges against anyone. 6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt or ridicule or to impair the person's credit or business. 7. Take or withhold action as a public servant or cause a public servant to take or withhold action. 8. Cause anyone to part with any property. (see A.R.S. § 13-1804)	4
Robbery A person commits robbery if in the course of taking any property of another from his person or immediate presence and against his will; such person threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property. (see A.R.S. § 13-1902)	4
Armed Robbery A person commits armed robbery if, in the course of committing robbery (see definition above) such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon. (see A.R.S. § 13-1904)	5 Mandatory report to law enforcement
Burglary (First Degree) A person commits burglary in the first degree if such person or an accomplice enters or remains unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein (see A.R.S. § 13-1506 and 13-1507) and knowingly possesses explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony. (see A.R.S. § 13-1508)	5 Mandatory report to law enforcement

11. TRESPASSING; VANDALISM OR CRIMINAL DAMAGE

Violation	Action Level
Definitions Criminal damage: Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Administrators may consider acts of vandalism that result in damages exceeding $5,000 in value at a Level 4. Examples: Substantial destruction of copy machines, school vehicles, student vehicles, or certain technology, science, or computer equipment.	
Trespassing To enter or remain on a public-school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus or function.	4

Graffiti or Tagging Writing on walls; drawings or words that are painted or sprayed on walls and/ or other surfaces that can be easily removed with soap or cleaner	3
Vandalism of Personal property Willful destruction or defacement of personal property.	3
Vandalism of School Property Willful destruction or defacement of school property. Examples: Destroying school computer records, carving initials or words in desktop, spray painting on walls, or damaging vehicles.	3

12. WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)

Violation	Action Level
Dangerous Items and Weapons: Knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, Taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and other dangerous items (anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury). **Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury**	4
Examples of Other Weapons: Billy club, brass knuckles, knife with a blade length of more than 2.5 inches, nunchakus. **Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury**.	4
Simulated Firearm Possession of a simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm. If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.	4
Firearms Except as provided in subsection B, an un-emancipated person who is under eighteen years of age and who is unaccompanied by a parent, grandparent or guardian, or a certified hunter safety instructor or certified firearms safety instructor acting with the consent of the un-emancipated person's parent or guardian, shall not knowingly carry or possess on his person, within his immediate control, or in or on a means of transportation a firearm in any place that is open to the public or on any street or highway or on any private property except private property owned or leased by the minor or the minor's parent, grandparent or guardian. (see A.R.S §13-3111(A)) **"Firearm"** means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition. (see A.R.S. § 13-3101) **"Other Firearms"** –Firearms other than handguns, rifles or shotguns including:–any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas: Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may bereadily assembled. (see 18 U.S.C. 921) NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns)	5 Expulsion required by law Mandatory report to law enforcement

Appendix A.

FERPA

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the [Name of school ("School")] receives a request for access.

   Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the [School] to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational

interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any

audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))