

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 fluid and cursive.

Todd A. Jaeger, J.D.
Superintendent



Introduction to the Student Code of Conduct

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

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

This Code of Conduct includes the following elements:

- Prohibited behaviors are organized into categories to help students understand the related nature of certain behaviors and their relative impacts upon the learning environment.
- Behavioral rules and potential consequences for violations of the rules are combined together in tables to improve understanding and for ease of reference.

- Because technology has become increasingly important for students both within the school setting and in society at large, this Code incorporates rules on the use and consequences for misuse of technology, including computers and the Internet.

The District Values: Basic Expectations for Positive Student Conduct

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

1. DIVERSITY

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

2. CREATIVITY

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

3. CURIOSITY

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

4. DILIGENCE

- Attend school daily and be on time.
- When you have a job to do, do it until it is done.
- When you make a promise, keep it.

- When you are supposed to be somewhere at a certain time, be on time.
- Complete tasks on time.
- Make up all missed work, as permitted by your teacher.
- Keep commitments.
- Keep track of your schoolwork. Be responsible for doing classwork and homework. Always do your best.

5. ACHIEVEMENT

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

6. HONESTY:

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

7. CARING AND RESPONSIBILITY:

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

8. KINDNESS

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

9. FAIRNESS

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

10. RESPECTFULNESS:

- Ask yourself, "How do I want to be treated?" Then, treat others the way you want to be treated.
- Show respect for yourself and others through your actions and what you say.

- Respectful words and actions help when you are part of a group or team.
- You show respect for yourself and others by never using bad language and hand signals at school.
- You show respect when you get over conflicts without getting physical. Ask a grownup for help if you need it.
- You show respect when you take turns and allow others to do their work.
- You show respect when you follow the rules at sports and when you help others, rather than putting them down when they make a mistake.
- You show respect when you follow school dress rules.

11. SERVICE TO THE COMMUNITY:

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

Shared Responsibilities for Student Behavior

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

Students' Responsibilities

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

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

Parents' and Guardians' Responsibilities

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

1. Become familiar with the conduct standards and discuss them with their children;

2. Support and reinforce behavior expectations and disciplinary policies of the school by assuming the primary responsibility for the discipline of their children;
3. Cooperate with and support teachers and staff;
4. Maintain regular communication with teachers regarding their children's schoolwork and behavior;
5. Ensure that children attend school every day, unless ill, and that they arrive on time;
6. Teach their children to seek positive resolution to problems and to handle confrontation non-violently; and
7. Provide their children with a nurturing and healthy environment.

School Staff Responsibilities

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

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

Community and Family Service Organizations' Responsibilities

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

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

Understanding the Code of Conduct – Q & A

Why does the District have a Student Code of Conduct?

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

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

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

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

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

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

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

How does one interpret the Code of Conduct?

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

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

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

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

What does the Code mean by “possession?”

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

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

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

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

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

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

Where and when does the Code of Conduct apply?

This Code applies to students:

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

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

What specific behaviors does this Code of Conduct prohibit?

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

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

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

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

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

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

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

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

School Level Disciplinary Actions:

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

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

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

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

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

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

District-Level Disciplinary Actions:

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

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

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

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

Are educational services provided to suspended and expelled students?

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

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

Are there special considerations for athletes and extracurricular participants?

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

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

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

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

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

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

Conduct Rules and Consequences

School-Level Actions

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

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

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

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
Aggression and Hostility		
1A. Provocation Use of any form of communication (verbal or written) or gestures, including exhibiting gang signs, that may cause others to fight or engage in other hostilities; challenging someone to fight.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
1B. Minor Aggressive Act Inappropriate physical contact (non-sexual) which does not cause serious injury.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension

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

1C. Fighting Mutual participation by two or more students in an incident involving physical violence, where there is no major injury.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
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A verbal confrontation alone does not constitute **FIGHTING**. Students should avoid fighting at all times. If provoked, the first response should be to walk away.

“Mutual participation” for **FIGHTING** may exist if physical violence continues longer than reasonably necessary.

Self-defense is NOT a defense if excessive force is used to defend.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
<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, insult or provoke that person.</p> <p align="center">Must be Reported to Law Enforcement</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension</p>	<p>School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion</p>
<p>1E. 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>	<p>School Level Actions Long-term Suspension (Mandatory)</p>	<p>School Level Actions Long-term Suspension (Mandatory) Expulsion</p>

<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>2A. Alcohol Use or Possession</p> <p>Using or being under the influence of alcohol; possession of an alcohol beverage.</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>2B. Alcohol Distribution</p> <p>Providing or selling an alcohol beverage to another.</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>

ALCOHOL includes substances represented to be alcohol or believed to be alcohol, regardless of whether they are actually alcohol.

Special 24/7 Rule for Interscholastic competitors and athletes

Interscholastic participants, who use, possess, or distribute tobacco, drugs or alcohol at any time during their season of competition will be removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

<u>Prohibited Behavior</u> Alcohol, Tobacco, Medications and Other Drugs	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
2C. Drug Use or Possession Use or possession of any drug or narcotic substance; Being under the influence of any drug at school or at any school-related event. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
2D. Drug Paraphernalia Possession Possession of any paraphernalia.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
2E. Drug or Paraphernalia Distribution Making, distributing, selling, buying, or giving any drug, narcotic substance or paraphernalia to another person; Transferring or participating in the transfer of drugs or paraphernalia between two or more students; Providing prescription or over-the-counter medication to another student. 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)

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> Alcohol, Tobacco, Medications and Other Drugs	<u>Consequences</u> 1 st Incident 2 nd (or more) Incident	
2F. Tobacco Possession Possession of tobacco and related products.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
2G. Tobacco Use, possession, or distribution of tobacco and related products other than liquid nicotine*. <i>* Liquid nicotine is addressed under Rule 2I as Vaping.</i>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
2H. Medication Violation Use or possession of prescription, over-the-counter or herbal medications at school without prior written permission of the principal.* <i>*Over-the-counter cough drops and sunscreen are permissible to bring to school, without written permission from the Principal, for self-administration at school, but may not be shared.</i>	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
2I. Vaping Use, possession, or distribution of an inhalant product from a vapor-releasing device. <i>Inhalant</i> includes liquid nicotine or other liquid substances for inhaling in a vapor form through an electronic cigarette or similar device.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion

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> Arson and Combustibles	<u>Consequences</u> 1 st Incident 2 nd (or more) Incident	
3A. Arson 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)
3B. Combustibles Possession or use of something capable of causing bodily harm or property damage if ignited; Possession or use of a smoke bomb or something similar that is capable of causing others to believe a fire is occurring.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory in situations of serious risk of harm to persons or property)

When a student uses a combustible to cause a fire, he/she has committed **ARSON**.

COMBUSTIBLES include, but are not limited to:

- Matches
- Lighters
- Flammable substances
- Firecrackers, Fireworks
- Poppers
- Smoke/Stink bombs
- Flash paper
- Sparklers
- Caps
- Ammunition (live or blank)

<u>Prohibited Behavior</u> Attendance Violations	<u>Consequences</u> 1 st Incident 2 nd (or more) Incident	
4A. Tardy Arriving at school or to class after the scheduled start time.	School Level Actions	School Level Actions Short-term Suspension
4B. Excessive Tardies Arriving at school or to class after the scheduled start time five percent (5%) or more of the time.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion*
4C. Off Campus/Unauthorized Area Violation Leaving school grounds or being in an “off limits” area during regular school hours without permission of the Principal.	School Level Actions	School Level Actions Short-term Suspension
4D. Unexcused Absence Failing to attend school without parent or legal guardian permission.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension* Long-term Suspension*
4E. Excessive Absences / Truancy Failing to attend school, unless excused, for more than ten percent (10%) of the number of required attendance days.	School Level Actions	School Level Actions Short-term Suspension* Long-term Suspension* Expulsion*
4F. Leaving Class Without Permission Leaving class without teacher permission.	School Level Actions	School Level Actions Short-term Suspension* Long-term Suspension* Expulsion*

* After interventions have occurred and/or when combined with other offenses

<u>Prohibited Behavior</u> Harassment, Threats, Bullying, and Intimidation	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
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, 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> Academic Dishonesty	<u>Consequences</u> 1 st Incident 2 nd (or more) Incident	
6A. Cheating Claiming someone else's information or schoolwork for your own; Recording and/or transferring information about tests or quizzes to another person.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
6B. Forgery Falsely and fraudulently making or altering a document; Modifying a school-related document by any means without written permission.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
6C. Lying Making an untrue statement with intent to deceive; creating a false or misleading impression.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
6D. Plagiarism Stealing and passing off the ideas or words of another as one's own including the use of AI or similar software.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Long-term Suspension Expulsion

<u>Prohibited Behavior</u> Disruptions to the Academic Process	<u>Consequences</u> 1 st Incident 2 nd (or more) Incident	
7A. Disruption Engaging in behavior which causes an interruption in a class, activity, or school business; Any behavior that requires the involvement of law enforcement personnel.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension Long-term Suspension
7B. Dress Code Violation Wearing clothing or accessories which do not comply with the dress code guidelines stated by school or District policy.	School Level Actions	School Level Actions Short-term Suspension Long-term Suspension
7C. Insubordination Refusal to follow directions of school personnel; Delivering socially rude comments or conduct toward school personnel.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension Expulsion
7D. Inappropriate Language or Gestures Verbal swearing, name-calling, making racial, ethnic, religious or gender slurs, exhibiting gang signs, or the use of words in an offensive or demeaning manner; Making gestures toward others intended to offend or annoy the other person; Making gestures that communicate a hostile or sexual message.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension Long-term Suspension

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

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

<u>Prohibited Behavior</u> 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> Sexual Behaviors	<u>Consequences</u> 1 st Incident 2 nd (or more) Incident	
9A. Sexually Inappropriate Materials* Possession of materials containing sexually explicit depictions.	School Level Actions Short-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension
9B. Inappropriate Physical Contact* An isolated incident of unwelcome contact of a sexual nature.	School Level Actions Short-term Suspension Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
9C. Sexual Harassment* Unwelcome conduct or comment of a sexual nature toward another person associated with their gender/sex, sexual orientation, gender identity, or gender expression which is: <ul style="list-style-type: none"> • Severe; AND • Pervasive; AND • Objectively offensive so it interferes with another person's full participation in the educational process or any school program or activity. Sexual Assault, Dating Abuse/Violence and Domestic Abuse/Violence are considered Sexual Harassment. Comments and contact toward anyone due to their sexual orientation, gender identity, or gender expression may be considered Sexual Harassment.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion
9D. Sexual Harassment* With Bodily Contact Sexual Harassment (defined above) that includes unwanted physical contact of sexual or non-sexual body parts. Any bodily contact linked to dating abuse/violence or domestic abuse/violence.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

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

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

SEXUAL ORIENTATION means romantic attraction to a certain gender.

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

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

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

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

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

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

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

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

<u>Prohibited Behavior</u>	<u>Consequences</u>	
Theft	1 st Incident	2 nd (or more) Incident
11A. Theft of School Property Taking District money or property with the intent to deprive the District of the money or property.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
11B. Theft of Non-School Property Taking money or property belonging to someone other than the District with the intent to deprive the victim of the money or property.	School Level Actions Short-term Suspension Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion
11C. Extortion Obtaining or trying to obtain someone else's property by threatening to do any of the following: <ul style="list-style-type: none"> • Causing physical injury to someone; • Causing damage to property; • Accusing someone of a crime; or • Exposing a secret which may subject someone to contempt, hatred, or embarrassment. 	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
11D. Robbery Using force to take money or property belonging to someone else with the intent to deprive the victim of the money or property.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)

<u>Prohibited Behavior</u> Theft	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
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> Trespassing and Loitering	<u>Consequences</u>	
	1 st Incident	2 nd (or more) Incident
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> Vandalism and Damage	<u>Consequences</u> 1 st Incident 2 nd (or more) Incident	
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> Weapons and Dangerous Items	<u>Consequences</u> 1 st Incident 2 nd (or more) Incident	
14A. Weapon (Other Than Firearm) Possession, transfer, concealment, sale or use of any item that may be used for attack or defense that is capable of causing death or serious injury; Use of a dangerous item to threaten, intimidate, attack or harm another. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
14B. Firearm Possession, transfer, concealment, sale or use of any weapon that is designed to expel a projectile by the action of an explosive or which may readily be converted to expel a projectile by the action of an explosive. Must be Reported to Law Enforcement	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion (Mandatory)
14C. Dangerous Item Possession, transfer, concealment, sale or use of anything that is readily capable of causing death or serious physical injury.	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension Expulsion	School Level Actions Short-term Suspension (Mandatory) Long-term Suspension (Mandatory) Expulsion

A **WEAPON (NON-FIREARM)** includes, but is not limited to:

- Knives with locking blades and/or blades 2.5 inches or longer;
- Brass knuckles;
- Explosive or destructive device intended for use as weapon;
- Any dangerous or hazardous object or substance intended for use as weapon;
- Nunchakus; and
- Poisonous gas.

A **FIREARM** includes, but is not limited to: handgun, pistol, revolver, rifle, shotgun, starter pistol.

A **DANGEROUS ITEM** includes, but is not limited to:

- B.B. or pellet guns,
- simulated firearms,
- knives with blade length of less than 2.5 inches,
- laser pointers,
- letter openers,
- mace/pepper spray,
- paintball guns,
- razor blades,
- box cutters,
- simulated knives,
- tasers or stun guns,
- tear gas, or
- unauthorized use of a drone/UAS/unmanned aerial systems.

Special Disciplinary Rules

Weapons and Drugs

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

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

Special Rule for Athletic and Activity Participants

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

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

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

Threatening an Educational Institution

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

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

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

Behaviors that Must be Reported to Law Enforcement

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

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

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

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

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

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

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

District Policies of Importance Regarding Student Behavior

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

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

Amphitheater Information System Electronic User Requirements

All District students are required to abide by the following:

Acceptable Uses

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

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

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

Unacceptable Uses

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

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

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

It is illegal for Students to do the following:

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

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

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

Students must be mindful of the following security matters:

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

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

Inappropriate Access to Material

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

Student Information and Rights

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adopted:

Legal Authority: [A.R.S. § 15-341](#)**5-212.A Procedure - Student Clubs and Activities - Student Groups**

A. Definitions

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

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

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

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

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

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

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

B. Student Organizations

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

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

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

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

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

organizations by complying with the criteria for school clubs and organizations listed in Regulation JJA-R and receiving approval by the school principal.

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

C. Curricular and Extracurricular Student Groups

All curricular student groups must:

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

All extracurricular student groups must:

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

D. Noncurricular Student Groups

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

All noncurricular student groups must:

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

E. Faculty Advisor

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

Faculty advisors should:

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

F. Religious Noncurricular Student Groups

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

Faculty advisors for religious noncurricular student groups may not:

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

G. Participation of Outside Groups

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

H. Access to School Facilities

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

I. Prohibited Activities

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

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

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

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

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

J. Duties of the Principal

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

The principal of each school shall maintain a list of all active student groups that includes the name of the group, the name of the faculty sponsor or faculty advisor, and a general description of the purpose and nature of the student group. The list shall include the classification of each group as curricular, extracurricular, and noncurricular. In the case of extracurricular student groups, the list shall include the credit-earning courses that directly relate to the extracurricular student group.

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

K. Nondiscrimination

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

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

© 5-408 Hazing Prevention

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

A person commits hazing by:

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

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

Arizona law specifically prohibits the following:

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

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

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

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

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

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

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

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

Adopted:

Legal Authority:

[A.R.S. § 13-1215](#)

[A.R.S. § 13-1216](#)

[A.R.S. § 15-2301](#)

NOTICE

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

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

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

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

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

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

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

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

Charge levels:

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

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

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

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

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

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

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

1. The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which will include a suspension or loss of bus riding privileges.
2. Generally, the first fourth (4th) level violation will carry a suspension of up to five (5) days. Additional fourth (4th) level violations will carry a penalty of, at least, five (5) days and may result in a loss of riding privileges for the remainder of the school year. However, a first fourth (4th) level offense may be of significant seriousness that the driver can recommend a longer or permanent suspension of riding privileges.
3. 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 refuses to stay at the scene, and leaves the area, the driver must report this immediately to the transportation office and must continue to stay at the scene until instructed differently by the transportation office.
- B. s to stay at the scene, and leaves the area, the driver must report this immediately to the transportation office and must continue to stay at the scene until instructed differently by the transportation office.
- C. area, the driver must report this immediately to the transportation office and must continue to stay at the scene until instructed differently by the transportation office.
- D. *Elementary school students.* At no time and under no circumstances shall an elementary school student be put off the bus by a driver. If an uncontrollable situation should arise with a student or students in these grades, the driver must contact the transportation office immediately for instructions. If there is any behavioral situation on a bus that would immediately jeopardize the safety of the driver and/or the passengers on the bus, the driver should stop the bus and remain stopped while awaiting instructions.
- E. tions.

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

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

© 5-302 Student Attire

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

A. Prohibited Attire

Attire may be prohibited when it:

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

B. Religious Attire

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

Student and Parent/Legal Guardian Complaints

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

C. Tribal Attire at Graduation Ceremony

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

Adopted:

Legal Authority:

[A.R.S. § 15-110](#)

[A.R.S. § 15-341](#)

[A.R.S. § 15-712](#)

[A.R.S. § 13-105](#)

[A.R.S. § 15-348](#)

1-204 Student Complaints

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

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

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

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

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

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

r shall immediately inform an administrator of the complaint or grievance.

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

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

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

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

ited and constitute grounds for a separate complaint.

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

Disposition of all complaints/grievances shall be reported to the Superintendent and the compliance officer for discrimination if other than the Superintendent. The Superintendent will determine if the policies of the District

have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

than the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

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

priate school official has investigated and determined there was an actual occurrence of the alleged incident.

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

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

Adopted: August 13, 2024

Legal Authority:

A.R.S. § 15-341

1-200 Board Commitment to Non-Discrimination

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

Adopted: August 13, 2024

Legal Authority:

A.R.S. § 23-341

A.R.S. § 41-1463

Arizona Constitution, Ordinance Art. XX, Par. Seventh

20 U.S.C. § 1400 et seq.

20 U.S.C. § 1681

20 U.S.C. § 1703

29 U.S.C. § 794

42 U.S.C. § 2000

42 U.S.C. § 12101 et seq.

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

Non-discrimination Policy

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

Definitions

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

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

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

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

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

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

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

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

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

Title IX Coordinator

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

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

Notices

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

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

Supportive Measures

The District will provide supportive measures as appropriate and available.

District's Response to Sexual Harassment

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

Adopted: March 25, 2025

Legal Authority:

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

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

A. General Procedures

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

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

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

B. Supportive Measures

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

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

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

C. Emergency Removal of Respondent (Student)

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

D. Removal of Respondent (Employee)

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

E. Length of Grievance Process

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

F. Complaint and Notice

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

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

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

G. Duty to Report

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

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

H. Informal Resolution

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

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

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

Efforts to resolve the formal complaint via informal resolution should not typically extend longer than ten (10) school days unless for good cause (such as unavailability of the parties, state-wide testing, etc.). If the informal

resolution process takes more than ten (10) school days, the Title IX coordinator may send a notice of temporary delay for good cause if it appears that the District will not be able to meet its deadline to complete the Title IX grievance process.

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

I. Procedures for Informal Resolution

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

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

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

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

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

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

J. Resolution Agreement

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

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

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

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

K. Confidentiality of the Informal Resolution Process

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

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

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

L. Dismissal of Title IX Complaint

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

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

M. Consolidation of Complaints

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

N. Investigation

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

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

Both the complainant and the respondent will have a reasonable opportunity to present witnesses and other evidence to the investigator. The investigator will meet with each party and give them at least twenty-four (24) hours' advance written notice of the date, time, location, and purpose of any interview that will be conducted. The District will not restrict the ability of either party to discuss the allegations and gather evidence related to the allegations of the formal complaint.

The investigator will interview the complainant, the respondent, any witnesses identified by either party, and relevant records. In no event will a party be subjected to any disciplinary sanctions or consequences for refusing or failing to participate in the Title IX grievance process.

Before the investigator prepares the final investigation report, the complainant, the respondent, and their advisors (if any) will be provided with an equal opportunity to access relevant and permissible evidence. If appropriate, that evidence will be provided to the parties in an electronic format and in a manner that does not permit copying or downloading of the evidence. Parties and their advisors will be required to sign a non-disclosure agreement prior to receiving copies of this evidence in an electronic format or printed copy. The evidence provided may include evidence that the investigator does not intend to rely upon and any exculpatory or inculpatory evidence from any source. Within ten (10) calendar days of the date on which the parties were provided with access to the evidence or otherwise notified by the investigator that they could make an arrangement to view the evidence, the parties may prepare and submit to the investigator a written response to the evidence, which the investigator will consider in preparing the written investigation report. In cases in which there is more voluminous evidence that will require more time for the parties to process, the investigator may extend the ten (10) calendar days and provide notice of the extended date to the parties. Following the expiration of the date on which the parties may provide responses to the evidence, the investigator will promptly prepare a written investigation report that fairly summarizes the relevant and permissible evidence discovered during the investigation and provide that to the parties.

O. Written Determination

The written investigation report and any responses submitted by the complainant and/or respondent will be provided to the decision maker, who will make the determination as to whether sex discrimination occurred based on the preponderance of the evidence standard.

Upon receipt of the evidence, the decision maker will invite each party to propose questions that the party would like to have asked by the investigator or the decision maker. The decision maker must determine whether a proposed question is relevant and permissible. If a party submits a question that is unclear or harassing, the decision maker will give the party an opportunity to clarify or revise that question, and if the party sufficiently clarifies or revises a question, it will be asked. If written questions are submitted, the decision maker will promptly provide the questions to the appropriate individual so the individual can provide answers to the questions. Answers to the questions must be provided to the decision maker within ten (10) calendar days of the date on which they are provided. The decision maker will promptly provide each party with the answers to the questions and allow for additional, limited follow-up questions in writing from both the complainant and respondent within three (3) calendar days. If written follow-up questions are submitted to the decision maker, the decision maker will promptly obtain the answers and provide both parties with the responses to the additional questions. Any questions regarding a complainant's prior sexual behavior or sexual predisposition will be deemed irrelevant unless they are offered to provide evidence that someone other than the respondent committed the alleged misconduct or are offered to prove consent.

No sooner than ten (10) calendar days after receiving the investigation report, the decision maker will issue a written determination of responsibility that includes:

- a statement of the allegations;
- a description of the procedural steps taken from receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- the findings of fact supporting the determination;
- conclusions regarding the application of the District's code of conduct to the facts;
- a statement of and rationale for the result as to each allegation, including a determination of whether sex discrimination occurred, and if so, any disciplinary sanctions the District imposes on the respondent; and
- a description of the right to an appeal, how to request an appeal, and the permitted bases for an appeal.

The deadline for the decision maker to issue the determination may be extended for good cause at the decision maker's sole discretion. The complainant and the respondent will be notified concurrently of the determination.

Students found to have violated Title IX will be referred for disciplinary action consistent with the determination. Employees found to have violated Title IX will be subject to employment actions, including discipline or termination of employment consistent with the determination. The Title IX coordinator shall also coordinate the provision and implementation of remedies to the complainant and other persons identified as having had equal access to the District's education program limited or denied by sex discrimination.

P. Appeals

Either the complainant or the respondent may appeal from the written determination of responsibility regarding a formal complaint or the dismissal of a formal complaint (or any allegations therein). The appealing party must submit a written notice of appeal that includes the bases of the appeal to the Title IX coordinator within ten (10) calendar days of the date of the determination or the dismissal of the complaint. No hearing will be held for an appeal.

Written notice of the appeal will be provided to both parties by the District. Either party may file a written response in support of or challenging the determination or dismissal and the bases for the appeal within five (5) calendar days of the date on which written notice of the appeal was provided to all parties.

An appeal may be filed on the following bases only:

- a procedural irregularity that affected the outcome of the matter;
- newly discovered evidence that could affect the outcome of the matter and that was not available at the time the determination was made; and/or
- the Title IX coordinator, the investigator, the decision maker, or the decision maker on appeal having had a conflict of interest or bias that affected the outcome of the matter.

The parties will simultaneously be provided with a written decision regarding the appeal, which will describe the result of the appeal and the rationale for the decision.

Q. Confidentiality and Retention of Investigation Information

Except as necessary to complete a thorough and effective investigation and grievance process under Policy 1-203 and as required by law or District policy, the identity of complainants, respondents, and witnesses; information related to investigations; evidence gathered; and records created during investigations will be maintained in strict confidence.

In implementing Policy 1-203, the District will comply with state and federal laws regarding the confidentiality of student and employee records, including but not limited to the Family Educational Rights and Privacy Act. Information and records regarding any disciplinary sanctions imposed on an employee or student will be maintained and disclosed in the same manner as any other disciplinary record, provided that no disciplinary record shall indicate that discipline was determined through the Title IX process.

R. Records

The Title IX coordinator will retain investigation files for a time period of not less than seven (7) years. The records maintained by the District will document the District's response to allegations of sex discrimination and the measures that were taken to restore or preserve equal access to the District's educational program or activity. If the District did not offer supportive measures in response to a report made under Policy 1-203, the District's records will document why no supportive measures were offered.

S. Training

The District will provide regular training to employees on identifying and reporting acts that may constitute discrimination, harassment, or retaliation under Title IX. The Title IX coordinator, investigators, decision makers,

decision makers on appeal, and any District employees who are designated to facilitate informal resolution processes will receive additional training on Policy 1-203 and implementation of the grievance process at least as often as required by federal regulations implementing Title IX.

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PARENT AND STUDENT INFORMATION