

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

## **Community and Family Service Organizations' Responsibilities**

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

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

# Understanding the Code of Conduct - Q & A

## **Why does the District have a Student Code of Conduct?**

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

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

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

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

The principal and faculty of each school may have established school-specific rules for student behavior and conduct. These 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 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:

1. Aggression and Hostility
2. Alcohol, Tobacco, Medications, and Other Drugs
3. Arson and Combustibles
4. Attendance Violations
5. Harassment, Threats, Bullying, and Intimidation
6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)
7. Disruptions to the Academic Process
8. Threatening the School Environment
9. Sexual Behaviors
10. Technology Abuses
11. Theft
12. Trespassing
13. Vandalism and Damage
14. Weapons and Dangerous Items

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

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

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

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

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

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

## **School Level Disciplinary Actions:**

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

- **Activity Restriction** – Restricting a student from participating in or attending school activities such as dances, performances, athletic contests, team practices, club meetings, events, parties, etc.
- **Bus Probation** – Establishing conditions with which the student must comply in order to continue riding the school bus.
- **Bus Suspension** – Denying the student the privilege of riding a school bus for violations of the Student Code of Conduct, even if the student is not denied the right to attend school.
- **Conference** – Meeting or contacting two or more of the following: the student, parent, counselor, principal, and other District staff members.
- **Detention** – Requiring that a student report to a specified location at certain times during school and before or after school, including "Saturday school."
- **In-Class/School Discipline** – Imposing consequences, which do not require suspension from school, such as loss of privileges, additional work assignments, temporary removal from class, and/or other classroom or school-based consequences.
- **In-School Suspension** – Assigning a student to attend a location in the school that is in an area removed from the regular education setting.
- **Probationary Contract** – Executing a written document setting out academic and/or behavioral stipulations for the student. Violation of the contract will result in additional, usually more severe, disciplinary action.
- **Reprimand** – Reprimanding the student, verbally or in writing, by a principal or other staff member.
- **Removal From Class** – Excluding the student from a classroom. The teacher is responsible for maintaining an appropriate learning environment in the classroom. Arizona law, therefore, permits a teacher to temporarily exclude a student from the teacher's class for serious disruption of the educational process within the teacher's classroom or for exhibiting persistent disobedient behavior. The teacher may also refuse to readmit the student to the classroom under certain circumstances. In the event of such a removal from class, the student will report to a location at school determined by the school principal. School-based procedures which determine whether the student may return to the class are then implemented.
- **Requests for District-Level Disciplinary Actions** (listed below).
- **Revocation of Automobile Privileges** – Revoking automobile privileges.
- **Revocation of Off-Campus Privileges** – Revoking off-campus privileges.
- **Short-Term Suspension** – Suspending a student from school for up to nine (9) school days. During the term of a short-term suspension, the student must remain away from all

District schools and activities. If it is necessary for a student to come to a school during a short-term suspension, the student must make prior arrangements with the principal to do so. A short-term suspension imposed by the principal's designee may be appealed to the principal. A short-term suspension, which was imposed or approved by the actual school principal, is not subject to appeal.

- **Student Schedule or Curriculum Adjustment** – Changing the student's class schedule, teacher, courses, instruction, or access to components of curriculum.
- **Time Out** – Removing a student from instruction in the classroom or from other school activities for a period not to exceed three hours. During time out, the student is reassigned to a supervised area such as the principal's office, alternative or in-school suspension programs, or responsibility rooms.
- **Work Assignments/Community Service** – Providing the student, at the District's discretion, an opportunity to perform supervised activities related to the assistance of District personnel, or to the upkeep and maintenance of school facilities or other public properties, instead of serving or while serving a suspension or expulsion. The student and parent(s) may also request this alternative, however the final decision rests with the principal. Supervision by parents may be required for this alternative.

### **District-Level Disciplinary Actions:**

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

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

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

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

## **Are educational services provided to suspended and expelled students?**

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

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

## **Are there special considerations for athletes and extracurricular participants?**

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

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

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

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

The rules and procedures outlined in this Student Code of Conduct apply to all District students. The age, maturity and developmental factors of students may be considered in determining the type of

disciplinary action to be taken in the event of violations. Generally speaking, the older and more mature a student is and/or the more serious the infraction, the more personal responsibility the student will carry for his or her actions.

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

## Conduct Rules and Consequences

### School-Level Actions

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

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

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

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Aggression and Hostility</b>		
<b>1A. Provocation</b>  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 <del>and:</del>  Short-term Suspension	School Level Actions, <del>and:</del>  Short-term Suspension Long-term Suspension
<b>1B. Minor Aggressive Act</b>  Inappropriate physical contact (non-sexual) which does not cause serious injury.	School Level Actions, <del>and:</del>  Short-term Suspension	School Level Actions, <del>and:</del>  Short-term Suspension Long-term Suspension

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

<b>1C. Fighting</b>  Mutual participation by two of more students in an incident involving physical violence, where there is no major injury.	School Level Actions, <del>and:</del>  Short-term Suspension Long-term Suspension	School Level Actions, <del>and:</del>  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 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Aggression and Hostility</b>		
<b>1D. Assault</b>  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.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>1E. Aggravated Assault</b>  Committing assault which: <ul style="list-style-type: none"> <li>• Causes serious physical injury to another; or</li> <li>• Involves a deadly weapon or dangerous instrument; or</li> <li>• Is inflicted upon someone 15 years or younger by someone 18 years old or older; or</li> <li>• Is an assault of a police officer; or</li> <li>• Is an assault of a school employee.</li> </ul>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Alcohol, Tobacco, Medications and Other Drugs</b>		
<b>2A. Alcohol Use or Possession</b>  Using or being under the influence of alcohol; possession of an alcohol beverage.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>2B. Alcohol Distribution</b>  Providing or selling an alcohol beverage to another.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>

**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>  <b>Alcohol, Tobacco, Medications and Other Drugs</b>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>2C. Drug Use or Possession</b>  Use or possession of any drug or narcotic substance;  Being under the influence of any drug at school or at any school-related event.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions <del>, and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>2D. Drug Paraphernalia Possession</b>  Possession of any paraphernalia.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion
<b>2E. Drug or Paraphernalia Distribution</b>  Making, distributing, selling, buying, or giving any drug, narcotic substance or paraphernalia to another person;  Transporting or holding drugs or paraphernalia for another;  Providing prescription or over-the-counter medication to another student.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>

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.

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**.

**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,” 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>  <b>Alcohol, Tobacco, Medications and Other Drugs</b>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>2F. Tobacco Possession</b>  Possession of tobacco and related products.	School Level Actions; <del>and:</del>  Short-term Suspension	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion
<b>2G. Tobacco</b>  Use, distribution or sale of tobacco and related products other than liquid nicotine*.  <i>* Liquid nicotine is addressed under Rule 2I as Vaping.</i>	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>2H. Medication Violation</b>  Use or possession of prescription, over-the-counter or herbal medications at school without prior written permission of the principal.*	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>2I. Vaping</b>  Use or possession 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; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> 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>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Arson and Combustibles</b>		
<b>3A. Arson</b>  Damaging a structure or property by knowingly causing a fire or explosion.	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>
<b>3B. Combustibles</b>  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 <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions; <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory in situations of serious risk of harm to persons or property)</b>

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

**COMBUSTIBLES** include, but are not limited to:

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

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Attendance Violations</b>		
<b>4A. Tardy</b> Arriving at school or to class after the scheduled start time.	School Level Actions	School Level Actions; <del>and:</del>  Short-term Suspension
<b>4B. Excessive Tardies</b> Arriving at school or to class after the scheduled start time five percent (5%) or more of the time.	School Level Actions; <del>and:</del>  Short-term Suspension	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension Expulsion*
<b>4C. <del>Off</del> Off Campus/<u>Unauthorized Area Violation</u></b> 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; <del>and:</del>  Short-term Suspension
<b>4D. Unexcused Absence</b> Failing to attend school without parent or legal guardian permission.	School Level Actions; <del>and:</del>  Short-term Suspension	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension*
<b>4E. Excessive Absences / Truancy</b> 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; <del>and:</del>  Short-term Suspension Long-term Suspension* Expulsion
<b>4F. Leaving Class Without Permission</b> Leaving class without teacher permission.	School Level Actions	School Level Actions; <del>and:</del>  Short-term Suspension Long-term Suspension* Expulsion*

\* when combined with other offenses

<u>Prohibited Behavior</u>  <b>Harassment, Threats, Bullying, and Intimidation</b>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>5A. Nonsexual Harassment</b>  Any form of communication or conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, or harassed. <u>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.</u>	School Level Actions, <del>and:</del>  Short-term Suspension <u>(Mandatory)</u> Long-term Suspension  Expulsion	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion
<b>5B. Bullying and Cyberbullying</b>  Acting toward someone in an unwelcome and unprovoked manner, repeated over time, which exerts power over that person on or off District property;  <del>Bullying (defined below) related to gender, race, ethnicity, socio-economic class, sexual orientation or identity (real or perceived), disability or other aspects of human differences.</del>  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, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>5C. Threats and Intimidation</b>  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, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension  Expulsion	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>5D. Hazing</b>  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, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> 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 ~~it is a form of discrimination.~~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 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 District school and whose membership consists primarily of students.

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

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

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

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

<u>Prohibited Behavior</u>  <b>Disruptions to the Academic Process (cont.)</b>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>7E. Parking Violation</b>  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
<b>7F. Gambling</b>  Playing games of chance for money or property.	School Level Actions <del>7</del> <del>and:</del>  Short-term Suspension	School Level Actions <del>7</del> <del>and:</del>  Short-term Suspension Long-term Suspension
<b>7G. Pranks</b>  Any act of mischief that disrupts or distracts from a class, school activity or school event.	School Level Actions	School Level Actions <del>7</del> <del>and:</del>  Short-term Suspension Long-term Suspension
<b>7H. Probation Violation</b>  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 <del>7</del> <del>and:</del>  Short-term Suspension	School Level Actions <del>7</del> <del>and:</del>  Short-term Suspension Long-term Suspension Expulsion
<b>7I. Safety Violation</b>  Acting in a manner that endangers the well-being of yourself or other person(s).	School Level Actions <del>7</del> <del>and:</del>  Short-term Suspension	School Level Actions <del>7</del> <del>and:</del>  Short-term Suspension Long-term Suspension Expulsion
<b>7J. Gang-related Clothing or Accessories</b>  Wearing or displaying clothing items, images or accessories that represent gang affiliation or membership.	School Level Actions <del>7</del> <del>and:</del>  Short-term Suspension <b>(Mandatory)</b>	School Level Actions <del>7</del> <del>and:</del>  Short-term Suspension <u><b>(Mandatory)</b></u> Long-term Suspension <u><b>(Mandatory)</b></u>

<u>Prohibited Behavior</u>  <b>Threatening the School Environment</b>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>8A. Bomb Threat</b>  Threatening to cause harm to property or person using a bomb, dynamite, explosive, or arson-causing device.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>
<b>8B. Chemical or Biological Threat</b>  Threatening to cause harm using dangerous chemicals or biological agents.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>
<b>8C. False Fire Alarm</b>  Intentionally ringing a fire alarm when there is no fire;  Falsely reporting a fire.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>
<b>8D. Other Threat to School</b>  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.	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions, <del>and:</del>  Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>

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

	Expulsion <i>(Mandatory)</i>	<i>(Mandatory)</i>
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**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 male, female or alternative 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.

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

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

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

**PERSONAL INFORMATION** includes names, pictures, addresses, telephone numbers, school address, etc.

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

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

- a student logging in through another person's account or accessing their files without their written permission;
- drug or alcohol purchase, distribution, or sale;
- criminal or related gang activities;
- threatening conduct, bullying;
- searching and/or posting obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language, or pictures;
- posting false or defamatory information about a person or organization;
- posting a donation request which inaccurately represents that the District, or any of its schools, clubs, or activities, are a beneficiary of the request;
- posting or sending harassing messages or chain letters;
- engaging in "spamming" (sending unnecessary messages to a large number of people);
- unauthorized use of a cell phone or other form of technology;
- installation of unauthorized hardware, software or code on any AIS or on any personal device at school.

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

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Theft</b>		
<b>11E. Breaking and Entering</b> Entering or remaining unlawfully in or on property that does not belong to you with the intent to commit theft.	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion
<b>11F. Burglary with a Dangerous Instrument or Weapon</b> 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; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Trespassing and Loitering</b>		
<b>12A. Trespassing</b> 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; <del>and:</del> Short-term Suspension	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension Expulsion
<b>12B. Loitering</b> Being on school property without a legitimate reason for being there;  Refusing or failing to identify yourself while on school property.	School Level Actions; <del>and:</del> Short-term Suspension	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension Expulsion

**TRESPASSING** includes students under suspension/expulsion; and those students who enter, or remain at, a school campus or facility after being directed to leave.

A **LOITERING** student includes one visiting any School District campus (other than where the student is enrolled) while school is in session without first receiving permission from the principal of the campus being visited.

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Vandalism and Damage</b>		
<b>13A. Vandalism</b> Destroying or defacing school or personal property.	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension Expulsion
<b>13B. Graffiti or Tagging</b> Making drawings or writing words or symbols on the property of another by scratching, painting or other means.	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension	School Level Actions; <del>and:</del> Short-term Suspension Long-term Suspension

<u>Prohibited Behavior</u>	<u>Consequences</u>	
	1 <sup>st</sup> Incident	2 <sup>nd</sup> (or more) Incident
<b>Weapons and Dangerous Items</b>		
<b>14A. Weapon (Other Than Firearm)</b> 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.	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>
<b>14B. Firearm</b> 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.	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion <b>(Mandatory)</b>
<b>14C. Dangerous Item</b> Possession, transfer, concealment, sale or use of anything that is readily capable of causing death or serious physical injury.	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension Expulsion	School Level Actions; <del>and:</del> Short-term Suspension <b>(Mandatory)</b> Long-term Suspension <b>(Mandatory)</b> Expulsion

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

- Knives with locking blades and/or blades longer than two and one-half (2 ½) inches);
- 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 Arizona Revised Statutes Section 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
- Bomb threats
- False fire alarms
- Non-accidental injuries to student.
- Assault
- Possession of weapons
- Possession, sale, or distribution of drugs; dangerous items, or alcohol
- Sexual assault/misconduct
- Threatening an educational institution

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

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

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

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

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